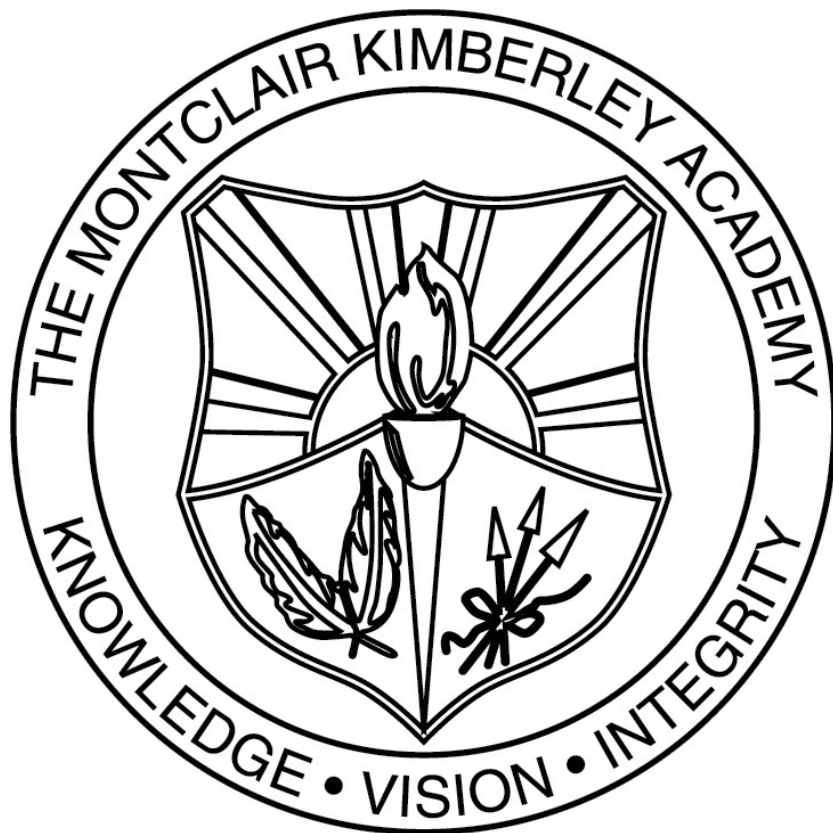


# **ACADEMIC PROGRAM GUIDE**

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## **UPPER SCHOOL**



**MONTCLAIR KIMBERLEY ACADEMY**

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**2025–2026**



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# **MONTCLAIR KIMBERLEY ACADEMY**

## **MISSION STATEMENT**

MKA's challenging, engaging, and innovative academic program provides a vibrant and transformative education. Our faculty's deep and genuine understanding of our students as individuals and as learners fosters their ethical development, intellectual growth, and personal success. MKA's diverse, collaborative, and inclusive community inspires students to lead lives of noble character, purpose, and distinction.

Evidence of our mission is found in the Knowledge, Vision, and Integrity of our students and our alumni:

### **KNOWLEDGE:**

- Academic excellence
- Intellectual independence
- Love of learning

### **VISION:**

- Personal engagement with the world
- Understanding of human complexity
- A sense of humility and compassion

### **INTEGRITY:**

- Strength of character
- Responsibility as a citizen and leader
- An honorable and generous life



## MKA LEARNERS ARE:

### ETHICAL LEADERS AND CHANGE AGENTS

who, through socially conscious reflection and action, develop the character and habits to inspire positive change.

### SKILLFUL COMMUNICATORS AND COLLABORATORS

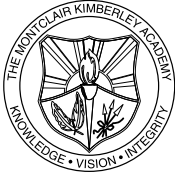
who develop unique voices as they communicate original ideas with insight, purpose, and compassion. They value both their own and others' perspectives, expertise, and contributions.

### REFLECTIVE HUMANS

who notice, wonder, and explore both to develop and to adjust their understanding.

### LIFELONG LEARNERS

who are driven by insatiable curiosity, a willingness to explore new ideas and viewpoints, and a commitment to creativity and innovation that continually evolves.



# CHARACTER STANDARDS FOR THE MKA COMMUNITY

All members of the MKA community strive to  
act, speak, and think in ways that are:

## **Respectful**

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We act with civility in our relations with others while still valuing ourselves. We are conscious of the world around us, and we recognize the worth of all we have and treat it accordingly.

## **Friendly**

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We demonstrate good will and compassion in our relationships with others. We understand that in order to have friends we must be friends and treat all with understanding, loyalty, and respect.

## **Responsible**

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We fulfill obligations and complete tasks to the fullest of our ability, and we are accountable members of our community. We volunteer our assistance when called upon and budget our time, efforts, and resources sensibly.

## **Confident**

---

We uphold a positive image of ourselves regardless of the way others perceive us. We recognize our potential and challenge ourselves to improve the talents and skills we possess. We are able to take pride in our work, while remaining humble and accepting criticism. We express our opinions freely without fear of the judgment of others and always speak up when we see acts of injustice.

## **Temperate**

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We balance all aspects of our lives. By devoting personal attention to academics and personal commitments, we maintain moderation. While welcoming relaxation, we exert self-control and strength of will when faced with temptation and challenge.

## **Fair**

---

We cultivate an environment where all students may act and speak without the fear of prejudice, intolerance, or judgment. We recognize and seek to understand the differences between individuals in the community. While recognizing these differences, we also value the inherent equality among all.

## **Informed**

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We rely not only on our own experiences to make decisions, but we also actively seek a more thorough understanding of the world. With our knowledge, we envision a more peaceful and empathetic society.

## **Honest**

---

We understand the value and necessity of being true to ourselves, as well as others, and we are sincere in words and actions. We take pride in the authenticity of our own work and ideas, and we have the courage and integrity to take responsibility for all of our actions.

# INCLUSIVE AND REPRESENTATIVE CURRICULUM

MKA is committed to providing a meaningful experience for lifelong learning, so students can become impactful members of an inclusive, global community.

Creating an inclusive and representative curriculum is more than just changing curriculum and content; it's a mindset, an active and ongoing process, and a curricular practice that teachers engage in. It begins with all teachers identifying their own biases and then designing units of study that honor and are relevant to the students they are currently teaching. It includes discussing real-world issues, designing assessments grounded in student voice and choice, and providing opportunities for students to learn from one another.

All students should see themselves represented within the curriculum. The course resources (e.g., images, books, primary sources, and films) that teachers use for instruction reflect the diversity of the student body. We expose students to a broad range of voices when exploring issues such as racism, classism, and discrimination.

As part of an inclusive and representative curricular practice, teachers are committed to:

- Honoring their students' narratives.
- Providing multiple perspectives within their disciplines.
- Providing all students with opportunities to understand themselves and other members of both the MKA community and the global society.
- Ensuring that MKA is a safe environment in which to explore and discuss multiple perspectives, ask challenging questions, and create positive social change.

# Social and Emotional Learning (SEL) Competencies for the MKA Community

Taking Care of *Myself*

## Self-Awareness



**I KNOW** how I feel and can communicate it clearly.

- I know my strengths and challenges.
- I know when to seek help and how to find it.
- I know there are many parts of myself that make me who I am.

- I identify and understand how my emotions, values, strengths, challenges, and personal and social identities\*—and their interconnections—develop an accurate self perception.
- I examine my own prejudices and biases.
- I embrace a growth mindset.
- I develop my sense of purpose.

## Self-Management



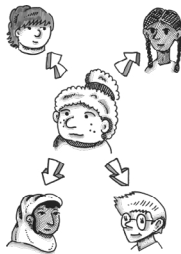
**I MANAGE** my emotions, stress, and actions.

- I make good choices and act with integrity.
- I set and achieve goals.

- I organize and motivate myself.
- I control impulses that cause harm, and I exercise self-discipline.
- I work with my community to set and achieve collective goals.

And *Others*

## Social Awareness



**I RESPECT** other people's feelings and perspectives.

- I empathize with other people and demonstrate compassion.
- I strive to be a positive influence in my school and community.

- I read social cues in a variety of contexts.
- I acknowledge, value, and honor everyone's perspectives, cultures, and humanity.
- I understand the influences of organizations and systems on an individual's experience.
- I stand up against actions and structures that cause harm.

## Relationship Skills



**I BUILD** positive and healthy relationships.

- I listen actively, communicate clearly, and collaborate effectively.
- I respect and strive to understand the uniqueness of all individuals.
- I help to resolve conflicts that cause harm.

- I provide positive leadership in groups.
- I interact with individuals in ways that demonstrate understanding of and honor their multiple identities\*.
- I negotiate disagreements constructively.
- I seek and offer help (when needed).
- I resist negative peer pressure.

And *my Community*

## Responsible Decision-Making



**I MAKE** safe, responsible, respectful, and constructive choices.

- I work to understand and solve personal and community problems with an open mind.
- I stand up for the rights of others.

- I analyze situations and information.
- I take personal, social, and ethical responsibility.
- I reflect on my role in promoting personal and collective well-being and evaluate the impact of my actions.

\*The National Association of Independent Schools (NAIS) identifies 17 sample cultural identifiers, including race, ethnicity, gender, sexual orientation, socioeconomic status, religion, and ability.  
Artwork by Katie Chung '24

# Social and Emotional Learning (SEL) Competencies for the MKA Community

Social and Emotional Learning at MKA helps students to build an essential foundation for academic and personal success by developing the self-awareness, empathy, and good character needed to make responsible decisions and create positive relationships with others. All members of the MKA community commit to developing the skills identified here and modeling them for others.

## Self-Awareness



The ability to identify and understand your emotions, thoughts, and multiple identities\* (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status, religion, ability) and how they influence behavior in different situations—and how different situations influence your behavior. The ability to understand your values, strengths, challenges, and areas for growth with a well-grounded sense of confidence and purpose.

## Self-Management



The ability to regulate your emotions, thoughts, and behaviors effectively in different situations. This includes developing the capacities to manage stress, create balance, delay gratification, and feel motivation and agency to accomplish personal/collective goals.

## Social Awareness



The ability to understand multiple perspectives and to act with empathy and compassion for one another. This includes understanding how your words and actions—and historical and current social structures—impact you and others.

## Relationship Skills



The abilities to establish and maintain healthy and supportive friendships and other relationships and to effectively navigate situations with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, work collaboratively, negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek and/or offer help when needed.

## Responsible Decision-Making



The abilities to make caring, respectful, and constructive choices about personal behavior and social interactions in different situations and to recognize family, school, and community resources and supports. This includes the capacities to consider ethical standards (such as honesty and fairness), cultural norms, and safety, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

\*The National Association of Independent Schools (NAIS) identifies [17 sample cultural identifiers](#).

MKA acknowledges the following as inspiration for its development of this SEL Competencies document:

- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#). We used their five SEL core competencies and adapted their definitions and skills.
- Anchorage, AK School District's *K-12 Social and Emotional Learning Standards and Indicators* (as viewed in 2017)
- Illinois State Board of Education's *Illinois Learning Standards: Social/Emotional Learning* (as viewed in 2017)
- [Responsive Classroom](#)

MKA also thanks Lauren Hyman Kaplan, M.A. for her insights and guidance. | Artwork by Katie Chung '24.

# MKA UPPER SCHOOL CONVERSATION NORMS

We will. . .

## **Suspend Judgement of Ourselves and Others.**

Acknowledge that we all need grace for our ideas to grow and evolve. Free yourself to process while you think, and extend that freedom to others as well.

## **Listen to Learn.**

Seek to understand others' views. Be fully present in mind and body.

## **Speak Thoughtfully and Act Intentionally.**

Speak for yourself and from your own experiences and learning. Ask questions instead of making guesses; critique ideas, not people.

## **Speak Up and Step Back.**

Allow everyone the chance to speak. Be mindful of the time and space your voice occupies.

## **Agree that Learning Leaves, but Stories Stay.**

Honor the confidentiality of others. Take responsibility for creating an environment where everyone can contribute and learn without worry.

# UPPER SCHOOL ACADEMICS

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The Upper School nurtures the intellectual talents and interests of all our students, inspires them to turn inquiry into insight, and empowers them to achieve their maximum potential through a carefully designed and intentional curriculum. Working with teachers who are both accomplished in their fields and student-centered in their approach, Upper School students participate in varied academic opportunities that foster intellectual curiosity, critical thinking, and problem-solving. On any given day, students explore labs, participate in deep and probing discussions, write critically and creatively, refine their thinking about complex issues, and learn to solve cutting-edge problems in pursuit of essential skills and durable truths. Our graduates enter college and a rapidly changing world with the content mastery and the tools to learn continuously, lead bravely, and innovate humanely. Guided by the community norms established by MKA's Mission Statement, the MKA Learner graphic, MKA's Character Standards, and the Social and Emotional Learning (SEL) Competencies for the MKA Community, students practice academic and social and emotional skills as they develop their sense of self and purpose, become independent learners, and contribute meaningfully to the intellectual and community life of the Upper School.

## GRADUATION REQUIREMENTS

To graduate from Montclair Kimberley Academy, a student must earn 120 credits in grades nine through twelve, including **successful completion** of the following:

- 24 Credits in English (3 each semester)
- 18 Credits in one world language
- 18 Credits in mathematics
- 18 Credits in history, including U.S. History
- 18 Credits in science, including Biology, Chemistry, and Physics
- 9 Credits in the fine and performing arts
- 5 Credits in health, wellness, and physical education
- 2 Credits for Ethical Leadership Lab 1: Belonging and Community
- .5 Credit for Ethical Leadership Lab 2: Ethical Leadership in Action
- Community Engagement, a four-year service commitment
- May Term, a year-end commitment for seniors

## Course Load and Credits

A standard course load is five academic majors each semester, plus one course in the Fine and Performing Arts Department and any other required courses. Enrolling in five academic majors per semester is highly recommended all four years, although a minimum of four academic majors per semester is permitted. For some students, taking an additional course above and beyond the standard load of five academic majors may be appropriate. Students should be aware, however, of the demands of taking additional courses.

Students are required to take a minimum number of credits per year, depending on the grade they are in. The Academic Dean may grant exceptions to the minimum requirement in unusual circumstances. Ninth-grade students usually sign up for 36.5 credits, and tenth-grade students usually sign up for 35 credits. The minimum number of credits required per year is 30 for juniors and seniors. Credit requirements in some departments are modified for students who enter the Upper School after ninth grade.

## Community Engagement Graduation Requirement

The "Service Year" runs from May 1, 2025 to May 1, 2026. Service must be in support of an organization outside MKA. Service benefitting MKA (i.e., MKA.TV, MKA Lab, etc.) does not count toward hours for the President's Volunteer Service Award, but students must also complete service hours that benefit organizations outside MKA for the graduation requirement. MKA-sponsored service (Common Experiences, Weekly Outreach Trips, Service Saturdays, Global Experience Trips, etc.) are automatically updated on the MobileServe app. Students must document all external service hours on MobileServe. See more about Community Engagement on page 10 and see the MKA Handbook for more details about related requirements.

Grade 9: Common Experiences (MKA provides these opportunities for students during the school day.)

Grade 10: Common Experiences & Self-Directed Exploration of 2+ causes/organizations (10+ hours)

Grade 11: Common Experiences & Self-Directed Commitment to 1 cause/organization (20+ hours)

Grade 12: Common Experiences & May Term Option

## May Term Graduation Requirement

May Term provides all seniors with the opportunity to spend several weeks pursuing an area of interest in one of the options available that year. Examples include, but are not limited to: a service learning project; a teaching internship at MKA's Primary or Middle School; an external internship; an entrepreneur and design cohort; a global experience program culminating in a trip; and an independent, creative, or academic project. Except for AP classes and ensemble Fine and Performing Arts classes preparing end-of-year performances, seniors' classes end before May Term begins. Following successful completion of all academic requirements, seniors are released to May Term. Successful completion of May Term is a graduation requirement.

## FOUNDATIONAL ELEMENTS OF THE ACADEMIC EXPERIENCE

### The Daily Schedule

The Upper School operates on an eight-day (A through H Day) schedule. Major (six-credit) classes meet four times per cycle; and other classes meet one, two, or three times per cycle. Each class period lasts 70 minutes; and classes meet on a rotating basis, meaning that each class meets at a different time each letter day. A daily Common Work Period (CWP) lasts 25 minutes, during which everyone is free to work individually or collaboratively. See more about utilizing this time in the Common Work Period section on page 22. Meeting periods (such as assemblies, advisor group meetings, and club meetings) usually take place after classes are over at the end of the day. To see a visual representation of students' daily schedule, please see page 79.

### Advisor Program

A key component of each Upper School Student's experience, the advisor system goes beyond academic advising to emphasize students' social and emotional development. The roles of the advisor are to be attentive to their advisees' academic, social, and emotional growth as they navigate high school; to be an advocate and resource; and to help students achieve self-efficacy and independence. Additionally, the advisor is the principal contact between the school and a student's family.

The advisor/advisee relationship is built over four years, enabling advisors to see students develop from early teens to independent young adults ready for college life. Advisor groups meet once a week to discuss a multitude of topics in age-appropriate ways in a comfortable forum. In grade nine, the advisor program is supported by a robust Peer Leader program, which partners ninth-grade students with seniors for mentorship and guidance.

## Social and Emotional Learning

Social and emotional learning (SEL) and academic growth are integrally connected. Research shows that students who attend schools with strong social and emotional learning programs have higher academic achievement, better mental health, and fewer behavioral difficulties in school—benefits that continue into adulthood. At the Upper School, teachers and advisors continue to center social and emotional learning every day by helping students develop five social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. See pages 5 and 6 for more information.

## Community Belonging

The Upper School continues the community belonging work started at the Primary and Middle Schools. Understanding the diversity of students' natural growth and development, Upper School students deepen their examination of their individual identities and share what makes them unique and special within our community, so all students feel seen, heard, understood, safe, and honored for who they are. Students explore and appreciate their differences and similarities, challenge stereotypes, and acknowledge the range of perspectives within and outside our community. In keeping with MKA's Mission Statement (see page 4), to recognize complexity and value empathy, students and adults welcome, embrace, support, and encourage members of the MKA community: its identities, experiences, and aspirations. In forming and affirming positive classroom communities, students celebrate and value their individual differences.

Our inclusive and representative curriculum is taught in conjunction with social and emotional learning skills, which instill respect for the individual as well as all members of our community. Students are encouraged to speak confidently and genuinely, inspiring everyone to examine life and history from a variety of perspectives.

## Ethical Leadership

We believe that all students are on a personal leadership journey to serve as leaders and create positive change in our world. Both Ethics and leadership development are integrated into all areas of school life—from the classroom to the playing field. Our Mission Statement and Character Standards (see pages 1 and 3) serve as the foundation for both explicit and implicit education in character and leadership. More specifically, students actively engage with the following questions in developmentally appropriate ways across all three campuses: "Who am I, and who am I hoping to become? What does it mean to be a member of a community? How am I contributing? How am I serving as a leader?" With the understanding that Ethics is the essential entry point for authentic leadership work, our goal is to provide all of our students with the opportunity to examine their individual identity and character development and then chart their own Ethical Leadership path, rooted in integrity, empathy, and service.

## Community Engagement

Community Engagement is an important part of the lives and learning of all Upper School students. Beginning in ninth grade, students participate in school-sponsored service opportunities, including Weekly Outreach Trips, MKA in the Community Fridays, Service Saturdays, and Global Experience Trips. In addition to participating in school-sponsored service opportunities, tenth-grade students engage in a self-directed exploration of two or more causes and organizations and complete at least 10 service hours. By eleventh grade, students commit to serving one cause or

organization and completing at least 20 service hours. In twelfth grade, students may pursue a May Term Community Engagement Project to deepen their understanding of their community partners' perspectives and needs, strengthen their commitment to community service, reflect on and refine their strategy for impact, and share their experiences with the MKA community. By participating in authentic service-learning experiences, students develop lifelong social and emotional habits and learn to partner with others to make a difference within a community.

## **STEM+ MINDSET**

Preparing the MKA Learner to learn and lead in a rapidly changing world includes a significant focus on developing a STEM+ mindset. Guided by our commitment to Ethical Leadership, MKA invites students not only to make connections among the traditional areas of STEM (Science, Technology, Engineering, and Mathematics) but also to explore the limitless potential when STEM skills and concepts are combined with other interdisciplinary skills to create new ideas and solve real-world problems.

### **At The Upper School**

Students continue to develop a STEM+ mindset and transferable skills that can be utilized across the curriculum to address relevant, authentic issues facing the community in which they live. In the required ninth-grade course, Ethical Leadership Lab 1: Belonging and Community, students use design thinking to develop a solution to a challenge their local community faces. The science, mathematics, and computer science curricula inspire and appropriately stretch students as they make STEM+ connections and grow their STEM+ mindset. These programs focus on developing critical thinking and problem-solving skills within a culture that emphasizes ethical considerations and responsible computing practices. Students pursue a wide variety of interests through elective opportunities, and a range of clubs and activities provide them additional opportunities to couple their learning with leading (e.g., through participation in the Robotics team, Computer Science Club, and the STEM+ Student Leadership group).

Many Upper School students also engage in STEM+-related independent studies and summer research opportunities that extend beyond MKA's walls; they have the option to share their work with the Upper School community through the STEM Student Research Seminar Series. In addition, many seniors choose to pursue a STEM+ "creative endeavor" they are passionate about for their month-long May Term project, applying transdisciplinary skills to designing, completing, and presenting their work.

The 27,000-square-foot Inquiry and Innovation Center, a nucleus of the Upper School community, fosters inquiry-based, hands-on learning and collaboration across disciplines, essential for developing strong relationships and new ideas in the MKA community. Modern and flexible laboratory spaces offer students opportunities to explore research questions within the curriculum and to conduct independent research. Access to the Green Roof from within the building allows teachers to incorporate this learning space into their classrooms. Students will also have access to the Community Innovation Hub, a dedicated space for students and faculty to come together to design, invent, and build using a diverse mix of traditional and high-tech tools. The dedicated modern spaces for our Science Research Program and Robotics Club enable these groups to thrive, ensuring students have access to varied areas for designing, creating, and collaborating. The Inquiry and Innovation Center showcases student work, making students' curiosity, thinking, and learning visible and cultivating the spirit of creativity and innovation that defines our community.

## TECHNOLOGY FOR LEARNING

Educational technology use at MKA enriches learning, nurtures creativity, and prepares students to thrive in a connected world. Teaching and learning with technology, tailored to students' developmental stages and learning needs, empowers students to leverage digital tools to enhance inquiry, communication and collaboration, productivity, and innovation.

Rooted in its commitment to thoughtful and transformative learning, MKA helps students become flexible thinkers and Ethical Leaders who use educational technology tools and emerging technologies, such as artificial intelligence, safely and responsibly, with intentionality and integrity. The faculty guide students in developing digital literacy, citizenship, and personal agency. As students build healthy digital habits, their mindful use of technology centers well-being.

Whether helping students amplify, demonstrate, or share their learning, technology enables students to grow as engaged, reflective, lifelong learners—prepared to lead lives of noble character, purpose, and distinction in a world with an ever-evolving technological landscape.

### At The Upper School

Across the curriculum, teachers integrate technology as a learning tool to empower students to actively make meaning from their learning, construct knowledge, and creatively express themselves using various platforms appropriate to their learning goals. MKA's commitment to preparing students for academic excellence and the development of good character includes its 1:1 Laptop Learning Initiative that provides each Middle and Upper School student with a laptop. Laptops are equipped with an identical suite of software to ensure a common platform for instruction and are replaced on a three-year cycle. Teachers of grades 6-12 use Veracross as a learning management system to organize their course resources for student access, providing continuity from one class meeting to the next. A variety of vetted and approved synchronous and asynchronous technology tools provide powerful communication and collaboration opportunities, allowing teachers and students to share ideas, provide and respond to feedback, and build knowledge together.

## COURSE REGISTRATION

The Academic Planning documents at the end of this guide offer a four-year roadmap for an Upper School student's academic program. These resources, including the Upper School Daily Schedule, Year-By-Year Course Offerings and Standardized Testing, and Academic Planning For Eight Academic Blocks, are printable on pages 79, 80, and 81.

### Honors Courses

Honors courses are accelerated courses for qualified students who have shown exceptional ability and who work well independently. Honors designation indicates one or more of the following about a course as compared to the standard course: it moves more quickly; covers more topics and/or delves more deeply into the subject matter; and/or requires a greater level of self-directed inquiry. Honors courses require students to produce more sophisticated and more extensive individual and independent work. For honors courses that are sequential, little time is spent reviewing material that students should have already learned. Students are recommended for honors courses by meeting specific prerequisites; students who earn an A in a standard course are not automatically qualified or recommended for the honors course at the next level. Students should discuss their overall course load with their advisor(s) and families before requesting courses for the upcoming school year.

## Advanced Placement (AP) Courses

AP courses prepare students for AP exams given at school in May. Students must take the AP exam for every AP course in which they are enrolled; otherwise, they may lose the AP designation for the course listed on the transcript.

Students in AP courses at MKA are automatically signed up to take the corresponding exam(s) and do not have to register on their own. The charge for these exams, currently \$99 per test, is set by the College Board. Applicable exam charges will appear on students' accounts, and all charges are non-refundable.

A student who is not enrolled in an AP course that MKA offers is not eligible to take that AP exam at MKA. Students who want to take an AP exam for an AP course that MKA does not offer must complete a registration form and return it to the MKA AP Coordinator by the November 1 deadline. (See the following list of AP exams that MKA will administer upon request.)

### AP Courses Offered at MKA (Exam Required):

- Art and Design
  - AP 2-D Art and Design
  - AP 3-D Art and Design
  - AP Drawing
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Chinese Language and Culture
- Computer Science A
- English Language and Composition
- English Literature and Composition
- Environmental Science
- French Language and Culture
- Latin
- Music Theory
- Physics 1: Algebra-Based
- Physics C: Electricity and Magnetism
- Physics C: Mechanics
- Spanish Language and Culture
- Statistics

### Additional AP Exams Administered at MKA Upon Request:

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

## Post-AP Courses

MKA routinely offers Post-AP courses in mathematics, computer science, and world language for students who have completed AP courses in those subjects. Students must meet course prerequisites and receive a department recommendation before enrolling in Post-AP courses.

## **Additional Study Opportunities**

### **Independent Study Projects**

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

### **Directed Study**

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

### **Individual Study**

When a requested course is not offered because of low enrollment or when a course does not fit a student's schedule, Individual Study may be available.

### **Advanced Study**

If a student has exhausted all curricular offerings in a particular subject, the department may offer an Advanced Study course in cases where staffing permits.

## **Course Recommendations**

Course recommendations provide the foundation for a student's academic planning. Department recommendations for the following year are made in May and are based on factors that include, but are not limited to: classroom performance; the ability to work independently; preparation for and participation in class; and standardized test scores, where appropriate. A recommendation means that a student may take that course, not that they must take it. After final assessments, recommendations are reviewed and may be amended. Students may find that they are recommended for courses for which they had not been recommended earlier, or that they are no longer recommended for courses for which they originally had a recommendation. The Academic Dean will notify students and their parent(s) or caregiver(s) by email in mid-June if there is a change in recommendation(s). A parent or caregiver must respond to the Academic Dean by the established deadline to indicate whether or not the student is altering their course request(s) based on the change(s) in recommendation(s). Because the school must finalize staffing and sectioning, it may not be possible to honor late responses.

## **Course Requests**

Students and parents or caregivers discuss course recommendations and then meet with advisors to finalize course requests for the subsequent school year. Advisors use the recommendations to guide students and their families in the course request process. Students are encouraged to complete the most challenging academic program in which they can be successful while keeping balance in mind. Students submit their course requests in May; course requests should be made carefully and submitted on time. It is the student's responsibility to check the course requests document on their Student Portal and confirm that all requests are accurate; if there are errors

or omissions, the student should communicate with their advisor(s). Once schedules have been generated, course availability is often limited. If a student's course requests cannot be honored due to a schedule conflict, the Academic Dean will communicate with the student and their parent(s) or caregiver(s) in July and offer alternate options. Course enrollment information is published via the Student and Parent Portals in August and should be checked carefully against the original list of course requests.

## Course Request Changes

While changes in course requests are allowed, they are subject to appropriate approval and deadlines. During the spring, a student wishing to make a change in course requests must discuss the matter with their advisor and parent(s) or caregiver(s), who must contact the Academic Dean. The Academic Dean considers changes in course requests made during the summer. A student who wishes to change course requests once the school year has started should discuss the matter with their advisor and parent(s) or caregiver(s), who must contact the Academic Dean. Because dropping or changing a course may affect class size and impact the balance in other courses, such requests may not be honored.

## Against Recommendation Policy

To request enrollment in a course against recommendation, eligible students must submit an Against Recommendation Form indicating that they and their parent(s) or caregiver(s) understand that: sectioning and staffing decisions will be based on the number of students recommended for a course; students may not be able to change courses during the add/drop period; and teachers are not required to provide unlimited extra help to students who take courses against recommendation. Enrollment is not automatic and is not guaranteed. Students may request only one course against recommendation and may only request to move up one level (for example, from Precalculus to Precalculus Honors, but not to Advanced Precalculus Honors). Students may not request an AP course (or post-AP course) against recommendation. Students who end the school year on Academic Probation and students who transfer to MKA during the school year may not request a course against recommendation.

## Enrollment Priority

When staffing considerations and class size restrictions limit course enrollment, juniors and seniors and those students who have been recommended for the course will receive priority. MKA does not guarantee course offerings when student sign-up is low. Students not re-enrolled or paid in full will not be scheduled, and space will not be saved until reenrollment is submitted.

## Course Changes During the School Year

A student who wishes to change courses once the school year has started should discuss the matter with their advisor and parent(s) or caregiver(s), who must contact the Academic Dean. Because dropping or changing a course may affect class size and impact the balance in other courses, such requests may not be honored.

When adding a course or changing a level, the course in which the student wishes to enroll must be offered, have room in it, and fit the student's schedule. No change will be made if the course in which the student wishes to enroll is already full, even if the student was originally recommended for that course. Students who add a course are expected to complete all work already assigned. Once a grade of record has been issued in a course, that grade will be noted on the student's transcript.

**No changes will be made after the deadlines listed below**, except for health or other compelling reasons that the Academic Dean and the Head of Campus approve.

## Adding or Dropping a Course

- In a **semester course**, students may add/drop **before the start of the second cycle of classes.**
- In a **year-long course**, students may add/drop **before the start of the third cycle of classes.**

## Changing the Level of a Course

- In a **year-long course**, students may change levels **before the halfway point of the third cycle of classes.**

## Dropping Down a Level

In rare instances, a student who is working hard but is struggling with the coursework and has a very low grade may petition to drop down from an honors-level course to the standard level of that course. The Department Chair will consult with the Academic Dean to review the request. If this request is made after the add/drop period, both courses, along with the grades and credits earned, will appear on the student's transcript and will be part of the student's permanent academic record.

## Seniors' Course Changes

Because colleges offer admission based on senior courses listed on the transcript, after the Semester 1 add/drop period, seniors are expected to complete all courses for which they have registered in Semesters 1 **and** 2. Once transcripts have been sent to colleges, any schedule change for seniors will be reported to the colleges to which that student applies. Once a student receives an offer of admission from a college, they may not make any changes to their course enrollments.

# ACADEMIC POLICIES

## Attendance

Students must attend classes as scheduled and arrive on time. Teachers and study hall proctors will take attendance at the beginning of the class period. They will report frequent absences and/or tardies to the student's advisor and Grade Dean. In cases where a student's attendance record and/or frequent tardiness impacts their academic experience and/or the classroom dynamic, they may be referred to the Dean of Students and/or Academic Dean to discuss their attendance record and any related issues.

Students who miss class because they arrive late to school must see their teacher(s) before leaving school that day, and they may not be allowed to make up any missed work if the tardy is unexcused. Students who are not in school by 9:00 a.m. or who miss class during the day are not allowed to attend or participate in school activities that day or evening unless given direct permission by the Academic Dean or Dean of Students.

If a student is not feeling well enough to attend school at any time of day, we ask that the student remains home for the full day. Partial days, with the exception of planned absences or doctor appointments, are not a part of MKA's attendance routines. If a student doesn't feel well, but improves enough to come to school, the student would need to have a doctor's note to confirm that they are well enough to return.

Seniors wishing to attend a college session must seek permission from their teacher before class. Students are responsible for all work and deadlines missed during absences for college visits. In addition, students should be mindful not to miss the same class more than two times for college visits nor to rely inappropriately on teachers for help upon their return.

When a student knows in advance that they will be absent from school, they must pick up a planned absence form in the main office (or download one from the MKA Academics page on Veracross). The form must be completed and signed by the Academic Dean and the student's teachers, advisor, and parent(s) or caregiver(s) and then returned to the Registrar at least one day before the absence. Failure to follow these procedures may result in detention.

**MKA strongly discourages absences due to extended vacations, family trips, non-MKA activities, and days off to complete school work.** Students should seriously consider the situation they create if they stay home to complete school work while their peers adhere to academic deadlines.

## Makeup Work

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

## Communication with Faculty and Staff

While in-person conversations with teachers, advisors, and learning specialists are the preferred method of communication, email is an essential part of being a student at MKA. Students should be proactive in their communication with teachers and use email to: set up/confirm meeting times; communicate regarding absences, tardies, and other attendance issues; ask questions about an assessment/assignment/grade; and share information about issues that may impact their performance in the classroom or on schoolwork.

Students should check their email regularly (at least twice per day) and promptly and respectfully respond to emails (generally within 24 hours). Ignoring a teacher, advisor, learning specialist, Grade Dean, administrator, and/or a staff member is unacceptable.

## Grades and Comments

The academic year is divided into two semesters. Courses are either full-year or year-long. Students earn grades of record at the end of each semester, S1 and S2.

Teachers calculate indicator grades for:

- All ninth-grade students, new students, and students who meet specific criteria at the early notification (EN) deadline a few weeks into S1.
- All students at each mid-semester deadline, MS1 and MS2.
- Students with a grade that has risen or fallen significantly at other times during the school year.

Indicator grades are not grades of record; they are a general measure of student achievement partway through the semester. The purpose of assigning indicator grades is to give students and their parent(s) or caregiver(s) information about progress in a course while there is time left in the semester to make improvements.

To accompany EN, MS1, and MS2 indicator grades, teachers write individualized, narrative comments that provide information about each student's academic achievement, effort, and progress. This information is as important as the student's grade.

## Grade Equivalents

Letter Grade	% Range	4.0 Scale	Number Grade
A	93-100	4.00	95
A-	90-92	3.66	91
B+	87-89	3.33	88
B	83-86	3.00	85
B-	80-82	2.66	81
C+	77-79	2.33	78
C	73-76	2.00	75
C-	70-72	1.66	71
D+	67-69	1.33	68
D	63-66	1.00	65
D-	60-62	0.66	61
F	Below 60	0	50

## Late and/or Unsatisfactory Work

To promote acceptable academic performance standards, students must submit all work on time. Homework assignments that are turned in late are subject to the late penalties described in the teacher's or department's homework policies. Any other assignment turned in or completed after its assigned date will lose 5% for each subsequent class meeting until the fourth class meeting since the due date, after which the assignment can only receive a maximum grade of 50%. Although major papers or projects that are more than four class meetings late receive an automatic failing grade, they must still be satisfactorily completed and handed in to receive credit for the course.

In instances where students submit inadequate work, departments have guidelines to ensure that students work toward reaching a minimum level of achievement. The result is that, outside of incidents of academic dishonesty, no student can earn lower than 50% on a major assessment. Major assessments include tests and papers, not quizzes or daily homework problems/exercises. In addition, students must complete all major assessments. Teachers will create and implement a plan when students do not meet deadlines and/or do not complete work to an acceptable standard.

## Incomplete Grades

Students must be up-to-date with their work at the end of each grading period. All assignments must be handed in, and all assessments must be made up by the last day of each semester. Failure to complete work by that date may result in a grade of F (zero) for that work. The Academic Dean must approve any extension of this deadline. If an extension is granted, an Incomplete (INC) grade will be recorded when grades are due. An approximate grade range and written comment will accompany any grade of INC.

## Final Course Assessments

All students in grades nine through eleven are required to take a final assessment in all full-year and Semester 2 academic courses, except full-year AP courses. All teachers of a course collaboratively design the final assessment. All students in courses with multiple sections take the same assessment; however, depending on the course, this assessment may have a portion that is teacher-specific. The student's final assessment grade will be recorded as a separate, stand-alone grade in the student's final grade report card but **not** on the transcript.

## Final Course Grades

Final grades for courses are calculated as described below. The final average is the grade that appears on transcripts.

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

See also: Seniors' Final Assessments and Final Grades (see page 19).

## Definition of Passing

Students must pass a course to receive credit. A D- average for a course is considered passing. Students who earn an F in a course must repeat and pass the course to receive credit. A student must pass 3/5 of a full-year course to receive credit; therefore, a student who fails the first semester must earn a passing grade for the second semester and on the final assessment. A student who earns a passing grade for the first semester but fails the second semester or their final assessment cannot pass the course. Seniors must pass all their courses to graduate on time with their class. A final grade below C- in a sequential mathematics or world language course requires that the student repeat the course (and earn an appropriate grade on a qualifying final assessment) before advancing to the next level; the course may be repeated in a pre-approved summer school program or during the following school year.

## Extra Credit

Teachers may not provide extra credit opportunities for individual students even though students (or parents/caregivers) sometimes request extra credit work to boost a student's grade. The primary purpose of an assignment should not be to allow a student to bring up their grade. Teachers may, however, assign optional, supplemental work to all students for a variety of sound educational reasons.

## Grade Point Average and Transcripts

A student's GPA is calculated on a 4.0 scale, and both annual and cumulative GPAs appear on each student's transcript. MKA does not weigh grades. Only courses taken at MKA during the school year are used in the GPA calculation. All graded courses at the Upper School count toward the GPA. Transcripts only reflect final grades and credits and are mailed home at the end of each school year.

## Seniors' Final Assessments and Final Grades

Because seniors have a shortened second semester, they do not sit for final assessments; instead, teachers may assign a culminating assessment in each non-AP course. Culminating assessments take a variety of forms, such as a paper or project. These assessments will not count as separate, stand-alone grades; rather, the grades will be part of seniors' second-semester grades. Senior Semester 1 and Semester 2 grades count as 50% of the final course average, respectively.

For seniors, the Semester 1 report card is sent to colleges. The College Counseling Office (CCO) policy is to report mid-semester (MS1) grades, without exception, between November 1 and November 15 to all colleges where students have pending applications. Exceptions to that policy may be granted upon a request from a parent or caregiver to the Upper School Head and Director of the College Counseling Office. CCO counselors also provide updates in a particular course(s) as necessary and as individual colleges request.

Seniors with any reported grade below C- lose Senior Privileges until their low grade rises, as noted in the subsequent grading period. The grade of flagrant neglect (FN) may be assigned to a senior in a semester or full-year course during S2 after a conference with the student, parent/caregiver, teacher, and Academic Dean. FN is given to a student who is judged to be failing because of little or no effort. Regardless of a student's previous record, a student cannot pass a course with an FN.

## **Assignments/Assessments**

### **Homework**

Homework is given in all academic courses. Homework aims to prepare students for class by helping them to add to their knowledge in a particular subject, practice skills they have learned, and/or apply the information they have studied. In addition, homework serves as a means for teachers to measure students' mastery level of the concepts or skills discussed in class.

Since classes meet every other day, students are strongly encouraged to complete their homework the day it is assigned. Doing so allows students to see their teachers for clarification the next day if necessary. Completing homework the day it is assigned, rather than waiting until the night before the class meets, also allows students to complete the assignment while the day's lesson is still fresh in their minds. Homework assignments generally take 60 minutes, although the time it takes an individual student to complete an assignment varies. Because each class meets every other day, students do not have homework for all their classes every night. Over vacations, except for Winter Break, students may be given the equivalent of one night's homework in each course. Students in honors or AP courses may have more homework.

Students must plan so they have enough time to complete long-term assignments. Students are encouraged to develop their time-management skills by using study halls, free periods, Common Work Periods, and other times during the school day to work on their assignments. Students must work on homework assignments alone unless instructed otherwise by their teacher. All work submitted by students must reflect their own words and ideas.

### **Test/Paper/Project Notification**

In assigning tests, papers, or projects, teachers will give at least six days notice, including at least one weekend. While there are occasional changes in due dates and deadlines, teachers will update the Veracross calendar/timeline to reflect these changes. Students should expect no more than one graded assessment/assignment per class period.

### **Multiple Assessments**

In most cases, students are not required to take more than two, announced, graded assessments scheduled on a given day, although they may choose to do so. When a third assessment is announced, it is the student's responsibility to make one of their teachers aware of the conflict as far in advance as possible and to arrange for an alternative testing time. If a student does not notify the teacher before the day of the conflict, the student may be required to take all scheduled assessments. In some instances, for example on the last day before a vacation or the last day of a semester, a student may be required to take more than two assessments in a day.

## No Graded Assessments Days

No graded assessment and assignment days follow Rosh Hashanah, Yom Kippur, Diwali, Lunar New Year, Easter, Passover (first and second nights), Eid al-Fitr, Thanksgiving Break, Winter Break, and Spring Break.

## Moratorium

The four days before final assessments in June is a moratorium that provides students with time for synthesis and exam preparation. During the moratorium, teachers may teach new material, assign ungraded homework, and give ungraded assessments. Students should not expect to have graded homework or graded assessments during the moratorium; however, students who owe work are expected to complete that work during the moratorium. Teachers may give graded assignments and assessments during the moratorium in courses that do not have exams, and World Language teachers may give the listening/speaking parts of their exams.

## Academic Status

### Academic Honors

**Honor Roll and High Honor Roll** are determined by semester (not exam) grades as follows: All graded courses count toward the determination of Honor Roll or High Honor Roll designation. Students who fail a Pass/Fail course do not qualify for Honor Roll or High Honor Roll status. Criteria for Honor Roll recognition are at least a B- in all graded courses and a semester average of at least 3.0. Students with grades of A- or higher in all graded courses earn High Honor Roll recognition.

**Faculty Scholar Awards** were established by the Upper School faculty in 1987 to honor students who are deemed to be outstanding scholars. MKA defines scholarship as the active search for knowledge, going beyond the requirements of a course. Faculty Scholars demonstrate unusual intellectual curiosity and seek knowledge for its own sake rather than for material rewards. They also exercise leadership and fair-mindedness by sharing their talents selflessly with their peers. The award is the highest recognition MKA grants for scholarship at the end of the ninth, tenth, and eleventh grades. The selection process begins when each department submits nominations, which are then taken to the full faculty for final approval.

**Waring Scholars and Barras Scholars** are determined by semester grades as follows: All graded courses count toward the determination of Waring or Barras designation. Students who fail a Pass/Fail course do not qualify for Waring or Barras status. Students who make the High Honor Roll in both semesters of a given school year are designated as Mary K. Waring Scholars. Students are designated as Avery Barras Distinguished Scholars when they make the High Honor Roll in both semesters of a given school year and earn only A's (no grade of A- or below).

**The Cum Laude Society** is a national academic honor society. Each spring, some seniors are inducted into the MKA chapter of the society. Induction into Cum Laude is the highest academic honor that MKA bestows upon members of its graduating class. The criteria used for selection include: academic achievement, strength of program, demonstrated intellectual curiosity, academic leadership, integrity, and disciplinary record. The selection process begins when each department submits nominations; these nominations are then taken to the Cum Laude committee for consideration. Each school may induct up to 20% of its senior class.

## Academic Probation

Academic Probation is a formal statement of concern to students who have shown a pattern of academic underperformance. This designation is not included on any record sent to other schools or colleges. The purpose of Academic Probation is to provide impetus to the student to improve their academic performance and seek extra help, as well as to provide the student with feedback on areas of improvement and reinforce basic expectations regarding timely work completion, proactive communication with teachers, and/or engagement in the classroom. The enrollment contract for the following year of a student on Academic Probation may be withdrawn, may not be offered, or may be offered on a conditional basis. Students on Academic Probation at the end of the school year may not sign up for any course against recommendation and may not request or take more than five academic majors the following year. Students may be removed from Academic Probation based on their semester grades. However, they may be placed on Academic Probation at any time grades are issued. The Academic Dean reserves the right to place seniors on Academic Probation at any time during their senior year. Seniors on Academic Probation lose Senior Privileges. Seniors may be removed from Academic Probation during the second semester based on their mid-semester (MS2) grades.

## Academic Integrity

### Honor Pledge

During the 2003-2004 school year, a group primarily made up of students developed the following Honor Pledge:

We at Montclair Kimberley Academy cultivate an environment in which respect, honor, learning, and honesty are expected, practiced, and valued. As a student at MKA, I respect the right of the school to maintain this vision by creating rules that promote a respectful, trusting, and honorable school environment. I understand that academic dishonesty, personal dishonesty, or cruelty to others is destructive to our community and hinders my personal growth. More specifically, I pledge...

To neither give nor receive help on a test or any graded or ungraded assignment (before, during, and after) unless given permission by my teacher.

To cite any outside sources and receive credit only for my own work.

To respect others as well as their personal property and myself.

To not be cruel to others.

If I, as a member of this community, witness an infraction or have knowledge of a breach of the Code of Honor, it is my responsibility to notify the student themselves and encourage them to act accordingly or notify a faculty member/administrator. If I witness an infraction of the Code and do not act in either of these ways, I realize that I am in violation of the Code myself.

By upholding these provisions, I will not only maintain the respect of peers, teachers, and administrators but will also contribute to the positive atmosphere of a moral and trusting community.

### Academic Dishonesty

Academic Dishonesty includes but is not limited to cheating on an assessment (assignment/examination), plagiarizing, and/or submitting someone else's work as your own. It also includes failing to inform a teacher, administrator, or the student themselves that you witnessed an act of academic dishonesty. When a teacher suspects that a student has committed an act of academic dishonesty, **the faculty or staff member will speak with the student and the Department Chair (or designee) and then, if necessary, report the violation to the Dean of Students.**

All forms of academic dishonesty are viewed as major violations of the MKA Honor Code and are subject to academic and disciplinary consequences under the Code of Conduct and/or Honor Code. Additional disciplinary actions may be taken as the result of repeated academic dishonesty offenses in accordance with the Honor Code and the Code of Conduct, which appear in full in the MKA Handbook.

### **Authorized and Unauthorized Help**

A student's work must be an accurate representation of their own ideas, effort, and ability. Our goal is to help each student become an independent and responsible learner who acknowledges and respects others' ideas. Each department will provide a list of authorized and unauthorized help that outlines which resources students may and may not use.

### **Personal Technology Use**

Each teacher will discuss their expectations for acceptable use of technology in their classroom within the context of the school-wide Acceptable Use Policy (found in the MKA Handbook) that governs students' use of MKA-issued laptops and other classroom technologies. The following expectations apply to the use of personal technologies in every learning and/or assessment space.

**Cell Phones:** Students are required to store their cell phones in the cell phone caddies provided at the entrance to each classroom, regardless of whether the teacher reminds the students. If a student's cell phone is near them and is visible to the teacher during an assessment, the student will earn a failing grade on the assessment and face the consequences of an Honor Code violation. Students should expect that teachers may collect cell phones before an assessment.

**Headphones/Earbuds:** Students may not use headphones or wear earbuds during class time, including study hall (unless otherwise instructed or permitted by the teacher/proctor), or during community time. Students may not wear wireless or Bluetooth-enabled headphones or earbuds during assessments.

**Wearable Technology:** Wearable technology with computing capability, outside access, and/or communication ability should not be accessible or used during assessments. If it is, the student will earn a failing grade on the assessment and face the consequences of an Honor Code violation. Wearable technology includes, but is not limited to, smartwatches; activity trackers, for example, are not included.

### **Generative Artificial Intelligence (Gen AI)**

Generative AI must be used in line with MKA's Honor Code and expectations for academic honesty. Teachers must include the Authorized/Unauthorized Use Chart in their course materials (e.g. course syllabus, Veracross class website) and communicate expectations on the use of Generative AI in the classroom and on assignments and assessments. These conversations should occur on an ongoing basis, even if there is no use of AI for a given assignment. Students are expected to ask their teacher for clarification on how they may use Generative AI in their learning and be transparent about their use of Generative AI in their work.

Authorized Use of Generative AI (i.e., safe, ethical, equitable, and responsible use):

- With teacher permission
- Used as part of a process
- Used by students 13 and over
- Examined for bias and accuracy
- Transparent (acknowledged using one of these formats)

Unauthorized Use of Generative AI (i.e., not safe, ethical, equitable, and responsible use):

- Without teacher permission
- Used solely to generate a final product (that is copied from AI-generated text or content)
- Used by students under 13
- Not examined for bias and accuracy
- Not transparent (use not acknowledged)
- Input of personally identifiable information (PII), including names, etc.

For all Generative AI Honor Code infractions, students are required to redo their work, and their new grade will be averaged with a 50 for a first offense, or a zero (0) for a second offense, to calculate the final grade for the assignment. Third and subsequent offenses still require a redo of student work, but the final grade will be a zero (0). If the redo is not completed within the time-frame indicated in the Dean's letter sent home after the Honor Process, the student will be sequestered to complete the work under supervision.

## **ACADEMIC RESOURCES**

### **Common Work Period**

The goal of the Common Work Period (CWP) is to provide students with time during the academic day to work with their teachers and peers. While some classes hold required meetings, much of the time is structured by the students. Students can choose among a variety of activities: getting help from teachers; meeting with their advisors; working on homework/labs/projects; conducting research; working in art studios; using extended time to finish assessments; or meeting and collaborating with other students to work on class projects, review for upcoming assessments, or work on co-curricular projects.

### **Extra Help**

Teachers are available, by appointment or on a drop-in basis, to give extra help before school, during their free periods, during Common Work Periods, and after school. Students are expected to keep appointments they make with their teachers for extra help. While teachers are frequently available for extra help without advance notice, students should not count on finding teachers available for individual help without appointments.

### **Quiet Study Area**

The Quiet Study Area provides all students with the quiet space for individual study and learning. The space has individual study carrels and is located in the heart of the Academic Center for easy student access.

### **Study Hall**

The purpose of study hall is to provide students with a monitored place to study and do school work. Depending on the proctor and the size and location of the study hall, it can be a silent study or a place where quiet collaboration is permitted. Study halls are proctored by faculty members, and students are encouraged to use that time wisely. All ninth-grade students are assigned to study halls.

### **Math Lab**

The Math Lab, staffed by math teachers and advanced students, offers support for students who need extra help or guidance in mathematics. Students are encouraged to use the Math Lab as often

as needed. If they have obtained a pass in advance, students may attend the Math Lab during study halls. When students need additional help regularly, their math teacher may assign them to Math Lab. In these cases, regular attendance as assigned is mandatory.

## **Technology and Learning Coordinator**

Students may seek help with time management and study skills from the Technology and Learning Coordinator, whose office is in the Academic Center. Drop-in support is available throughout the year, but students are advised to make appointments in advance to ensure that the Coordinator is available. Students may meet with the Coordinator during study halls if they have obtained a pass in advance.

## **Neuropsychological Evaluations**

Students whose academic performance may be impacted by a diagnosed learning disability and/or ADHD, or whose individual learning challenges appear to impede successful learning, may be referred to appropriate specialists outside of school for diagnostic testing. After diagnostic testing is complete and documentation has been submitted for review, specific accommodations for learning disabilities and attention issues will be considered by a committee that includes the Academic Dean, the Director of Academic Support, the learning specialists, and the school's counselors. The Academic Accommodations Committee meets monthly. MKA is limited in the extent and type of accommodations it can provide to address the needs of students with learning and executive function disabilities; families receive a list of the school's standard accommodations when requesting information about diagnostic testing. A student may not be offered an enrollment contract if, in the opinion of the faculty and administration, the school is unable to meet the student's learning needs, and the student is unable to learn and achieve successfully at MKA. Furthermore, if a student is disruptive, unable to meet academic or behavioral standards, or places an undue burden on faculty, MKA may not retain the student.

## **Other Evaluations**

Students whose academic performance may be impacted by a medical or psychiatric condition may provide documentation that includes a doctor's diagnosis to the school counselor and/or school nurse, who will share that information and meet with the Accommodations Committee to determine whether or not an accommodation is warranted. For medical conditions, the family must give the Upper School Nurse permission to speak with the student's doctor. For psychiatric conditions, the family must give an Upper School counselor permission to speak with the student's therapist. Not all students with a diagnosis qualify for accommodations. If a student is unable to meet academic or behavioral standards or places an undue burden on faculty, MKA may not retain the student.

## **Tutoring**

Before a family hires a tutor without a teacher's suggestion, the student should seek extra help from their teacher. If a student needs more help than their teacher can provide during regular, extra-help sessions, the teacher may suggest an outside tutor after consulting with the Department Chair. The student's advisor must be notified of the recommendation. While other MKA teachers who are not currently the student's teacher may be available, the Department Chair may know of other qualified tutors, or parents/caregivers may seek a tutor elsewhere. Arrangements for tutors are made directly between the parent(s)/caregiver(s) and the tutor.

In all cases, a student will get the most out of working with a tutor when the tutor is in contact with the student's teacher. In addition, all work submitted by a student must represent the student's own work and ideas rather than those of a tutor.

## Home Instruction and Extended Medical Leave

Upon occasion, a student may be absent from school for an extended period for medical reasons. MKA families are eligible to apply for home instruction through the Essex Regional Educational Services Commission (ERESC). To qualify for this service, a student must be absent due to illness or injury for 10 consecutive days or 20 cumulative school days. A doctor's note verifying the diagnosis and estimated length of absence must accompany the 407-1 form for tutorial support. At the family's request, the Upper School Registrar submits the application and medical documentation to the ERES Home Instruction Office. Instructors may not be available in all subjects and are usually assigned for one hour/week. Generally, the county provides instructors for a maximum of 60 school days. MKA faculty, under the supervision of the Academic Dean, provide syllabi and assignments for students to complete at home. Students can work on these assignments independently and/or with the support of their home instructor. The Academic Dean, district personnel, the ERES teacher, and the ERES Coordinator work together to ensure quality services during the period of home instruction and consistent communication with the student and their parent(s) or caregiver(s). Additional private tutoring may be required to support the student's transition to in-school instruction and assessment.

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

Because of the pace of our challenging academic program, students who are away from school for extended periods and miss a substantial amount of class time may not be eligible to earn grades or credit for their courses. MKA faculty, to determine possible credit, grade all work assigned during the period of home instruction and/or extended medical leave. The Academic Dean must approve any exception to this policy. In cases where a student is capable of completing work in a timely fashion, the Head of Campus and Academic Dean may petition the faculty to grant credit and assign a letter grade. If a student misses more than two weeks of classes during one semester, they may be graded on a pass/fail basis for that term. (Having a pass/fail designation on a graded course is only possible for one semester.) Credit may be withheld in cases where a student has excessive absences and/or is unable to make up work. If the decision is made to withhold credit for a course, the Head of Campus and Academic Dean will inform the family, and in consultation with the faculty, investigate ways for making up the credit, which may include repeating the course and/or completing a pre-approved summer course. The Head of Campus and Academic Dean will consider all cases on an individual basis after a conference with the parent(s) or caregiver(s).

In the event of a lengthy medical absence, generally exceeding 60 school days, or in aggregate, a series of leaves amounting to 60 days, a student may be asked to withdraw from MKA.

For more information, please view the MKA Guidelines for Assistance to Students with Learning, Psychological, and Medical Challenges in the MKA Handbook.

# ENGLISH

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The English program combines traditional and progressive approaches to studying literature and writing. This comprehensive approach moves from the ninth- and tenth-grade core courses to the eleventh- and twelfth-grade topics. Students read and interpret carefully selected literature from various genres, write in diverse modes of discourse, and refine their written and oral skills of interpretation and expression. The first two years provide a foundation, focusing on genres, writing techniques, grammar, and usage. Ninth-grade students read significant literary classics and study the fundamentals of the analysis essay. Tenth-grade students move on to study various literary models that allow students to fine-tune formal and informal writing skills to encourage a more sophisticated approach to literary analysis. The topics courses launched in the eleventh grade provide opportunities for in-depth analysis of and writing about periods, epochs, writers, and genres. The MLA (Modern Language Association) style is a department requirement for all documentation and citations.

**Graduation Requirement:** Students must take four years of English at the Upper School. While juniors and seniors may opt to take two English courses during one semester, they must take at least one English topic each semester to fulfill the graduation requirement in English.

## ENGLISH 1 (101)

9

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

Full Year          6 Credits

## ENGLISH 1 (103) HONORS

9

This course incorporates and expands the ninth-grade curriculum, amplifying the scope and depth of independent inquiry required of students. Additional texts may include Charles Dickens, *A Tale of Two Cities* and Jane Austen, *Pride and Prejudice*. Assignments enhance students' scholarly inclinations and understanding of literary elements and formal writing. Students must have demonstrated strong critical reading and writing skills and an emerging command of the conventions of academic writing. Supplementary texts augment each major literature unit, and essay assignments require the incorporation of complementary critical sources. Grammar and vocabulary units supplement formal writing and critical reading skills.

**Prerequisites:** A in eighth-grade English and department recommendation

Full Year          6 Credits

## ENGLISH 1 CRITICAL READING AND WRITING (107)

9

This course offers students more one-on-one support in honing their foundational critical reading and writing skills. The course readings encourage students to investigate family structure, societal norms, and power imbalances to understand better how these forces influence one's identity. An emphasis on careful reading annotations is combined with an array of active reading strategies designed to help students consistently engage with the text when reading independently and in collaborative discussions with their classmates. Particular emphasis is placed on developing a mastery of the analytical structure of formal writing. Students receive direct instruction on effectively selecting and organizing quality evidence and formulating incisive arguments that expand their understanding of the readings. Texts may include Athol Fugard, *"Master Harold"... and the boys*; Lorraine Hansberry, *A Raisin in the Sun*; Edith Wharton, *Ethan Frome*; William Shakespeare, *The Tempest*; William Golding, *Lord of the Flies*; and Jhumpa Lahiri, *Interpreter of Maladies*.

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

Full Year            6 Credits

## ENGLISH 2 (102)

10

In this foundational course, students continue to hone their critical reading and writing skills, building on their knowledge base from English 1. Students engage in close-reading exercises and learn strategies that help them explore literary texts with greater depth and insight. The connection between careful reading and good writing is stressed in all stages of the writing process. While the writing focuses on the literary analysis essay, students write in other forms, such as narrative and creative. Students work on developing more sophisticated diction and variety of sentence structure, along with greater fluency and grammatical precision. Students explore early works such as The Bible as literature; William Shakespeare, *Macbeth*; and Mary Shelley, *Frankenstein*. More modern themes are examined in *The Great Gatsby* by F. Scott Fitzgerald and *Sweat* by Lynn Nottage, and an indigenous short stories unit. Through these works, students grapple with essential issues of human identity, including race, class, and gender.

Full Year            6 Credits

## ENGLISH 2 (104) HONORS

10

This course advances the tenth-grade curriculum, amplifying the scope and depth of independent intellectual inquiry required of students. Challenging assessment enhances students' scholarly sophistication and requires an in-depth understanding of literary elements. Students must have previously demonstrated exceptional writing skills and a thorough command of the conventions of academic writing. Challenging supplementary texts augment each major literature unit, and essay assignments require the incorporation of complementary critical sources. Integration of grammar and vocabulary continues with a stronger focus on independent work.

**Prerequisites:** A- in English 1 Honors and department recommendation

Full Year            6 Credits

## ENGLISH TOPICS

11-12

These topics engage students in serious, challenging, college-preparatory courses that expand and stretch horizons and develop ongoing competence in the writing process. Courses vary in literature, but they all support the careful development of critical reading and writing skills. Each course requires a combination of long and short essays, projects, tests, and quizzes. Students indicate choices, but there are no guarantees; class size and individual student programs affect scheduling. Seniors' choices receive priority. All offerings are based on available staffing and sufficient sign-up.

## ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (145)

11

Ever heard a speech so rousing that it gave you chills or even inspired you to take some kind of meaningful action? This course centers on the art and practice of rhetoric or persuasive language. We read, listen to, and watch some of contemporary history's most powerful speeches, letters, opinion pieces, and nonfiction books. We study these pieces to understand their power, then reverse engineer them to craft original arguments of our own. Assignments range from timed essays to open letters to TED talks, and we write and think creatively while preparing ourselves practically for the AP exam. The thematic focus ranges from antiracism and allyship to the transformative power of education and solitude's role in a hyperconnected digital world. Behind every unit lies the following question: "How can we grow into the best versions of ourselves while improving the world in which we live?"

**Prerequisites:** A- in English 2 Honors and department recommendation. Departmental expectations of AP students include independence, dedication, intellectual leadership, and superior classroom performance, as evidenced by sophisticated and inspired writing (in particular on in-class essays and the final assessment). The AP recommendation is contingent upon maintaining an A- in the fall of junior year.

All English 2 students are recommended for Topics; those who earn an A- in their S1 Topics course may apply for AP Language by submitting a portfolio that includes a timed essay and a sample of their recent writing. The English department will review each portfolio and make recommendations in early December.

Spring 3 Credits

## ADVANCED PLACEMENT LITERATURE AND COMPOSITION (135)

12

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

**Prerequisites:** B+ in AP Language and Composition. Departmental expectations of AP students include independence, dedication, intellectual leadership, and superior classroom performance, as evidenced by sophisticated and inspired writing (in particular, on in-class essays and the final assessment).

Juniors who earn an A- in S2 English Topics may apply for AP Literature in May by submitting a portfolio that includes a timed essay and a sample of their recent writing. The English department will review each portfolio and make recommendations before the end of the school year.

Spring 3 Credits

**19<sup>th</sup> CENTURY BRITISH LITERATURE AND ITS LEGACY(125)****11-12**

This course explores how the relatively new development of the novel represents nineteenth-century England, a period of drastic historical and social change that bore witness to evolving social institutions, the role of the “new” woman, the consequences of industrialization, the final tragedy of colonial expansion, and unrivaled innovations in science and medicine. Evolving from romanticism to realism, the nineteenth-century British novel chronicled and examined not only everyday life, but also the role of the individual in a changing, diverse world. This course begins with Jane Austen’s bold and shocking novella, *Lady Susan*, followed by Charlotte Brontë’s matchless feminist story, *Jane Eyre*; Robert Louis Stevenson’s gothic horror tale, *The Strange Case of Dr. Jekyll and Mr. Hyde*; and ending with H.G. Wells’ prophetic *War of the Worlds*. Students will have the opportunity to explore a “choice text” along with viewing several film adaptations such as Thomas Hardy’s *Far From the Madding Crowd* and Emily Brontë’s *Wuthering Heights*.

Fall                      3 Credits

**20<sup>th</sup> CENTURY AMERICAN LITERATURE (122)****11-12**

Literature in the twentieth century bears witness to the rise of the individual within an increasingly diverse American society, yet its roots go deep into the American story. From the Salem Witch Trials of 1692 to the Civil Rights Movement and beyond, what it means to be “American” no longer represents an isolated citizenry. Instead, America and its literature have transformed as it confronts the challenges of intersectionality, materialism, racism, bigotry, and skepticism. Social, racial, cultural, and political challenges have served to underpin the literary voices of the 20th century, giving birth to a new literary age. Peopled with imaginative, powerful, and distinctive voices, the new voices of the era represent a determination to shatter conventional expression. This course traces the emergence of a literary chorus that resounds with expectant hopes, dreams lost and found, and visions tried and challenged. Authors may include Ernest Hemingway, Zora Neale Hurston, James Baldwin, Ray Bradbury, Amy Tan, and Arthur Miller, among others.

Fall                      3 Credits

**20<sup>th</sup> CENTURY WORLD LITERATURE (147)****11-12**

World Literature centers around the essential questions: “What shapes our humanity, and how?” and “What is our responsibility in other peoples’ suffering?” These questions recur in history and continue to shape the human experience across the globe. Students approach these existential questions through the lenses of feminism and postcolonialism. They are encouraged to develop creative interpretations of the texts and to support their ideas with analytical depth and precision. This process is emphasized in all aspects of the course through class discussions, formal essays, and creative projects. The ultimate goal is for students to discover the power of literature to transform their understanding of the world and our place in it. Readings may include Chinua Achebe, *Things Fall Apart*; Arundhati Roy, *The God of Small Things*; and Tsitsi Dangarembga, *Nervous Conditions*.

Fall                      3 Credits

**AMERICAN ROMANTIC LITERATURE (142)****11-12**

This course focuses on representative writers from the mid-nineteenth century: Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Nathaniel Hawthorne, Herman Melville, Walt Whitman, and Emily Dickinson. Similar to its European counterpart, American Romanticism emphasized a spiritual connection to nature, individual freedom, and freedom from outmoded literary expressions, among

other ideas. Mark Twain and Kate Chopin, writers whose works mark the transition from Romanticism to Realism, will round out our study of this period. Texts may include Nathaniel Hawthorne, *The Scarlet Letter*; Frederick Douglass, *Narrative of the Life of Frederick Douglass*; Herman Melville, *Moby Dick* or *Billy Budd*; Mark Twain, *The Adventures of Huckleberry Finn*; and Kate Chopin, *The Awakening*.

Fall 3 Credits

## MODERN DRAMA (138)

11-12

In the mid-to-late nineteenth century, Henrik Ibsen did the unthinkable: he began writing about ordinary people and delivering realistic dialogue that addressed contemporary social and political issues. He changed dramatic literature forever and ushered in the modern era of writing for the stage. This course delves into the world of modern drama, from the harsh realism of Ibsen to the experimental absurdism of Samuel Beckett and the searing social commentary of Suzan-Lori Parks. The class explores language, characterization, dramatic action, and narrative structure through the varying lenses of a diverse selection of dramatists. Texts may include Henrik Ibsen, *A Doll's House*; Mary Chase, *Harvey*; Edward Albee, *The Zoo Story*; Anna Deavere Smith, *Twilight: Los Angeles, 1992*; Tony Kushner, *Angels in America*; Annie Baker, *The Flick*; and Suzan-Lori Parks, *Topdog/Underdog*.

Fall 3 Credits

## NEW YORK CITY LITERATURE (126)

11-12

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

Fall 3 Credits

## SHAKESPEARE (120)

11-12

William Shakespeare is arguably the most influential writer in the English language, and for good reason: his work not only tells timeless stories but also offers unmatched insights into the human condition. These insights are as relevant today as they were four hundred years ago. Students examine aspects of Shakespeare's life and society and the raucous, competitive theater culture in which he worked. Through studying plays from each major genre, they hone the skills required to appreciate his words and images, which are sometimes funny, bawdy, shocking, or haunting but always profound. The core work for the course is the great revenge tragedy *Hamlet*; other plays may include *Henry IV, Part I* and *As You Like It*. These explorations are complemented by films, critical analyses, and dramatic exercises that explore techniques for "playing Shakespeare."

Fall 3 Credits

## LITERARY REBELS: EXPLORING WOMEN'S VOICES (148)

11-12

"When we women offer our experience as our truth, as human truth, all the maps change. There are new mountains." Ursula K. Le Guin's declaration sets the stage for our course, which delves into the transformative and often rebellious voices of women in literature. Reading fiction, nonfiction,

and feminist criticism, students will examine how works by and about women challenge established norms and reshape our understanding of the human experience, as well as the myriad ways writers define the feminine self and navigate societal expectations. Students will analyze literary texts to see how portrayals of female identities are intimately connected to issues of race, class, and roles within the family and working life. Our class discussions will explore how these literary portrayals engage with current trends in media and the larger society, offering a critical lens on representations of identity. Readings will include works by Jane Austen, Kate Chopin, Charlotte Perkins Gilman, bell hooks, Zora Neale Hurston, Jhumpa Lahiri, Clarice Lispector, Jeanette Winterson, and Virginia Woolf, among others, representing a diverse range of voices that have dared to map new literary landscapes.

Fall 3 Credits

## **SPRING TOPICS**

**11-12**

### **THE ART OF POETRY (128)**

**11-12**

The speaker in Langston Hughes' poem, "A Negro Speaks of Rivers," transcends time and place, and articulates this awareness by describing the synoptic workings of the Nile, the Euphrates, and the Mississippi across human history. This omnipotence legitimizes their being and subverts our contiguous understanding of time and place. Such is the metaphoric raft students ride in this course to analyze the valence of time within the socio-historical contexts that authorize and inform the voices we encounter. From Milton to Creeley to Whitman to Gibran to Blake to Dickinson to Neruda to Bhanu Kapil, students foster the ability to synthesize ideas across cultures and curriculum. They study the structural forms that have influenced these poets, from the sonnet to the sestina, the villanelle to the ghazal. In addition, students' ample opportunity to experiment with the various forms they encounter culminates in a poetry symposium. Core texts include: James Logenbach, *The Art of the Poetic Line*, and anthologies, such as *Self-Portrait in a Convex Mirror* and *Voices*.

Spring 3 Credits

### **NONFICTION (149)**

**11-12**

Nonfiction and fiction author V.S. Naipaul said, "Nonfiction gives one a chance to explore the world, the other world, the world one doesn't know." This course guides students through the writing of exploration and discovery, and students work to achieve what all writers and readers do: to affect and be affected by each other through the form and content of their words. The reading material falls under the four traditional modes of nonfiction: analytic, persuasive, descriptive, and narrative. Authors may include Amy Tan, Sherman Alexie, Langston Hughes, David Foster Wallace, Caitly Weaver, Jia Tolentino, and Jon Krakauer. In addition to discussing these texts' rhetorical strategies, ideas, and arguments, students produce and workshop their own essays within these categories, focusing on questions of craft, style, structural logic, audience, and occasion. Students should expect a discussion- and workshop-based course that requires active engagement and open evaluation of their writing at various stages.

Spring 3 Credits

## REWRITING AMERICA (136)

11-12

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

Spring            3 Credits

## SATIRE (124)

11-12

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

Spring            3 Credits

## THE SHORT STORY (141)

11-12

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

Spring            3 Credits

## THE WRITER'S CRAFT (134)

11-12

This course invites students into the heart of the creative act. Here, we will trace the delicate architecture of plot, breathe life into character, navigate the shifting landscape of narrative perspective, and discover the singular music of style. Through the crafting of original short stories and creative nonfiction, students will develop essential skills and gain a deeper understanding of effective literary techniques. While most of our work will be creative, students will write occasional analytical essays in order to understand craft from a writer's point of view. Class time will be devoted mainly to workshopping student writing and in-class writing exercises. Readings will include short stories and creative nonfiction from Ernest Hemingway, Joyce Carol Oates, Denis Johnson, Lesley Nneka Arimah, Dave Eggers, Flannery O'Connor, Machado de Assis, Sandra Cisneros, and William Falkner, to name a few.

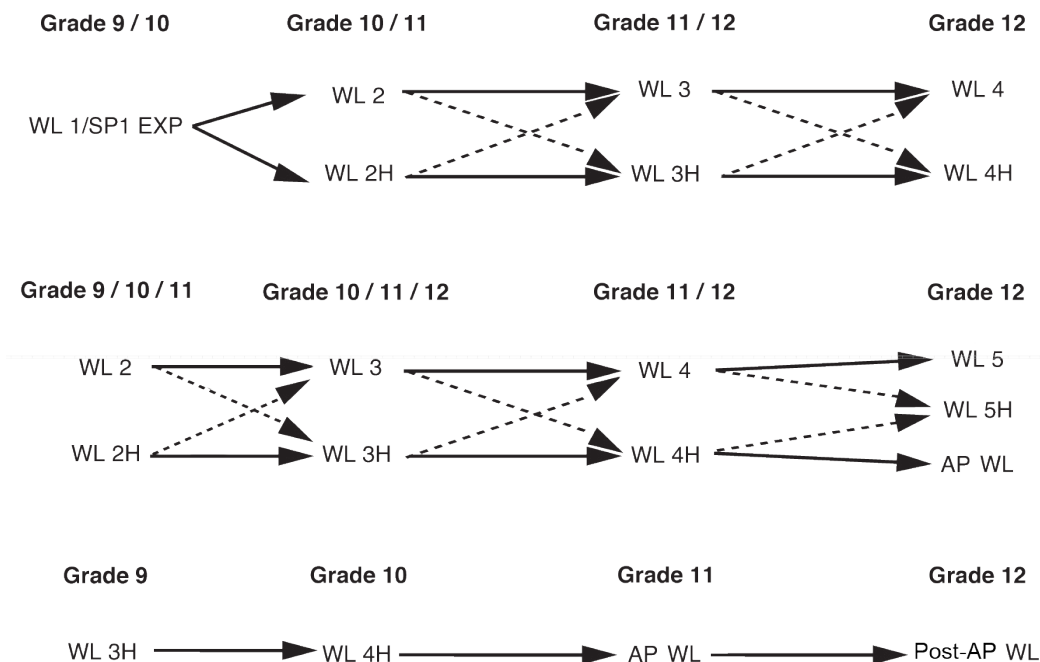
Spring            3 Credits

# WORLD LANGUAGES

The MKA world languages program offers three modern languages and one classical language. The Mandarin Chinese (*Pǔtōnghuà*), French, and Spanish programs aim to prepare students to communicate in languages other than English while learning about the importance of the world's cultures. Teachers stress active communication and help students to develop their listening, speaking, reading, and writing skills. Courses are conducted primarily in the target language, and active student engagement is essential. With this in mind, assessments include listening and speaking activities. In Latin, students enhance their study of the fundamental vocabulary and grammar of the language with an immersion in significant aspects of the mythology, history, and culture of ancient Rome, as well as with an introduction to etymology. Accordingly, all introductory work in Latin is designed to prepare students to read such authors as Caesar, Vergil, Catullus, Horace, Cicero, and Ovid at the intermediate and advanced levels. In all four languages, levels may be combined (e.g., Chinese 2/2H, French 5/5H) if there is insufficient enrollment to run separate courses.

**Graduation Requirement:** Students must complete three consecutive courses in the same language at the Upper School, and four years of the same language is strongly recommended. Students may take more than one language at any time. Students must earn a minimum of C- for S2 and C- for the final grade in the course to advance to the next level; otherwise, the student must repeat the course the following year or successfully complete a summer course pre-approved by the Department Chair and earn a minimum of C-. Students may not take the same course twice at different levels (e.g., 2 and 2 Honors or 5 Honors and AP). Students in 2 and 3 Honors must earn a minimum of B+ and a department recommendation to proceed to 3 and 4 Honors, respectively, and students in 4 Honors must earn a minimum of B+ and a department recommendation to proceed to AP. It is rare for students in a non-honors course to be recommended for an honors-level course. All new, incoming students have the opportunity to take a written placement test; in modern languages, there is also an oral-aural component.

## Course Progression



# CHINESE

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## CHINESE 1 (260)

This course introduces the basics of Mandarin Chinese (*Pǔtōnghuà*), including information about and the celebration of festival traditions in Chinese culture. Students begin by learning Pinyin, the phonetic system, followed by topical themes, such as greetings, family and school life, and practical survival phrases, to provide speaking opportunities. As the written Chinese language is based on ideographic characters, reading and writing are introduced only when students are comfortable with listening and speaking skills. Instruction is task-based through role-play, songs and raps, picture cues, cartoons, and interview simulations. Students learn more than 200 different Chinese characters and how to write short paragraphs about themselves.

Full Year                  6 Credits

## CHINESE 2 (261)

### CHINESE 2 (262) HONORS

This course is a continuation of the work that began in Chinese 1. Students are taught to express more detailed, personal preferences in shopping, animals and pets, restaurant experiences, cooking, telling time, colors and clothing, emailing, locations, occupations, and hobbies. About 300 more characters are taught in addition to those learned previously. Students can do more reading and create short stories. More in-depth cultural studies, such as Chinese calligraphy and painting, are offered. In addition to the modes of instruction listed in Chinese 1, Chinese movies provide topics for discussion. Students in the honors course read short stories and occasionally study Chinese idioms and annotated Chinese proverbs.

**Prerequisites for 2H:** A in Chinese 1 and department recommendation

Full Year                  6 Credits

## CHINESE 3 (263)

### CHINESE 3 (264) HONORS

This course continues to build upon the foundation of Chinese 1 and 2. In addition to routine drills and new vocabulary and sentence patterns, it includes topics such as Chinese holidays, transportation, seasonal activities, vacation plans, student life, parent/child relationships, Chinese food, songs, and legends. In this way, students are introduced to Chinese social values and philosophical foundations to further their understanding of Chinese culture. In the honors-level course, additional readings are required.

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

Full Year                  6 Credits

## CHINESE 4 (265)

### CHINESE 4 (266) HONORS

This course continues to build on Chinese 1, 2, and 3 foundations. Topics include discussing seasons and the climate, making appointments and visiting the doctor, arranging entertainment, playing sports, finding rental properties, and discussing housing conditions and international travel. In addition to vocabulary and grammar, students learn to negotiate in Chinese and problem-solve in various situations. The course material is delivered through songs, rhymes, movies, and readings. In the honors-level course, additional readings and creative writing are required.

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

Full Year                  6 Credits

## CHINESE 5 (270)

### CHINESE 5 (271) HONORS

This course aims to increase the spontaneity and fluency of speaking and a more advanced comprehension of written Chinese. Students learn to talk about feelings, personal characteristics, car accidents, dating and wedding traditions, and college applications. Students engage in in-depth discussions on various, current event topics from China. Students also use Chinese contemporary literature of different genres to practice reading skills. Learning ancient idioms and modern literary expressions introduces Chinese values and ideas. Using character lists for drilling and learning continues as in previous levels. For assignments and assessments, students in the honors course are expected to apply their knowledge at a more advanced level of problem-solving through oral communication and creative writing.

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

### ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE (272)

The course simultaneously reviews and solidifies students' knowledge of vocabulary and grammatical structures learned in previous courses and introduces a more advanced level of speaking, reading, and comprehension activities. Students learn by journaling about current events from news media and online resources. Authentic Chinese short stories from award-winning author Liu Yong provide reading material for comprehension and creative writing. Movies based on contemporary life in China and Taiwan are viewed to improve listening and oral proficiency.

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

### POST-AP CHINESE LANGUAGE AND CULTURE (296)

This course provides students with the opportunity to pursue their study of language, literature, and culture beyond the AP level. Students collaborate with each other and with their teacher to design a curriculum that reflects their respective backgrounds, experiences, and interests. This curriculum, in turn, provides the framework for an independent research project during the second semester. Students present their projects at the end of the course. The course may be repeated for credit.

**Prerequisites:** B in AP Chinese and department recommendation  
Full Year                      6 Credits

## FRENCH

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### FRENCH 1 (211)

This course provides an introduction to the French language and the cultures of the Francophone world. The text and online resources offer practice in vocabulary, grammatical structures, and cultural topics. In addition, the online resources provide drills to hone students' pronunciation skills. The course focuses on building vocabulary, using basic grammar correctly, and developing essential fluency. Students use vocabulary in context in projects, dialogues, and oral presentations. They also write short compositions applying the material they have learned.

Full Year                      6 Credits

## **FRENCH 2 (212)**

### **FRENCH 2 (214) HONORS**

In this course, students continue their study of the French language and Francophone cultures. The significant differences between French 2 and 2H are the pace and depth of the material studied, the length of compositions, the complexity of oral presentations, and the amount of time spent reviewing basic structures. Through oral and written work, students continue to build vocabulary, increase fluency, and refine writing skills. New grammatical concepts and verb tenses are introduced, and readings are discussed in French. Students use vocabulary in context to create original projects and presentations.

**Prerequisites for 2H:** A in French 1 and department recommendation

Full Year                      6 Credits

## **FRENCH 3 (215)**

### **FRENCH 3 (217) HONORS**

This continuing French course serves as a transition to upper-level offerings. Students study more advanced structures and complex vocabulary in context and read longer selections. The differences between French 3 and 3H include the difficulty of the readings, the complexity of original work, and the amount of review of introductory and intermediate structures. Students have opportunities to use the language in many ways; assignments include literary analysis, creative writing, and role-playing of realistic scenarios. These exercises help students to improve their confidence and increase their fluency.

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

Full Year                      6 Credits

## **FRENCH 4 (219)**

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

Full Year                      6 Credits

## **FRENCH 4 (223) HONORS**

In this course, students work to develop their ability to read, write, listen, and speak in French with fluency, accuracy, and confidence. During the first semester, students use film, nonfiction, and literary excerpts to explore various, French-speaking cultures of the world. Through these resources, they consolidate and expand their knowledge of advanced grammatical structures while practicing all four language skills. The second semester centers on themes such as war and peace, advertising and marketing, and sports and nationalism.

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

Full Year                      6 Credits

## FRENCH 5 (222)

### FRENCH 5 (220) HONORS

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

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

### ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE (225)

This course facilitates the study of French by engaging in an exploration of culture and promoting fluency and accuracy in language use. While the course does incorporate some grammar review, the focus is on developing real-life skills and the skills necessary for successful completion of the AP examination in May. Students must feel comfortable reviewing grammar on their own. Students develop an awareness and appreciation of cultural products, practices, and perspectives in contemporary and historical contexts. The course's content is designed around six themes. It incorporates various subtopics, as determined by the College Board, to integrate language, content, and culture.

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

### POST-AP FRENCH LANGUAGE AND CULTURE (295)\*

This course provides students with the opportunity to pursue their study of language, literature, and culture beyond the AP level. Students collaborate with each other and with their teacher to design a curriculum that reflects their respective backgrounds, experiences, and interests. This curriculum, in turn, provides the framework for an independent research project during the second semester. Students present their projects at the end of the course. The course may be repeated for credit.

**Prerequisites:** B in AP French and department recommendation  
Full Year                      6 Credits

**\*This course is not being offered in the 2025-2026 school year.**

### POST-AP FRENCH AND SPANISH LANGUAGE AND CULTURE (299)\*

This course provides students with the opportunity to pursue their study of language, literature, and culture beyond the AP level. Students collaborate with each other and with their teacher to design a curriculum that reflects their respective backgrounds, experiences, and interests. This curriculum, in turn, provides the framework for an independent research project during the second semester. Students present their projects at the end of the course. The course may be repeated for credit.

**Prerequisites:** B in AP French or AP Spanish and department recommendation  
Full Year                      6 Credits

**\*This course is not being offered in the 2025-2026 school year.**

# LATIN

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## LATIN 1 (280)

This course introduces students to the fundamental vocabulary and grammar of the language. As part of this introduction, students review the fundamentals of English vocabulary and grammar and closely examine the relationship between the two languages. In addition, students complement their work in the language with an introduction to some of the significant aspects of ancient Rome's mythology, history, and culture.

Full Year            6 Credits

## LATIN 2 (281)

### LATIN 2 (282) HONORS

This course continues the study of the fundamentals of the Latin language. During the year, students develop their ability to read, translate, and analyze short passages of Latin in both prose and poetry. In addition to their work in the language, students continue to learn about the mythology, culture, and history of Rome and the ancient world. The pace of instruction and coverage in the honors course is significantly faster to prepare students to study more lengthy passages of authentic prose and poetry in Latin 3 Honors.

**Prerequisites for 2H:** A in Latin 1 and department recommendation

Full Year            6 Credits

## LATIN 3 (283)

In this course, students continue to learn essential and more advanced topics of Latin grammar. They learn to translate sentences and passages of increasing difficulty. Throughout the year, students learn about additional topics in the mythology, culture, and history of Rome and the ancient world.

Full Year            6 Credits

## LATIN 3 (284) HONORS

In this course, students continue to learn the significant and more advanced topics of Latin grammar. They learn to translate sentences and passages of increasing difficulty. Students learn about additional topics in the mythology, culture, and history of Rome and the ancient world. In the second semester, students study authentic Latin literature. They study Latin prose and poetry and look more closely at elements of theme and style in selections from Caesar's *Bellum Gallicum* and Vergil's *Aeneid*.

**Prerequisites:** A in Latin 2 or B+ in Latin 2 Honors and department recommendation

Full Year            6 Credits

## LATIN 4 (285)

### LATIN 4 (286) HONORS

In this course, students continue to read Latin authors, review essential grammatical topics, learn advanced grammatical topics, study Roman history, and work on essay writing skills and on their ability to translate texts independently. They also study Roman history from the earliest beginnings through the eventual decline of the empire, and they develop their ability to express original interpretations of Latin texts in English. Students create presentations on Roman history. Authors vary from year to year but may include Caesar, Vergil, Livy, and Catullus, among others.

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

Full Year            6 Credits

## ADVANCED PLACEMENT LATIN (291)

In this course, students complete the readings on the AP syllabus in preparation for taking the AP exam at the end of the year. Students translate the required selections from books 1, 4, 5, and 6 of Caesar's *Bellum Gallicum* and books 1, 2, 4, and 6 of Vergil's *Aeneid*. In addition, students read both works in their entirety in English. Students continue to hone their reading comprehension, translation, contextualization, and analytical skills. Students also practice their sight-reading skills to prepare for the AP exam at the end of the year.

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

## POST-AP LATIN LANGUAGE AND CULTURE (298)\*

This course provides students with the opportunity to pursue their study of language, literature, and culture beyond the AP level. Students collaborate with each other and with their teacher to design a curriculum that reflects their respective backgrounds, experiences, and interests. This curriculum, in turn, provides the framework for an independent research project during the second semester. Students present their projects at the end of the course. The course may be repeated for credit.

**Prerequisites:** B in AP Latin and department recommendation  
Full Year            6 Credits

**\*This course is not being offered in the 2025-2026 school year.**

# SPANISH

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## SPANISH 1 (231)

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

Full Year            6 Credits

## SPANISH 1 EXP (233)

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

Full Year            6 Credits

## **SPANISH 2 (232)**

### **SPANISH 2 (234) HONORS**

This course continues the language study begun in Spanish 1. The significant differences between Spanish 2 and 2H are the pace and depth of the material covered and the expectations for the independent production of original work. The curriculum helps students hone their reading, writing, listening, and speaking skills. This course stresses oral communication to provide an understanding of the verb tenses and grammatical concepts presented. Attention is also given to selected readings, which students discuss in class.

**Prerequisites for 2H:** A in Spanish 1 or Spanish 1 EXP, and department recommendation  
Full Year                      6 Credits

## **SPANISH 3 (235)**

### **SPANISH 3 (237) HONORS**

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

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

## **SPANISH 4 (239)**

In this course, students explore historical, geographic, and societal themes of Latin America and Hispanic immigration to the U.S. through a series of texts, projects, and films. In this context, students review intermediate, structural topics and learn some advanced structures. In addition, students continue to develop their writing and oral skills.

Full Year                      6 Credits

## **SPANISH 4 (244) HONORS**

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

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

## SPANISH 5 (243)

### SPANISH 5 (240) HONORS

Conducted as seminars in Spanish, this course offers an opportunity to increase students' confidence and improve their fluency in spoken and written Spanish. Students study current events, history, and culture through various resources, such as newspaper articles, literature, and film. Students are expected to read, analyze, and discuss in Spanish. Students are also expected to write compositions and essays, as well as create projects. Advanced grammatical topics are taught, reviewed, and practiced in the context of course content. The honors-level course offers an expanded curriculum that includes more in-depth analysis.

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

### ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (242)

This course facilitates the study of Spanish by exploring culture while promoting fluency and accuracy in language use. While the course does incorporate some grammar review, the focus is on developing real-life skills and the skills necessary for successful completion of the AP examination in May. Students must feel comfortable reviewing grammar on their own. Students develop an awareness of and appreciation for cultural products, practices, and perspectives in contemporary and historical contexts. As determined by the College Board, the course content is designed around six themes and a wide variety of subtopics that integrate language, content, and culture.

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

### POST-AP SPANISH LANGUAGE AND CULTURE (297)\*

This course provides students with the opportunity to pursue their study of language, literature, and culture beyond the AP level. Students collaborate with each other and with their teacher to design a curriculum that reflects their respective backgrounds, experiences, and interests. This curriculum, in turn, provides the framework for an independent research project during the second semester. Students present their projects at the end of the course. The course may be repeated for credit.

**Prerequisites:** B in AP Spanish and department recommendation  
Full Year                      6 Credits

**\*This course is not being offered in the 2025-2026 school year.**

# HISTORY

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To foster independent thinking and a global perspective, the History Department attempts to engender in students historical perspective that prepares them to participate in and contribute positively to society; an awareness and understanding of current social issues, such as sexism, racism, and socialization; a respect for diversity; and essential social study and historical analysis skills.

**Graduation Requirement:** Students are required to take Modern World History 1, Modern World History 2, and United States History. Eleventh-grade students complete a major research paper and participate in the three-day, junior-class trip to Washington, D.C. All students are encouraged to select one or more of the upper-level electives to prepare for college and life.

## MODERN WORLD HISTORY 1: CONNECTIONS, 1000–1750 (301)

9

This course looks at the economic, political, social, and cultural development of the world from 1000–1750 to examine the fundamental question: “How have our human communities converged and integrated to be so similar yet remain fragmented and so different?” Using primary and secondary sources, students chronologically examine world history through the themes of identity and ideology, freedom and power, and conflict and coexistence. There is a strong emphasis on developing writing and discussion skills. Students have several opportunities to apply research skills, including a research project and a research paper completed during the second semester.

Full Year          6 Credits

## MODERN WORLD HISTORY 1 HONORS: CONNECTIONS, 1000–1750 (303)

9

This course covers the same thematic topics as Modern World History 1, but in greater depth and complexity. The honors course also shares common reading with Modern World History 1 and includes additional reading of primary sources and analytical essays. Students in the honors course complete the same major research projects but have additional analytical writing assignments. Significant class time is devoted to student-led discussion. Students enrolled in this course must have a strong ability to think analytically and reflectively; understand and interpret complex sources, both primary and secondary; articulate complex ideas verbally and in writing; and share their passion and curiosity for world history.

**Prerequisites:** A- in eighth-grade history and department recommendation

Full Year          6 Credits

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

10

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

Full Year          6 Credits

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

10

This course covers the same thematic topics as Modern World History 2 but in greater depth and complexity. Beyond the textbook, a considerable amount of additional reading includes primary sources and historiographical and analytical essays. Students complete the same major research papers (with additional expectations) and additional analytical writing assignments. Significant class time is devoted to the discussion of multiple perspectives on issues from modern world history. Students enrolled in this course must have a strong ability to think analytically and reflectively; understand and interpret complex sources, both primary and secondary; articulate complex ideas verbally and in writing; and share their passion and curiosity for history.

**Prerequisites:** A in Modern World History 1 or B+ in Modern World History 1 Honors, and department recommendation

Full Year            6 Credits

## UNITED STATES HISTORY (344)

11

This course explores the themes, trends, people, and events in modern United States history. The course features four guiding themes—founding documents; Black history; economic history; and American foreign policy—to shape the study of American History. Students use the themes mentioned above to study the people, places, and events that shaped American History and uncover and understand significant trends and valuable lessons for their lives as American citizens today. Through analysis of historical events and historical themes and concepts, students develop positions on important historical questions through group work, lectures, class discussions, in-class writing, and essays. Students frequently write essays of varying lengths to improve and develop their writing skills. All students complete the Junior Thesis, a major, original research paper that builds upon the research skills developed in the ninth and tenth-grades. A three-day field trip to Washington, D.C. is a course requirement.

Full Year            6 Credits

## UNITED STATES HISTORY (346) HONORS

11

The Honors level of U.S. History addresses the same content and uses the same thematic approach as United States History but with greater breadth, depth, and complexity. Beyond the common readings, there is considerable additional reading of historiographical and analytical essays. In addition to several, smaller, analytical writing assignments, students complete a major, in-depth research paper—the Honors Thesis. Based upon faculty evaluation, superior theses can earn transcript recognition for “Research Distinction” or “High Research Distinction” and may be selected for publication in *The Primary Source* during senior year. Significant class time is devoted to discussing multiple perspectives on issues from U.S. history to help students develop a deeper understanding of the interpretive debates among historians. Students enrolled in this course must have a strong ability to think analytically and reflectively; understand and interpret complex sources, both primary and secondary; articulate complex ideas verbally and in writing; and share their passion and curiosity for history. A three-day field trip to Washington, D.C. is a course requirement.

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

Full Year            6 Credits

## AMERICAN AND COMPARATIVE GOVERNMENT (310) HONORS

11-12

This course provides students with an understanding of the American government, related institutions, and other governments worldwide. In the first semester, students study the American government explicitly by examining the founding principles, significant institutions, bureaucratic systems, and related private structures. Students also investigate the relationship between values and voting. Students work with primary documents such as *The Federalist Papers*, the U.S. Constitution, Supreme Court cases, and other texts. In the second semester, students undertake a comparative study of other nations' governmental institutions and processes and understand how to situate American democracy on the spectrum of governmental types. Countries studied may include China, Great Britain, Iran, Mexico, Nigeria, and Russia. Students end the year by presenting papers on an important topic at a symposium.

**Prerequisites:** For seniors, B+ in U.S. History or B in the honors course; for juniors, A in Modern World History 2 or B+ in the honors course and co-enrollment in U.S. History Honors; and department recommendation

Full Year            6 Credits

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

12

From the mid-1950s to the mid-1970s, catalytic forces ignited seminal change in our nation's historic struggles with racism, sexism, and classism. In addition to America's volatility over racism, author Flora Davis bluntly wrote that the women's movement "went off like a bomb." What conditions and emotions triggered this storm? What were the costs of standing up? Which efforts were effective, and which were not? How did internal struggles affect organizational success? The first semester focuses on the struggles of Black/African Americans and women, and the second semester addresses the efforts of Hispanic Americans, LGBTQIA+ rights, and current developments related to our study. Students analyze the lasting impact of this period on racial and ethnic minorities, women, the LGBTQIA+ community, and the conscience of our country at large. Class resources include written and artistic works, films and documentaries, and even student interviews with primary sources. During the second semester, students also pursue independent projects on particular movements of interest.

Full Year            6 Credits

## CHINESE HISTORY (333)

11-12

This course takes a novel approach to the four-thousand-year story of the Chinese people. By reading the biographies of some of China's most interesting individuals, this course seeks to access some fundamental values and ideas that have developed over time. Students learn about the moral system of Confucius, the particular branch of Buddhism founded by Hui Neng, the meeting between Genghis Khan and a Daoist monk, and the appeal of Mao's communist ideas to the Chinese people. Students also examine elements of Chinese culture and significant points of etiquette. They practice tai chi and some basic Daoist meditation techniques. Chinese films such as *Crouching Tiger, Hidden Dragon* and *Eat, Drink, Man, Woman* supplement the curriculum.

Fall                    3 Credits

## ECONOMICS (312)

11-12

People's daily actions and decision-making processes can be analyzed through major economic principles. Students investigate the guiding principles of economics through the eyes of an investor, a consumer, a worker, and a citizen. Students have an opportunity to develop their understanding

of critical economic concepts such as incentives, opportunity cost, compounding interest, supply and demand curves, GDP, inflation, debt, and monetary and fiscal policy, among others. Students also apply these concepts in project-based assessments based on current events in the global economy. Students learn the importance of balancing income and expenses and maintaining a responsible outlook on financial conditions. By the end of the course, students gain a basic knowledge of economic principles, financial markets, and the global economy, and they develop the skills to be conversant in major economic issues and policies. A stock market simulation game occurs in the second semester, where each student receives an equal number of hypothetical dollars to invest. Students also have the opportunity to develop their economic knowledge further by participating in guest speaker workshops alongside students in the honors section of the course. These mandatory guest speaker presentations occur three to five times during the year and are typically held before school at 7:00 a.m.

Full Year            6 Credits

## **ECONOMICS (314) HONORS**

**11-12**

This course rapidly examines major microeconomic and macroeconomic principles. A key focus in this course is the operation of financial markets and capital formation. In addition to traditional economic principles, students learn fundamental financial concepts and their applications to stock and bond markets. Students must also be conversant in topical economic news every class period. An integral part of this course is participation in a stock market simulation game where each student receives an equal number of hypothetical dollars to invest. Students research, trade, and track their portfolios during the year as a basic introduction to investment concepts. Class participation is essential to the course; daily contributions and periodic oral presentations are graded. Students write an in-depth research paper exploring a critical, economic topic in the first semester. Students also complete a stock analysis report/presentation and an independent final project during the second semester. Students have the opportunity to further develop their economic knowledge by participating in guest speaker workshops. These mandatory guest speaker presentations occur three to five times during the year and are typically held before school at 7:00 a.m.

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

Full Year            6 Credits

## **THE HOLOCAUST, GENOCIDE, AND THE PURSUIT OF JUSTICE (342)**

**11-12**

How did the Holocaust happen? What was responsible for the rise of Nazism in Germany and its subsequent spread throughout Europe? This course examines the historical events and ethical questions surrounding the Holocaust, as well as other instances of genocide around the world and the pursuit of justice in the aftermath of genocide. Students analyze the chain of events in Europe from the conclusion of World War I through the major phases of the Holocaust. After establishing a foundational vocabulary, students explore other instances of genocide, including Armenia, Cambodia, Rwanda, Bosnia, and the Sudan, and then consider how the international community can ensure justice for the victims and combat future genocides. They also consider key issues, such as historical causation, the human toll of the Holocaust, and the devastating impact of hatred and violence. Assessments include journal reflections, reaction papers and essays, and individual and class creative projects. Primary eyewitness accounts, visiting speakers, and a field trip further enhance student understanding.

Full Year            6 Credits

## JAPANESE HISTORY (334)

11-12

This course blends a study of Japanese cultures and traditions with an overview of Japan's history. The semester begins with a study of early Japan's integration of Chinese culture in areas such as religion, government, society, and architecture. After establishing the foundations of early Japanese culture, this course focuses on key time periods, such as the Tokugawa Shogunate and the Meiji Restoration. Readings in the text are supplemented by films, including Akira Kurosawa's *Yojimbo* and *The Last Samurai*, and books, such as *Zen in the Art of Archery*. These sources also provide further insights into Japanese culture, including the way of the Samurai and Zen Buddhism. Students also have the opportunity to take some lessons in martial arts.

Spring                    3 Credits

## POLITICAL THEORY (315) HONORS

11-12

This course traces the evolution of political thought from the ancient world to the present day. While emphasizing the Western tradition, the curriculum includes Western and non-Western theorists. Students examine ideas regarding human nature and the nature of the state, as well as communities in general. Beginning with a foundation in ancient political thought, the course proceeds to an overview of seminal, modern thinkers. A key recurring theme is defenses and critiques of democracy in general and liberal democracy in particular. Other concepts covered include the role of virtue in politics, the source(s) of law, the idea of the social contract, and the relationship between the individual and the state. While there are projects and some in-class assessments, essays are the primary mode of assessment. Students are expected to keep abreast of current events and are encouraged to relate the ideas covered to events in the world today.

**Prerequisites:** For seniors, B+ in U.S. History or B in the honors course; for juniors, A in Modern World History 2 or B+ in the honors course and co-enrollment in U.S. History Honors; and department recommendation

Full Year                    6 Credits

# MATHEMATICS AND COMPUTER SCIENCE

The department's mission is to develop in each student a love of mathematics and computer science, confidence in their abilities, and a sense of responsibility for their academic achievement. The mathematics and computer science curricula combine the best of the rich cultural tradition of both disciplines with applications to modern problems. While preparing students for the most challenging college programs, the curricula also expose them to the history and beauty of both disciplines. The wide range of course offerings enables students to complete four years of mathematics at the Upper School. Ability grouping allows students to be successful as well as challenged. The pace of the course and the depth of study of various topics differ between courses offered at multiple levels.

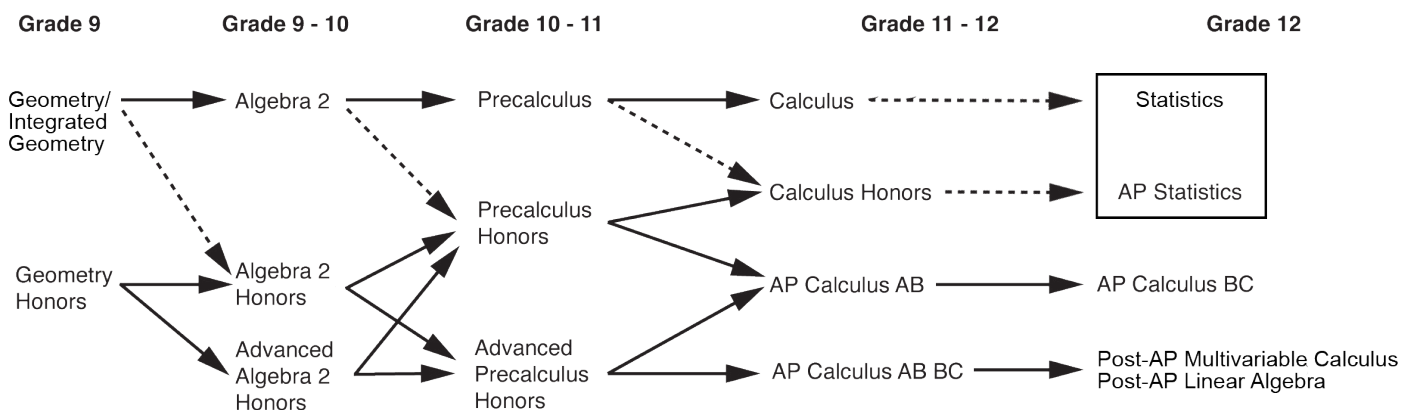
**Graduation Requirement:** Students must complete three years of mathematics at the Upper School. A minimum grade of C- is required to advance to the next sequential course. Any student earning below a C- in a sequential course must either repeat the course the following year or enroll in an approved summer school program and earn a minimum grade of C- in the course of study. Students may not take the same course twice at different levels, such as Geometry and Geometry Honors.

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

Acceleration in computer science may be possible for students with extensive background or experience in the subject. Students interested in pursuing these options should contact the Upper School Department Chair. In May, any student who wishes to accelerate in computer science must complete and submit a Course Acceleration Form (as explained above).

*The following chart shows possible sequences a student may take during grades 9 -12; it does not display all possible course sequences. Enrollment in each course is dependent upon fulfillment of all prerequisites.*

## Course Progression



# MATHEMATICS

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## INTEGRATED GEOMETRY (410)

9

This course covers the same traditional geometric topics that the geometry course covers, while also integrating key algebraic skills and concepts. Because of the additional focus on algebraic skills, certain topics covered in the geometry course will not be explored at the same depth. The goal of this course is to provide an introduction to fundamental geometry concepts while also building and strengthening students' algebraic skills.

**Prerequisites:** Algebra 1 and department recommendation; students may not take this course against recommendation

Full Year          6 Credits

## GEOMETRY (411)

9

This course provides the core of geometry's general concepts and theorems. While flow chart proofs are introduced, emphasis is placed on the development of logical and evidence-based thinking. The traditional concepts concerning lines, angles, planes, polygons, congruence, and similarity are connected to real-world applications. The course also covers topics such as areas, surface areas, and volumes of solids, as well as circles and right triangle trigonometry. Practice in applying concepts is strengthened by spiral review and incorporating basic algebra skills. The goal of the course is to build a solid understanding of the fundamentals of geometry.

**Prerequisite:** Algebra 1

Full Year          6 Credit

## GEOMETRY (412) HONORS

9

This course begins with an introduction to the terms and fundamental concepts of Euclidean Geometry. Using these building blocks throughout the year, students derive powerful theorems and develop an understanding of geometric concepts. For the first time, they learn to compose formal proofs and gain an understanding of the rigor required when working in a deductive system. Students apply Algebra 1 skills to solve challenging problems in a geometric context. Topics studied include parallel and perpendicular lines; triangles, quadrilaterals, and other polygons; congruent and similar figures; circles; area, surface area, and volume; and trigonometry.

**Prerequisites:** B+ in Algebra 1 and department recommendation

Full Year          6 Credits

## ALGEBRA 2 (421)

9-10

This course includes the study of linear, quadratic, polynomial, radical, exponential, logarithmic, and rational functions. Students solve equations related to each type of function, graph the functions using transformations, and find function inverses. They explore modeling using linear, quadratic, and exponential data and review and strengthen algebraic skills, such as simplifying rational expressions and evaluating and simplifying expressions with radicals and rational exponents. Students also learn about the properties of logarithms and apply them to solving exponential and logarithmic equations.

**Prerequisite:** Geometry

Full Year          6 Credits

## ALGEBRA 2 (422) HONORS

9-10

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

**Prerequisites:** B+ in Geometry Honors, B+ in Algebra 1, and department recommendation;  
Geometry or Integrated Geometry only with department recommendation  
Full Year            6 Credits

## ADVANCED ALGEBRA 2 (423) HONORS

9-10

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

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

## PRECALCULUS (431)

10-11

This course focuses on the main characteristics of a function and its graph, and the applications of these concepts to relevant, everyday topics. Highlighted functions include quadratic, higher-degree polynomial, rational, exponential, logarithmic, and trigonometric. Students learn rigid and non-rigid transformations of these functions, combinations and compositions of functions, and inverse functions. Students are also introduced to the basic rules and applications of probability, permutations, combinations, finite/infinite arithmetic/geometric sequences, and series.

**Prerequisite:** Algebra 2  
Full Year            6 Credits

## PRECALCULUS (429) HONORS

10-11

In this course, students complete a summer assignment review of Algebra 2 Honors topics in preparation for the various topics in math analysis required for learning calculus. The course includes a significant study of trigonometric functions and their inverses, sequences and series, analytic geometry, and a selection of other topics. As time permits, limits and derivatives of functions may also be introduced.

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

## ADVANCED PRECALCULUS (428) HONORS

10-11

This challenging, fast-paced precalculus/calculus course is a prerequisite for AP Calculus AB/BC. Students complete an in-depth summer assignment review of core Algebra 2 Honors topics in preparation for an introduction to limits. A concentrated study of trigonometric functions and their inverses follows, including verifying identities, solving general triangles, and solving trigonometric equations. Additional topics include analytic geometry, sequences and series, parametric equations, vectors, and polar coordinates, as time permits. In the second semester, students begin the study of calculus using mathematical sequences and series to revisit and extend the concept of a limit. Students rapidly move on to an in-depth study of differentiation techniques and applications that must be mastered fully in preparation for AP Calculus AB/BC.

**Prerequisites:** B+ in Advanced Algebra 2 Honors or A in Algebra 2 Honors, and department recommendation

Full Year          6 Credits

## STATISTICS (444)

11-12

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

**Prerequisite:** Algebra 2

Full Year          6 Credits

## ADVANCED PLACEMENT STATISTICS (443)

11-12

Designed to utilize students' analytical writing skills to conduct statistical investigations, this course emphasizes communication using appropriate statistical language and vocabulary to prepare students for the AP exam. Students analyze sampling design, experimental design, and sources of bias. The first semester focuses on descriptive statistics where students learn to summarize data effectively using appropriate written, numerical, and graphical techniques. Other topics include investigating and applying a variety of probability models. The second half of the course focuses on applying the many statistical inference methods, including confidence intervals and hypothesis testing.

**Prerequisites:** A- in Precalculus Honors, B- in Advanced Precalculus Honors, B in Calculus Honors, B- in AP Calculus AB, or B- in AP Calculus AB/BC, and department recommendation

Full Year          6 Credits

## CALCULUS (439)

11-12

This course is intended for students who want to learn some of the practical applications of calculus while increasing their understanding of the underlying mathematical concepts. Topics include limits, differentiation, and integration. Functions studied during the year include polynomial, rational, trigonometric, exponential, and logarithmic. This course allows students to refine their algebra skills and develop a deeper understanding of functions.

**Prerequisites:** B in Precalculus and department recommendation

Full Year          6 Credits

## CALCULUS (440) HONORS

11-12

This course is intended for students who want to learn the practical applications of traditional calculus while understanding the mathematical concepts underlying the techniques they have acquired. Students study nearly all the topics covered in a one-semester, college-level calculus course in a non-AP setting. First-semester topics include limits at a point, derivatives, differentiation techniques, and the application of derivatives. Second-semester topics include antiderivatives, definite and indefinite integrals, integration techniques, area bounded by curves, and the volume of rotational solids. Functions studied during the year include polynomials, rational functions, exponentials, logarithms, and trigonometric functions.

**Prerequisites:** Advanced Precalculus Honors or B- in Precalculus Honors; and department recommendation; Precalculus only with department recommendation

Full Year            6 Credits

## ADVANCED PLACEMENT CALCULUS AB (442)

11-12

A formal study of limits and continuity provides the foundation for the study of differential and integral calculus. The major emphasis of this course is to hone a clear, intuitive understanding of the concepts. Students learn the elementary techniques of calculating derivatives and integrals of frequently encountered algebraic and transcendental functions. Applications include curve-sketching techniques, motion along a straight path, related rates, extreme value problems, and the computation of area and volume.

**Prerequisites:** B- in Advanced Precalculus Honors or A- in Precalculus Honors, and department recommendation

Full Year            6 Credits

## ADVANCED PLACEMENT CALCULUS BC (449)

12

This course covers all topics listed in the current AP Calculus BC syllabus. In conjunction with AP Calculus AB, it is equivalent to two semesters of first-year college calculus. In addition to reviewing the material from AP Calculus AB, major topics include limits, integrals and their applications, techniques of integration, improper integrals, infinite series and convergence tests, Taylor and Maclaurin polynomials/series, parametric and polar functions, vector-valued functions, and linear differential equations. Students take the AP Calculus BC exam.

**Prerequisites:** Minimum score of 4 on the AP Calculus AB exam; or B+ in AP Calculus AB and department recommendation

Full Year            6 Credits

## ADVANCED PLACEMENT CALCULUS AB/BC (448)

11-12

After a brief review of limits and derivatives, students begin a comprehensive study of integral calculus and its applications. Investigating the Fundamental Theorem of Calculus connects this course's material with the differential calculus previously studied during the second semester of Advanced Precalculus Honors. Subsequent topics covered in this course include differential equations, polar and parametric functions, convergence tests for infinite series, and Taylor and Maclaurin polynomials/series. Students take the AP Calculus BC exam.

**Prerequisites:** B+ in Advanced Precalculus Honors and department recommendation

Full Year            6 Credits

## POST-AP MULTIVARIABLE CALCULUS (463)

12

This course provides students with an in-depth introduction to differential, integral, and vector calculus for functions of more than one variable. After briefly reviewing vectors and vector operations, students investigate the properties and graphs of multi-dimensional functions. Further topics include partial derivatives, optimization, multiple integrals, and spherical/cylindrical coordinates. Additionally, students learn about line and surface integrals, culminating in the study of Green's Theorem, Stokes's Theorem, and the Divergence Theorem. Students may not take this post-AP course against recommendation.

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

Full Year          6 Credits

## POST-AP LINEAR ALGEBRA (456)

12

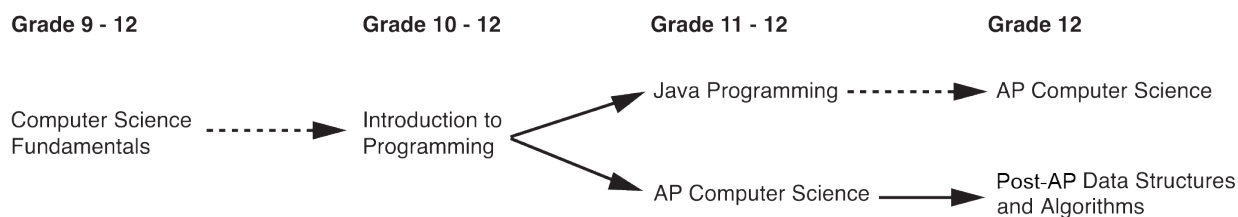
This course provides students with a full-year, in-depth introduction to Linear Algebra. After an introduction to vector spaces, subspaces, and basis, students review matrix algebra to solve linear equation systems. Further topics include linear transformations, determinants, eigenvalues/eigenvectors,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

**Prerequisites:** Multivariable Calculus or co-enrollment in either Multivariable Calculus or AP Calculus BC, and department recommendation

Full Year          6 Credits

# COMPUTER SCIENCE

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## COMPUTER SCIENCE FUNDAMENTALS (550)

9-12

This course introduces students to computer science and examines how computing is utilized in many fields. Students study the history and mechanics of the Internet, device hardware, data abstraction, algorithms and software, cyber security, artificial intelligence, and machine learning, as well as the ethics and social impact of computing. The common theme reinforced throughout the course is providing students with the skills and understanding to utilize technology responsibly and protect their data. Students are introduced to programming languages with exercises using Javascript, HTML, and CSS, and their study culminates in building an app or website for their final project. The course explores advanced topics by discussing technological news and developments, such as big data, cloud computing, and cryptocurrency. By the end of the course, students have enough knowledge to navigate the technological world and pursue their interests. Prior programming experience is not required.

Full Year          6 Credits

## INTRODUCTION TO PROGRAMMING (555)

10-12

This course is an introduction to understanding and analyzing problems by writing and debugging computer programs. Using the Python programming language, students create programs of increasing complexity using multiple modes. The course begins with a focus on functional programming. It culminates in the study of object-oriented programming, a paradigm of software design and development used in academia, industry, and the AP course. Programming projects include solving mathematical challenges, building games, implementing encryption and decryption, and drawing graphics using modeling algorithms. Prior computer programming experience is not required. HTML and JavaScript are not used in this course.

**Prerequisites:** B+ in Geometry or B in Geometry Honors

Full Year            6 Credits

## JAVA PROGRAMMING (560)

11-12

This course introduces students to the Java programming language while focusing on building skills of computational thinking, algorithmic thinking, program design, algorithm design, code logic, code implementation, code testing, and documentation. These skills are key for students to continue coding at a higher level, whether in AP Computer Science or another context. Students are also exposed to basic, object-oriented topics, including objects and classes. Students who perform well in this course can continue to take AP Computer Science.

**Prerequisite:** Introduction to Programming

Full Year            6 Credits

## ADVANCED PLACEMENT COMPUTER SCIENCE (561)

11-12

This course is organized into six main categories: program design, program implementation, program analysis, algorithms, classes, and objects. Students begin by learning Java language syntax with an emphasis on object-oriented design methods. This course explores the concepts of inheritance, encapsulation, and polymorphism by designing and writing Java programs of increasing complexity. Students develop solid programming skills and debugging strategies through lab assignments in preparation for the AP Computer Science A exam.

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

Full Year            6 Credits

## POST-AP DATA STRUCTURES AND ALGORITHMS (562)

11-12

This course continues two major concepts covered in AP Computer Science: program analysis and algorithm design. Students spend the first semester building Data Structures while analyzing their efficiency in context. Data Structures include lists, stacks, queues, trees, graphs, sets, and heaps. Using those structures, students examine the most common problems and algorithms in computer science. Students start with sorting and searching algorithms and then explore Graph, Divide-and-Conquer, Greedy, Dynamic Programming, Randomized, and Backtracking algorithms. This culminates in an analysis of the classification of algorithms and a discussion of one of the unsolved problems in Computer Science: P vs. NP. Students may not take this post-AP course against recommendation.

**Prerequisites:** AP Computer Science, a minimum score of 4 on the AP Computer Science A exam, and department recommendation

Full Year            6 Credits

# SCIENCE

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The Science Department offers courses that provide students with a strong background in the three major areas of science: biology, chemistry, and physics. In addition to challenging students in critical thinking and problem-solving, courses engage students in the process of doing science by introducing new laboratory methodology and helping students to become scientifically literate citizens. Most Upper School students take four years of science; students who plan to major in science or engineering or who may pursue medicine are strongly encouraged to do so. Some students take two science courses as juniors and/or seniors. Please note the courses for which the Common Work Period is regularly used to extend instructional time.

**Second-year honors courses (Biology 2H or Chemistry 2H) are not a possible pathway into an AP course in the same discipline (AP Biology or AP Chemistry).**

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

## BIOLOGY 1 (605)

### BIOLOGY 1 (606) HONORS

9

Students are introduced to the science of biology from an ecological perspective that incorporates an understanding of the abiotic and biotic factors that impact living things. Students explore topics in ecology, genetics, evolution, taxonomy, and system studies of life from the molecular, cellular, and organismal levels. Content is supported by activities and experiments. Students have the opportunity to acquire the necessary analytical writing, experimental, and processing skills to continue their studies in science. The honors course covers the same concepts but uses a different textbook to explore them with added depth and breadth.

**Prerequisites for Bio 1H:** A- or above in eighth-grade science and department recommendation  
Full year                      6 Credits

### BIOLOGY 1 SCIENCE RESEARCH (609) HONORS

9

This course covers the Biology 1 Honors course content with the expectation that students are more independent, so more class time can be devoted to laboratory inquiry activities. In addition, students are introduced to the fundamentals of scientific research. A significant part of the course focuses on developing testable questions, designing experiments, and communicating results. Students in this course prepare additional and more detailed laboratory reports than in Biology 1H, and they present their findings to their peers. **This course uses its Common Work Period.**

**Prerequisites:** A- or above in eighth-grade science and department recommendation  
Full year                      6 Credits

## CHEMISTRY 1 (625)

### CHEMISTRY 1 (627) HONORS

10

This course provides an overview of the major topics and problem-solving techniques in chemistry. Topics explored include atomic theory, chemical nomenclature and reactions, the mole and stoichiometry, chemical bonding, properties of matter, and basic thermodynamics. Students explore these topics through discussion, activities, mathematical analysis, and laboratory experiments. The honors course includes additional topics and requires more in-depth quantitative analysis of the concepts along with a more challenging laboratory component.

**Prerequisites for Chem 1H:** A- in Biology 1 or B+ in Biology 1H/SRH; B+ in Algebra 2, B in Algebra 2H/Advanced Algebra 2H, or co-enrollment in Algebra 2H/Advanced Algebra 2 Honors; and department recommendation  
Full Year                      6 Credits

## CHEMISTRY 1 SCIENCE RESEARCH (629) HONORS

10

This course covers the Chemistry 1 Honors content but with greater depth and with the expectation of more independence on the part of the student, so more class time can be devoted to laboratory inquiry activities. In addition, students are introduced to aspects of scientific research. A significant part of the course focuses on developing testable questions, designing experiments, and communicating results. Students prepare additional and more detailed laboratory communications, and they present their findings to peers. **This course uses its Common Work Period.**

**Prerequisites:** B+ in Biology 1H/SRH; B+ in Algebra 2, B in Algebra 2H/Advanced Algebra 2H, or co-enrollment in Algebra 2H/Advanced Algebra 2 Honors; and department recommendation

Full Year            6 Credits

## PHYSICS 1 (648)

11-12

This hands-on, introductory physics course includes the basics of mechanics, energy, gravitation, waves, light, and electricity. Laboratory work, demonstrations, discussions, and in-class practice all emphasize knowledge acquisition, conceptual understanding, and problem-solving strategies. Using algebraic equations to guide their thinking, students are expected to develop an understanding of facts and link them together to form meaningful connections.

**Prerequisites:** Biology 1 and Chemistry 1

Full Year            6 Credits

## PHYSICS 1 (649) HONORS

11-12

This introductory course provides an algebra- and trigonometry-based approach to physics. It covers the basic topics of classical physics: kinematics, dynamics, energy, momentum, gravitation, electricity and magnetism, and waves. Students explore these topics through conceptual discussions, mathematical analysis, computer simulations, and laboratory experiments.

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

Full Year            6 Credits

## ADVANCED PLACEMENT PHYSICS 1 (619)

11-12

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

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

Full Year            6 Credits

## PHYSICS 2 (647) HONORS\*

12

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

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

Full Year          6 Credits

**\*This course is not being offered in the 2026-2027 school year.**

## APPLICATIONS OF ENGINEERING DESIGN (652) HONORS\*

11-12

Students are facing a world that requires them to use a wide array of skills and knowledge to solve its most pressing problems. Engineering, with its focus on the use of interdisciplinary skills for problem-solving, is well-suited to addressing these modern challenges. This course introduces students to the basics of engineering. Grounded in the engineering design process, students will work collaboratively and individually to carry out a series of project-based units designed to explore the fields of civil, mechanical, and electrical engineering. Students will review the underlying mathematical and physical concepts that form the basis of engineering, develop technical skills, and utilize a human-centered approach to design. Emphasis will be placed on the connection between engineering and service to the community. At the culmination of the course, students will develop an engineering project of their own that addresses a challenge facing the local MKA/Montclair community and that incorporates key skills developed throughout the year.

**Prerequisites:** A- in Physics 1, B+ in Physics 1H/AP Physics 1, or co-enrollment in Physics 1H/AP Physics 1; and department recommendation

Full Year          6 Credits

**\*This course will start being offered in the 2026-2027 school year.**

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

12

This course uses a challenging, calculus-based approach and is designed to be the equivalent of a year-long college physics course for physics and engineering majors. The course covers the topics found in both the AP Physics C: Mechanics exam and the AP Physics C: Electricity and Magnetism exam. Topics include kinematics; dynamics; work, energy, and power; systems of particles; circular motion and rotation; oscillations; gravitation; electrostatics; conductors, capacitors, and dielectrics; electric circuits; and magnetic fields. At the culmination of this course, students are required to take the AP Physics C: Electricity and Magnetism AP examination. They also have the option, but are not required, to take the AP Physics C: Mechanics examination. **This course uses its Common Work Period.**

**Prerequisites:** A in Physics 1H or B+ in AP Physics 1; A- in AP Calculus AB, B in AP Calculus AB/BC, or co-enrollment in AP Calculus AB/BC only with departmental approval; and department recommendation

Full Year          6 Credits

## BIOLOGY 2 (634) HONORS

11-12

Intended as a follow-up to the first-year biology course, this course allows students to expand their knowledge by delving deeper into some topics from first-year biology and exploring new areas of biology. It is taught as a first-year, college-level biology course. The first semester focuses on the

chemical aspects of macromolecules and their biological interactions. The second semester applies the concepts of the first semester to the study of various, important biochemistry concepts.

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

Full Year 6 Credits

## ADVANCED PLACEMENT BIOLOGY (635)

11-12

This second-year biology course explores the four “big ideas” of the discipline: (1) evolution drives diversity and unity of life; (2) biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis; (3) living systems store, retrieve, transmit, and respond to information essential to life processes; and (4) biological systems interact, and these systems and their interactions possess complex properties. Significant emphasis is placed on scientific inquiry and student-directed laboratory experiences. **This course uses its Common Work Period.**

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

Full Year 6 Credits

## CHEMISTRY 2 (624) HONORS

11-12

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

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

Full Year 6 Credits

## ADVANCED PLACEMENT CHEMISTRY (621)

11-12

This course is designed to be the equivalent of an introductory college general chemistry course. This second-year chemistry course covers in detail the topics in inorganic chemistry found on the AP Chemistry exam, including the structure of matter (atomic theory, atomic structure, and chemical bonding), states of matter (gases, liquids, solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), descriptive chemistry, and laboratory work. **This course uses its Common Work Period.**

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

Full Year 6 Credits

## BIOMECHANICS AND PHYSIOLOGY (544)

11-12

This interdisciplinary course is open to juniors and seniors. **Please refer to the interdisciplinary section of the Academic Program Guide to read the full course description.**

Full Year          6 Credits

## ENVIRONMENTAL SCIENCE 1 (641)

11-12

This course introduces students to the study of the environment and how humans impact its various characteristics. We begin by studying Earth systems, water quality, ecology, biodiversity, and climate change; and then we take field trips to enhance our depth of understanding of these topics. For example, we explore the woods behind the school to study ecology and then take a field trip to a nearby river to engage in water-quality testing. Several poster projects are a fun way to engage in the subject matter while being creative. **Students who want to take this subject all year must request both semester courses.**

**Prerequisites:** Biology 1 and Chemistry 1  
Fall                  3 Credits

## ENVIRONMENTAL SCIENCE 2 (642)

11-12

This course is a continuation of and relies on a thorough understanding of Environmental Science 1. Topics discussed include human population, energy sources, municipal solid waste, hydrology, soil, and the impact of humans on the environment. Case studies, including student-chosen examples, are used to explore the themes of conservation and sustainability. Students work on a project to improve the sustainability of the school. **Students who want to take this subject all year must request both semester courses.**

**Prerequisite:** Environmental Science 1  
Spring              3 Credits

## ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (643)

11-12

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

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

Full Year          6 Credits

## ASTRONOMY 1 (637)

11-12

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

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

## ASTRONOMY 2 (638)

11-12

In this semester of Astronomy, students apply the tools they learned in the first semester to developing a deeper understanding of the origins of our solar system and the geology and atmosphere of each of the planetary bodies within it. Students also focus on the spectral categories of stars; their proper motion; and their birth, evolution, and death. In this semester, students use the skills they developed in the first semester while keeping an observation journal to conduct a research project requiring observations of the night sky. **Students who want to take this subject all year must request both semester courses.**

**Prerequisite:** Astronomy 1  
Spring 3 Credits

## SCIENCE RESEARCH HONORS 1 (657)

11-12

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

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

## SCIENCE RESEARCH HONORS 2 (658)

11-12

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

**Prerequisite:** Science Research Honors 1  
Spring 2 days/cycle 2 Credits

# FINE AND PERFORMING ARTS

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Education provides the filters through which we view a multifaceted and complex world. The arts are an essential filter, allowing us to celebrate our individuality within a community; experience an emotional, physical, and intellectual involvement in the world; question and learn from ourselves and our limits; and understand the more subtle aspects of human endeavor. The disciplines within the fine and performing arts teach students to develop, express, and evaluate ideas; think critically and imaginatively toward problem-solving; produce and interpret images and creative work; understand the artistic achievements of others; and develop self-discipline and focus.

The department encourages students to take a variety of courses and to explore disciplines in the arts outside their previous experience. By varying their arts experiences, students can enhance the quality of their lives at MKA and beyond. Please note: If buying a camera and the other equipment presents a financial hardship, please email Alyson Waldman, Director of Enrollment Management, Admissions, and Financial Aid at [awaldman@mka.org](mailto:awaldman@mka.org). No student will be denied participation in an arts course because they cannot afford the required materials and equipment.

**Graduation Requirement:** Students must complete nine credits in the department. Several disciplines within the department have sequential courses, so please note prerequisites carefully. When class size is limited, priority in registration is given first to seniors, then juniors, then sophomores, and then freshmen.

## VISUAL ARTS

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### DRAWING AND PAINTING (751)

9-12

This course increases students' visual awareness and develops their drawing and painting skills. Emphasis is on the description of form through the use of line, space, shape, and color. Imagination and creativity are encouraged and developed through a variety of studies, drafts, and exercises in different mediums.

Full Year          3 days/cycle          3 Credits

### INTERMEDIATE DRAWING AND PAINTING (752)

9-12

The development of drawing and painting skills is the primary focus of this course. In addition, students explore the relationship between content and composition. Concept and imagination take on a larger role as students begin to develop their own visual language through studies and exploratory drawing. The course concludes with projects that combine traditional drawing media with digital applications.

**Prerequisite:** Drawing and Painting 1 or department recommendation based on a portfolio review

Full Year          3 days/cycle          3 Credits

### ADVANCED DRAWING AND PAINTING (753)

10-12

This course provides a challenging, in-depth exploration of concepts and skills that challenge students to move beyond fundamentals toward a deeper understanding of visual expression. Drawing and related skills are important elements in the course work, though some assignments may be executed either two-dimensionally or three-dimensionally. The emphasis of the course is on students developing their portfolios; the work produced will be appropriate for use in the college admissions process. Regular homework and projects are assigned to be completed outside of class time.

**Prerequisites:** Drawing and Painting, Intermediate Drawing and Painting, and department recommendation based on a portfolio review

Full Year          3 days/cycle          3 Credits

## ADVANCED PLACEMENT STUDIO ART (757)

11-12

This course provides students an opportunity to prepare work for one of the three different AP Studio Art exams: Drawing, Two-Dimensional Design, or Three-Dimensional Design. Students must demonstrate a mastery of design and/or drawing skills and be able to communicate their ideas through written and visual expression. Students must also demonstrate their ability to work independently and with dedication, as well as superior classroom performance. Expectations are high for the quality of work produced and the amount of work to be completed. A significant amount of work must be done outside of class. Participation in critiques and the end-of-year exhibition and submission of the AP portfolio are essential for the successful completion of this course.

**Prerequisite:** Successful completion of Advanced Drawing and Painting, Advanced Sculpture, or Advanced Photography; and department recommendation based on a portfolio review

Full Year      4 days/cycle      6 Credits

## SCULPTURE (731)

9-12

This course provides a hands-on introduction to three-dimensional object making. Students gain an understanding of basic procedures and learn about the forms of sculpture. Students' goals are to experiment with ideas and to examine the potential and limitations of a variety of materials, including clay, papier-mâché, plaster, cardboard, wood, stone, and metal. Students study aspects of the history of sculpture and analyze contemporary artists' work.

Full Year      3 days/cycle      3 Credits

## INTERMEDIATE SCULPTURE (732)

9-12

This course provides a continuation of Sculpture for experienced students and guides them through more advanced procedures and the competent handling of materials. Emphasis is placed on the development of ideas and how those ideas can be successfully realized. Large-scale projects include using clay; plaster casting; and carving wood, stone, and metal.

**Prerequisite:** Sculpture or department recommendation based on a portfolio review

Full Year      3 days/cycle      3 Credits

## ADVANCED SCULPTURE (733)

10-12

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

**Prerequisite:** Intermediate Sculpture or department recommendation based on a portfolio review

Full Year      3 days/cycle      3 Credits

## PHOTOGRAPHY (771)

9-12

This course introduces students to the basics of digital camera operation, exposure, and printing. Additionally, students begin to explore a traditional darkroom and develop an awareness of what makes a photograph work visually and conceptually. **Each student must have access to a digital (DSLR) camera capable of manual operation.** If buying a camera and the other equipment presents a financial hardship, please email Alyson Waldman, Director of Enrollment Management, Admissions, and Financial Aid at [awaldman@mka.org](mailto:awaldman@mka.org). No student will be denied participation in an arts course because they cannot afford the required materials and equipment.

Full Year      3 days/cycle      3 Credits

## INTERMEDIATE PHOTOGRAPHY (772)

10-12

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

**Each student must have access to a digital (DSLR) camera capable of manual operation.** If buying a camera and the other equipment presents a financial hardship, please email Alyson Waldman, Director of Enrollment Management, Admissions, and Financial Aid at [awaldman@mka.org](mailto:awaldman@mka.org). No student will be denied participation in an arts course because they cannot afford the required materials and equipment.

**Prerequisite:** Photography or department recommendation based on a portfolio review  
Full Year            3 days/cycle        3 Credits

## ADVANCED PHOTOGRAPHY (773)

10-12

Designed for students who are seriously interested in exploring photography, this course provides a structured opportunity for photographers to build a body of work based on issues and concepts of significance to them. Students are given open-ended projects and encouraged to work with a variety of traditional and digital photographic techniques. The goal of the course is not only for students to create a strong portfolio but also to begin to define themselves as artists. **Each student must have access to a digital (DSLR) camera capable of manual operation.** If buying a camera and the other equipment presents a financial hardship, please email Alyson Waldman, Director of Enrollment Management, Admissions, and Financial Aid at [awaldman@mka.org](mailto:awaldman@mka.org). No student will be denied participation in an arts course because they cannot afford the required materials and equipment.

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

**Prerequisites:** Photography, Intermediate Photography, or department recommendation based on a portfolio review  
Full Year            3 days/cycle        3 Credits

# THEATRE

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## EXPERIENCE OF THEATRE (729)

9-12

This is the basic foundation of all the performing arts courses. In this course, we explore all areas of the theatrical mediums. We begin by looking at how theatre feeds our current community and society, then touch on how to be creative when given prompts. We look at the history of comedy and briefly touch on improvisation. From there, we move on to staging original work, musical theatre, playwriting, Shakespeare, technical theatre basics, as well as dramaturgy and script analysis if time permits. Acting is a part of almost every unit or project; however, no prior experience is necessary. Basic theatre vocabulary is also covered. **Each student is required to attend all Upper School productions: the Fall Play, Winter Musical, and Spring Play.**

Full Year            3 days/cycle        3 Credits

## ACTING (714)

10-12

This course delves into the basics of performing a scene and developing a character using exercises such as warm-up games and select improvisation. During the first semester, students work on performing open-ended scenes in groups of two where they set the plot and details. In the second semester, they move on to scene work from established plays in larger groups. Students also work on monologues throughout both semesters. **Each student is required to attend all Upper School productions: the Fall Play, Winter Musical, and Spring Play.**

**Prerequisite:** Experience of Theatre  
Full Year            3 days/cycle      4 Credits

## AUDITION TECHNIQUE (710)

11-12

Auditioning well is a technique all its own, and it is a necessary skill. This course is designed to teach students how to audition—from logistics to etiquette to performance. A major focus is to create confidence in the students' audition process. Each student also spends time creating a proper, individualized audition portfolio that could be used for the college audition process and/or for general auditions outside MKA. Mock auditions, special readings with discussions, special guests, and cold readings are all part of the curriculum. Guidance is available for creating a resume, filming a video reel, and having a headshot taken. **Students may take this course more than once.**

**Prerequisites:** Acting  
Fall                    3 days/cycle      2 Credits

## MUSICAL THEATRE (713)

11-12

This course focuses on the performance genre of musical theatre, which is arguably the most difficult genre because it encompasses vocal skill, dance ability, and acting prowess. Students focus on the art of becoming a triple threat, study the greats, and may experience special guest workshops. Special focus is placed on how to integrate vocal, dance, and acting skills into a great musical theatre performance, so students learn specific exercises to advance their current skill levels. Students also work on solos, duets, and trios as they move through each decade from 1950 to current times. The integration of several documentaries also helps aid their overall understanding. **Students may take this course more than once.**

**Prerequisites:** Acting, Chamber Singers, Jazz Choir, or Choreography Workshop  
(now Advanced Dance Workshop: Choreography)  
Spring                3 days/cycle      2 Credits

## IMPROVISATION (715)

10-12

This course explores the art of improvisation, a building block of the acting craft and an important skill for all types of performers. It incorporates exercises done by beginning students and seasoned professionals. It also helps actors understand the feel of being in a performance troupe and adds to the performance confidence that students built in previous courses. We use exercises, warm ups, and games that unfold into sketches and scenes. The culmination of this course is a workshop performance. **Students may take this course more than once.**

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

# DANCE

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## DANCE WORKSHOP (758)

9-12

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

Pass/Fail

Full Year            3 days/cycle        3 Credits

## INTERMEDIATE DANCE WORKSHOP (759)

9-12

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

**Prerequisite:** Completion of Dance Workshop

Pass/Fail

Full Year            3 days/cycle        3 Credits

## ADVANCED DANCE WORKSHOP: CHOREOGRAPHY (769)

9-12

For serious students who want to learn more about choreography, this course assumes knowledge of technical skills and focuses solely on creation, which is why students need to have had a good amount of foundational dance training before entering this course. Students study different methods of choreography and explore uses of shape, level, space, tempo, direction, and intention. Students work on solos, duets, and company pieces, culminating in the spring Dance Concert. Performance of original works, including participation in the concert, is a course requirement. **It is important to note that this is a graded course. Seniors must attend classes and rehearsals during May Term until the spring Dance Concert. Students may take this course more than once.**

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

Full Year            3 days/cycle        4 Credits

# MUSIC

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## CONCERT CHOIR (760)

9-12

In this course, students rehearse and perform a wide variety of choral music. Lessons emphasize ear-training skills, reading vocal music, choral-building techniques, and singing in four-part harmony. Previous singing experience is not necessary. **Participation in the winter and spring concerts, including the two riser rehearsals, is the culmination of the semester's work and warrants students' Pass/Fail grade. Students may take this course more than once.**

Pass/Fail

Full Year          4 days/cycle          3 Credits

## CHAMBER SINGERS (762)

10-12

In this course, students study a more advanced repertoire of various styles, delving into more complex vocal music. Blend, tone, phrasing, intonation, and acapella singing are focal points, as well as reading music and beginning music theory. Chamber Singers may perform community concerts throughout the year. **Participation in the winter and spring concerts, including the two riser rehearsals, is the culmination of the semester's work and warrants students' Pass/Fail grade. Commencement is a course requirement. Students may take this course more than once.**

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

Pass/Fail

Full Year          4 days/cycle          3 Credits

## JAZZ CHOIR (763)

11-12

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

**Prerequisite:** Chamber Singers, or by audition if previous choral singing experience

Pass/Fail

Full Year          4 days/cycle          3 Credits

## BEGINNING WIND ENSEMBLE INSTRUMENTS (725)

9-12

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

Pass/Fail

Full Year          4 days/cycle          3 Credits

## CONCERT BAND (726)

9-12

In this course, students play music from various periods and styles. Students are coached in the basics of rhythm, tone production, dynamics, articulation, balance, scales, phrasing, arpeggios, chorales, and tuning. Advanced students in this course can audition to join the Jazz Band, which has built-in instruction and rehearsal time during the class period. All students enrolled in this course focus on collective technique and rehearse music for full Concert Band performances. During the second part of the class period, the winds and percussion sections of Concert Band get additional instruction and rehearsal time while members of the Jazz Band learn additional performance pieces. Band members are invited to play in the MKA Pep Band as well. Enrollment in Concert Band is required for all students participating in these smaller ensembles, with the exception of students who play bass, guitar, and piano. Band does not include strings, piano, or guitar. **Since in-school concerts are the "final exam" for both the fall and spring semesters, participation is required for a passing grade. Students may take this course more than once.**

Pass/Fail

Full Year            4 days/cycle        3 Credits

## BEGINNING STRING INSTRUMENTS (740)

9-12

This course introduces the basics of playing a stringed instrument: development of technical knowledge, tone production, and performance skills. Students also learn the fundamentals of music notation: reading of clefs, key signatures, rhythm, basic harmonic structures (intervals and chords), sight-reading, and basic music history. Students in Beginning Strings usually continue in String Orchestra the following year. **The course is contingent on a minimum enrollment of three students.**

Pass/Fail

Full Year            4 days/cycle        3 Credits

## STRING ORCHESTRA (745)

9-12

As a performance ensemble for stringed instruments (violin, viola, cello, and bass), this course includes various aspects of string playing, such as bowing styles (e.g., legato, marcato, detache, martele, staccato, spiccato, col legno, ponticello, and sul tasto), and left-hand techniques (e.g., shifting, vibrato, harmonics, and double stops). Students develop intonation; rhythmic accuracy; and ear-training, sight-singing, and ensemble skills. Literature includes music of diverse styles from the Renaissance period to the present. **Participation in all performances is a course requirement. Students may take this course more than once.**

**Prerequisite:** Department recommendation

Pass/Fail

Full Year            4 days/cycle        3 Credits

## ADVANCED STRINGS (741)

9-12

This course is designed for the school's most advanced string players. Students must have completed *Suzuki Book Level 4* and should be working on specific technical repertoire, including *Etudes* by Wohlfahrt op. 45 Book 2, or Kayser. Students who do not use the Suzuki books must have completed concerti, such as the Bach Double Concerto. All students who audition for Advanced Strings must be completely fluent in the high positions of their instruments. Students working on *Suzuki Book Level 6* or above will be considered for the First Violin section or Section Principal players. Prospective first violin players must have completed Concerti such as Haydn C or G Major, Bach A minor or E Major, Monti Czardas, or other solo show pieces of equivalent or more advanced difficulty. They should also be working on etudes or caprices by Dankla, Dont, Rode, Wieniawski, or Paganini.

This course explores chamber and orchestral works of the standard repertoire in their original versions. In addition, students also study the repertoire of and perform together with the String Orchestra. **Participation in all performances is a course requirement. Students may take this course more than once.**

**Prerequisite:** Department recommendation, which may include a live or taped audition  
Pass/Fail

Full Year            4 days/cycle        3 Credits

## MUSIC THEORY 1 (703)

9-12

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

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

## MUSIC THEORY 2 (704)

9-12

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

**Prerequisite:** Music Theory 1 or department recommendation based on a written and aural examination

Full Year            3 days/cycle        3 Credits

## ADVANCED PLACEMENT MUSIC THEORY (705)

10-12

Students in this course must be able to read and write musical notation, and it is strongly recommended that they have acquired at least basic performance skills in voice or an instrument. Musicianship skills, including dictation and other listening skills, sight singing, and harmony are important parts of this course. Students develop the ability to recognize, understand, and describe basic processes of tonal music that are heard or presented in a score. The development of aural skills is a primary objective. Sight singing performance practice is also part of the curriculum. Notational skills, listening skills, speed, and fluency are also emphasized.

**Prerequisite:** Department recommendation based on an interview

Full Year            4 days/cycle        6 Credits

# INTERDISCIPLINARY

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**Graduation Requirement:** Ethical Leadership Lab 1 and Ethical Leadership Lab 2 are graduation requirements. The philosophy behind these two courses is that our students must care about their studies and how they conduct themselves, both in and out of the classroom. To that end, a focus on information literacy, ethics, leadership, character formation, and global citizenship is embedded throughout the MKA curriculum.

## **ETHICAL LEADERSHIP LAB 1: BELONGING AND COMMUNITY (801)**

**9**

In this ninth-grade seminar, students start to construct their "story." The course begins by asking students to consider who they are as individuals, what is important to them, and what biases and cultural constructs might inform how they interact with their small and large communities. Students consider, "Who am I and who am I hoping to become?" and "What does it mean to be a member of a community?" Students share their own stories to recognize how they can uniquely foster a culture of belonging in MKA's community and beyond and to begin considering, "How am I contributing? How am I serving as a leader?" In addition to activities and reflections, students participate in a culminating design challenge, in partnership with a team of classmates, to address a current challenge facing the community.

Pass/Fail

Fall until Thanksgiving Break 4 days/cycle 2 Credits

## **ETHICAL LEADERSHIP LAB 2: ETHICAL LEADERSHIP IN ACTION (802)**

**10**

This course, required for all tenth-grade students, expands upon the themes introduced in Ethical Leadership Lab 1: Belonging and Community. During the first half of this course, the emphasis is on developing a personal set of ethical principles by which to live. Students consider, "What is your core? What do you stand for?" The second component challenges students to consider how to stand up for those ethical principles and values as leaders at MKA and in the larger community. They contemplate, "What does Ethical Leadership mean? What might Ethical Leadership look like for you?" In addition to activities and reflections, students complete a culminating assignment exploring the connections between ethics, service, and leadership.

Pass/Fail

Spring 2 days/5 cycles .5 Credit

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

## **BIOMECHANICS AND PHYSIOLOGY (544)**

**11-12**

This interdisciplinary course allows students to explore exercise science and gain experience in conducting original exercise science research. Students explore topics such as anatomy, human movement, skeletal muscle cell physiology and muscular contraction, energy metabolism, the impact of exercise type and intensity, and nutritional biochemistry. Furthermore, students delve into applied sports science topics such as concussion, recovery, fatigue, nutrition, quiet eye movement and visual awareness, imagery and sports psychology techniques, and physiological responses to single bouts of exercise vs. habitual training. Students develop an appreciation for how these topics apply to the study of the human body and athletic performance. Scientific papers

related to these topics are discussed to reinforce the material, give students experience in analyzing scientific literature, and allow students to finalize their research questions for their second-semester, independent research projects. In addition, students conduct labs, including an oxygen consumption exploration, heart rate responses to various training prescriptions, grip strength, and how reaction time is impacted by imagery and preparation. The latter part of the second semester is devoted to the research project, which involves summarizing relevant scientific literature, designing and executing experiments to address a guiding research question, and analyzing data through statistical analysis. Students write a full research paper and present their findings through a scientific poster at the Science Research Symposium.

**Prerequisites:** B+ in Health, Wellness, and Principles of Conditioning, or B+ in Biology 2 Honors, or successful completion of AP Biology

Full Year            4 days/cycle    6 Credits

# HEALTH, WELLNESS, AND PHYSICAL EDUCATION

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The Health, Wellness, and Physical Education course offerings encourage students to explore healthy values and habits that will help them navigate the many challenges that modern society presents. Students develop their decision-making skills for the present and future by examining the personal and social issues that each course outlines. The curriculum provides physical activities with a fitness emphasis and a means for the development of individual goals. Classes challenge students to develop physical skills and interests that support a healthy lifestyle. Each year, students receive education on the core health and wellness strands that allow them to explore the intersectionality of mental, emotional, and physical health. Students receive age-appropriate education in key areas such as social media literacy, mental health, healthy relationships and consent, physical health, and alcohol and substance use. This holistic approach to health and wellness allows students to develop skills entwined in self-awareness, self-management, resiliency, decision-making, social awareness, and relationship skills, which are key components of MKA's Social and Emotional Learning (SEL) competencies.

**Graduation Requirement:** Students must complete 5 credits.

## HEALTH, WELLNESS, AND PHYSICAL EDUCATION 1 (971)

9

This required course explores the link between physical health, wellness, and activity. In the classroom, students begin to look at different body systems and their functions with a focus on the cardiovascular, muscular, and skeletal systems. They explore nutrition and how it affects the body, mind, energy levels, and physical performance. Students also learn about social and emotional components of wellness, including stress management and healthy relationships. In the gym and weight room, students learn the different strands of physical fitness, how to measure their fitness, how to identify their needs, and how to meet their fitness/training goals. Students are guided through different training approaches that include aerobic training, anaerobic training, strength training, and HIIT to gain an understanding of how to develop cardiovascular endurance, muscular strength and endurance, power, and speed. After an introduction to training equipment and techniques, students try designing and following age-, experience-, and need-appropriate workouts.

Pass/Fail

Spring                      4 days/cycle              1.5 Credits

**Sophomores must select one of the four electives listed below. Each course includes the health portion of the tenth-grade program. Please note that one of the four electives requires a department recommendation, and one requires a swim test. Because scheduling constraints may determine enrollment, students are not guaranteed their first choice activity.**

## HEALTH, WELLNESS, AND PERSONAL FITNESS (972)

10

This course allows students to develop a fitness regimen supporting their goals. Initial physical testing for each fitness component provides a base-level fitness profile that helps students identify their strengths and weaknesses. Students set goals using the SMART goal-setting model, analyze their fitness and health needs, record results, track progress, and submit periodic journal entries about their programs. Muscular strength, muscular hypertrophy, muscular endurance, cardiovascular endurance, power, flexibility, and speed and agility are strands of fitness that participants can target.

Pass/Fail

Fall                              4 days/cycle              1.5 Credits

## HEALTH, WELLNESS, AND DANCE FITNESS (973) 10

This course allows students to engage in physical activity through various dance styles, such as ballet, jazz, contemporary dance, and hip hop, that are taught at an introductory level. In addition, dance students receive education on performance-related nutrition and healthy habits throughout the entire semester.

Pass/Fail

Fall 4 days/cycle 1.5 Credits

## HEALTH, WELLNESS, AND LIFEGUARDING (960) 10

Students must pass an initial swimming skills test to be enrolled in this course. The major course topics are advanced water rescue skills, accident prevention, and emergency response. In addition, students learn water and land rescue techniques and learn the skills necessary to deliver critical care in emergency situations. Portions of the course are conducted in the classroom to learn first-aid and life-support procedures. Students receive American Red Cross certification in "Lifeguarding" and "CPR for the Professional Rescuer" after completing all coursework and the written and skills testing.

Pass/Fail

Fall 4 days/cycle 1.5 Credits

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

This course allows students to explore sports science through practice and theory. Students learn basic anatomy, physiology, and biomechanics, and explore the psychology of working out. Students also learn different research methods within sports and physical activity and how to develop their research. This course then allows students to test the theory and practice by following different workouts and nutrition plans and analyzing the impact on the body. The course culminates with students producing research papers. This course serves as a prerequisite for Biomechanics and Physiology, which students can take as an elective in grade 11 or 12.

**Prerequisite:** Department recommendation

Fall 4 days/cycle 1.5 Credits

## BIOMECHANICS AND PHYSIOLOGY (544) 11-12

This interdisciplinary course is open to juniors and seniors. **Please refer to the interdisciplinary section of the Academic Program Guide to read the full course description.**

Full Year 6 Credits

## HEALTH TOPICS 1 (923) 11

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

Pass/Fail

Fall 2 days/cycle 1 Credit

## HEALTH TOPICS 2 (922)

12

The focus of this required course is to prepare students for what they may face as students living independently for the first time on a college campus. This college preparatory course focuses on the transition from high school to college and the challenges that potentially ensue. Alumni currently in college come to visit every course at the start of the semester and discuss their experience with our current students. Students then go through a unit researching and analyzing the pros and cons of Greek Life and its potential impact on the culture of college campuses, including lifestyle, alcohol abuse, and hazing. The course then shifts focus to Title IX, consent, healthy relationships, sexual harassment, sexual violence, bystander interventions, and overall safety on college campuses. Students research resources available on college campuses, receive a guest lecture from Consent 101, and work through real life case studies. The course culminates with a unit on Mental Health and how a significant change in environment can be difficult for first-year students specifically.

Pass/Fail

Spring                    2 days/cycle            1 Credit

# **THE GLOBAL EXPERIENCE PROGRAM**

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

## **CULTURAL AND LANGUAGE IMMERSION OPPORTUNITIES**

One of the most rewarding aspects of language study is the chance to use the skills learned in the classroom and experience another culture in an authentic setting. To that end, students who study Chinese, Spanish, and French at MKA have the opportunity to participate in a travel experience to practice their language skills and become immersed in one of our wonderful partner communities. For students studying Chinese, we offer a trip to Xi’an and Beijing, China every other June. In Xi’an, students spend three days with their host family from Xi’an High School. Students also take part in many rich, cultural activities and volunteer at the Museum of Qin Terra-cotta Warriors and Horses. For students studying Spanish, have a four week exchange program in Chile with Instituto Abdón Cifuentes, a prestigious private school in San Felipe. A small group of students from that school comes to MKA in February; and every other year, MKA Spanish students travel to Chile in June. Students fully immerse themselves in the language and culture of the host community by staying with host families selected by the host school. Please note that MKA students may participate in either or both parts of the exchange. Currently, we offer a program every other year in Morocco where students can practice some French language skills as well as investigate the French colonial legacy in the region and spend four days with a homestay in the town of Azrou. We are in the process of developing a partnership with a school in France and hope to have that program running within the next two years. Finally, we offer a program every other year in Japan that includes a three night homestay as well as an immersive tour through several of Japan’s major cities, including Tokyo, Kyoto, and Hiroshima.

## **BACKPACKING AND WILDERNESS LEADERSHIP**

Every year we offer students a Backpacking and Wilderness Leadership experience in the United States and/or abroad. The trip centers on a three- to five-day backcountry hiking and/or kayaking experience. The other component of the trip alternates between completing a Wilderness First Aid Training course and an outdoor adventure course. Past locations include Zion National Park; California’s Lost Coast, Big Sur and Point Reyes; Denali in Alaska; and Abel Tasman National Park in New Zealand. ARCC Programs, a leader in educational travel, organizes the logistics for the on-the-ground portion of our trip and provides us with a certified Wilderness First Responder as our backcountry guide for each hiking group in the United States, while we work with a local nonprofit, Whenua Iti, for our New Zealand program. These trips provide students with a chance to develop leadership skills and confidence in their ability to explore the outdoors.

## **COMMUNITY ENGAGEMENT AT HOME AND ABROAD**

Open to all students who wish to extend their community engagement experiences beyond our local area, MKA sponsors community engagement trips each year to both domestic and international locations. In June, we offer a domestic community engagement opportunity in Heart Butte, Montana, where students engage and work with the Blackfeet community. Projects may involve ranch-hand work, community cleanup, and soup kitchen volunteering, among other activities in response to the community's needs. We also offer community engagement opportunities that overlap with STEM+ skill building in both the Dominican Republic and Belize as students learn alongside community members about the delicate marine ecosystem and the challenges posed by climate change and tourism growth. Whether at home or abroad, students forge personal connections as they work and live alongside our community partners. Students also participate in excursions that allow for unique geographical and historical experiences. Trips are generally eight to ten days in length and take place during the first week of spring break or after final assessments in June. Students may apply the service hours they earn through their community engagement experience toward their graduation requirement.

## **GLOBAL LEADERSHIP**

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

## **PROJECT- AND PROBLEM-BASED TRAVEL EXPERIENCES**

Each year, we offer students a travel opportunity to develop their research, problem-solving, and project-building skills in a cooperative, team-based environment outside the United States using the design thinking process. Design Thinking offers a human-centered model focused primarily on building empathy for others that students can utilize to tackle even the most complex social, political, and economic problems. Every other year, we offer a Spring Break trip to Iceland focused on climate change and renewable energy. Our May Term experiences have included a similar experience in Iceland, a deep dive into public policy and design in Scandinavia, and an exploration of Greece and the blue zones located there. In the summer, we have offered an exploration into economic development, entrepreneurship, and cultural identity in the Balkans. This year, for the first time, we will also explore how communities commemorate and grapple with the past in Germany and Poland.

# OFF-CAMPUS SEMESTER PROGRAMS

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MKA allows eleventh-grade students the opportunity to pursue studies off-campus in the selected, semester-long, school programs listed below. A student who would like to participate in any semester-long, off-campus study opportunity must:

- Contact the Academic Dean **before Thanksgiving of their tenth-grade year** to discuss how the program could align with their academic needs and to petition for MKA's support for taking an off-campus semester. The student may proceed with the following steps once the Academic Dean notifies the student of MKA's endorsement for their off-campus study.
- Ensure that their parent(s) or caregiver(s) email the Chief Financial and Operating Officer (CFOO) to clarify the tuition obligations for both the off-campus program and MKA during their semester away.
- Confirm their intention to apply for a semester off campus in writing (via email) to MKA's Chief Financial and Operating Officer (CFOO) **by February 1 of their tenth-grade year.**
- Apply to the off-campus program and inform the Academic Dean upon successful admission.

MKA's enrollment and tuition are for a full academic year. MKA has a limited budget to provide grants to help cover MKA tuition for students attending an **approved, off-campus, semester program**, and families may receive this grant money. In addition, families may also apply to the accepting program for financial assistance. The MKA budget funds the equivalent of three, half-year tuition grants per year. If there are more than three approved applicants who are admitted to approved, off-campus, semester programs, the school will determine which applicants receive a grant and its amount. If the grants awarded are less than the semester tuition at MKA, families are still responsible to MKA for the remaining tuition balance for the semester. When grants awarded are less than the semester tuition and a student decides not to enroll in the off-campus, semester opportunity, MKA may reallocate any funds and increase the off-campus, semester tuition grants for the other applicants. Please note that in the event that a student is wait-listed for a program, MKA may not be able to allocate a grant, depending upon the number of applicants with confirmed placement.

MKA's CFOO will notify a family of their grant award and confirm their tuition obligation to MKA once all admissions decisions from accepting programs have been received.

MKA permits students to attend the programs listed below; however, students may ask the school to consider other semester programs. A student who is offered admission to another semester program that MKA approves may attend, but may not be eligible for money to cover MKA tuition. Decisions will be made on an individual basis in consultation with the Head of Upper School and Academic Dean. Special consideration will be given to semester programs aligned with our school's mission, values, academic standards, and curricular offerings; but MKA reserves the right to deny requests to participate in programs not listed below.

## MAINE COAST SEMESTER AT CHEWONKI-MAINE

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

## **SCHOOL FOR ETHICS AND GLOBAL LEADERSHIP–WASHINGTON, D.C.**

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

## **SCHOOL FOR ETHICS AND GLOBAL LEADERSHIP–SOUTH AFRICA**

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

## **SCHOOL FOR ETHICS AND GLOBAL LEADERSHIP–ENGLAND**

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

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# YEAR-BY-YEAR COURSE OFFERINGS AND STANDARDIZED TESTING OPTIONS

## ACADEMIC PLANNING

DEPARTMENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	English 1 English 1 Critical Reading and Writing English 1 Honors	English 2 English 2 Honors	<b>Semester-Long English Topics Courses</b> 20th Century American Literature Shakespeare 20th Century World Literature The Art Of Poetry American Romantic Literature Nonfiction Modern Drama Rewriting America New York City Literature Satire 19th Century British Literature and Its Legacy The Short Story Literary Rebels: Exploring Women's Voices The Writer's Craft AP Literature and Composition (S2)	
	Chinese, French, Latin, Spanish 1 / Spanish 1 EXP Chinese, French, Latin, Spanish 2 Chinese, French, Latin, Spanish 2 Honors Chinese, French, Latin, Spanish 3 Chinese, French, Latin, Spanish 3 Honors	World Language Level 3 World Language Level 3 Honors World Language Level 4 World Language Level 4 Honors	World Language Level 5 World Language Level 5 Honors AP World Language Post-AP Chinese Post-AP Latin*, Post-AP French*, Post-AP Spanish*, Post-AP Spanish and French*	AP Literature and Composition (S2)
WORLD LANGUAGES	Modern World History 1 Modern World History 1 Honors	Modern World History 2 Modern World History 2 Honors	U.S. History U.S. History Honors	Civil Rights Revolutions
	Geometry Integrated Geometry Geometry Honors Algebra 2 Algebra 2 Honors Advanced Algebra 2 Honors Computer Science Fundamentals Introduction to Programming	Precalculus Precalculus Honors Advanced Precalculus Honors Calculus Calculus Honors AP Calculus AB AP Calculus BC	<b>History Electives</b> Japanese History (S2) American and Comparative Government Honors Political Theory Honors Chinese History (S1)	
HISTORY	Geometry Integrated Geometry Geometry Honors Algebra 2 Algebra 2 Honors Advanced Algebra 2 Honors Computer Science Fundamentals Introduction to Programming	Precalculus Precalculus Honors Advanced Precalculus Honors Calculus Calculus Honors AP Calculus AB AP Calculus BC	U.S. History U.S. History Honors	AP Calculus AB/BC Statistics AP Statistics Post-AP Multivariable Calculus Post-AP Linear Algebra
	Modern World History 1 Modern World History 1 Honors	Modern World History 2 Modern World History 2 Honors	U.S. History U.S. History Honors	Civil Rights Revolutions
MATHEMATICS AND COMPUTER SCIENCE	Geometry Integrated Geometry Geometry Honors Algebra 2 Algebra 2 Honors Advanced Algebra 2 Honors Computer Science Fundamentals Introduction to Programming	Precalculus Precalculus Honors Advanced Precalculus Honors Calculus Calculus Honors AP Calculus AB AP Calculus BC	U.S. History U.S. History Honors	AP Calculus AB/BC Statistics AP Statistics Post-AP Multivariable Calculus Post-AP Linear Algebra
	Biology 1 Biology 1 Honors Biology 1 Science Research Honors	Chemistry 1 Chemistry 1 Honors Chemistry 1 Science Research Honors	U.S. History U.S. History Honors	AP Calculus AB/BC Statistics AP Statistics Post-AP Multivariable Calculus Post-AP Linear Algebra
SCIENCE	Biology 1 Biology 1 Honors Biology 1 Science Research Honors	Chemistry 1 Chemistry 1 Honors Chemistry 1 Science Research Honors	U.S. History U.S. History Honors	AP Calculus AB/BC Statistics AP Statistics Post-AP Multivariable Calculus Post-AP Linear Algebra
	Biology 1 Biology 1 Honors Biology 1 Science Research Honors	Chemistry 1 Chemistry 1 Honors Chemistry 1 Science Research Honors	U.S. History U.S. History Honors	AP Calculus AB/BC Statistics AP Statistics Post-AP Multivariable Calculus Post-AP Linear Algebra
STANDARDIZED TESTING	PSAT, Practice ACT	PSAT, Practice ACT	PSAT/NMSQT, Practice ACT, SAT, ACT, AP Exam(s) Required	SAT, ACT, AP Exam(s) Required
	PSAT, Practice ACT	PSAT, Practice ACT	PSAT/NMSQT, Practice ACT, SAT, ACT, AP Exam(s) Required	SAT, ACT, AP Exam(s) Required

\*Not being offered in the 2025-2026 school year

# ACADEMIC PLANNING

## Upper School Daily Schedule

	A Day	B Day	C Day	D Day	E Day	F Day	G Day	H Day
8:00 a.m. - 9:10 a.m.	1	5	2	6	3	7	4	8
9:20 am - 9:45 am	Common Work Period	Common Work Period	Common Work Period	Common Work Period	Common Work Period	Common Work Period	Common Work Period	Common Work Period
9:55 am - 11:05am	2	6	4	8	1	5	3	7
11:15 am - 12:25 pm Class or Lunch	3	7	1	5	4	8	2	6
11:50 am - 1:00 pm Class or Lunch	3	7	1	5	4	8	2	6
1:10 pm - 2:20 pm	4	8	3	7	2	6	1	5
2:30 pm - 2:55 pm	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time

# ACADEMIC PLANNING FOR AN EIGHT BLOCK SCHEDULE

Student: \_\_\_\_\_ Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

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

## GRADE 9

English 1, English 1 Critical Reading and Writing, or English 1 Honors	Fine and Performing Arts
Geometry, Integrated Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, or Advanced Algebra 2 Honors	Ethical Leadership Lab 1: Belonging and Community (S1) and Health, Wellness, and Physical Education 1 (S2)
World Language	Modern World History 1 or Modern World History 1 Honors
Biology 1, Biology 1 Honors, or Biology 1 Science Research Honors	Optional Extra Course

## GRADE 10

English 2 or English 2 Honors	Fine and Performing Arts
Algebra 2, Algebra 2 Honors, Advanced Algebra 2 Honors, Precalculus, Precalculus Honors, or Advanced Precalculus Honors	Health, Wellness, and Physical Education 2 (S1) and Ethical Leadership Lab 2: Ethical Leadership in Action (S2)
World Language	Modern World History 2 or Modern World History 2 Honors
Chemistry 1, Chemistry 1 Honors, or Chemistry 1 Science Research Honors	Optional Extra Course

## GRADE 11

English Topics (S1 and S2) or AP English Language (S2)	Fine and Performing Arts
Precalculus, Precalculus Honors, Advanced Precalculus Honors, Calculus, Calculus Honors, or AP Calculus (AB, BC, or AB/BC)	Health
World Language	US History or US History Honors
Physics 1, Physics 1 Honors, AP Physics 1, AP Physics C: MEM, Chemistry 2H, AP Chemistry, Biology 2H, AP Biology, Biomechanics and Physiology, Environmental Science 1 and 2, AP Environmental Science, Astronomy 1 and 2	Optional Extra Course

## GRADE 12

English Topics (S1 and S2) or AP English Literature (S2)	Fine and Performing Arts
Calculus, Calculus Honors, AP Calculus (AB, BC, or AB/BC), Statistics, or AP Statistics, Post-AP Multivariable Calculus, Post-AP Linear Algebra	Health (S2)
World Language	History Electives: American and Comparative Government Honors, Civil Rights Revolutions, Economics, Economics Honors, Political Theory Honors, Holocaust/Genocide, Chinese History (S1), Japanese History (S2)
Physics 1, Physics 1 Honors, AP Physics 1, AP Physics C: MEM, Chemistry 2H, AP Chemistry, Biology 2H, AP Biology, Biomechanics and Physiology, Environmental Science 1 and 2, AP Environmental Science, Astronomy 1 and 2	Optional Extra Course