## Table of Contents

**Introduction** ............................................. 2  
**Mission Statement** .................................. 2  
**Kent Place School Philosophy** .............................. 2  
**Portrait of a Graduate** .................................... 2  
**1:1 and BYOD Programs** ................................ 3  

### PRIMARY SCHOOL

- **Primary School Program Overview** .................. 5  
- **Junior Pre-Kindergarten** .............................. 6  
- **Pre-Kindergarten** ...................................... 7  
- **Kindergarten** .......................................... 8  
- **Grade 1** .............................................. 9  
- **Grade 2** ............................................. 11  
- **Grade 3** ............................................. 13  
- **Grade 4** ............................................. 14  
- **Grade 5** ............................................. 16  

### MIDDLE SCHOOL

- **Middle School Academic Policies and Requirements** 19  
- **Computer Science & Engineering** ................... 21  
- **English** ............................................. 22  
- **Health and Wellness for Young Women** .......... 23  
- **History** ............................................ 23  
- **Learning Strategies** .................................. 24  
- **Mathematics** ......................................... 24  
- **Peer Mediation** ...................................... 25  
- **Athletics** ............................................ 25  
- **Physical Education** .................................... 26  
- **Science** ............................................ 27  
- **Visual and Performing Arts** ......................... 27  
- **World Language** ..................................... 29  

### UPPER SCHOOL

- **Upper School Academic Policies and Requirements** 31  
- **Independent Study** .................................... 33  
- **The Writing Center** ................................... 33  
- **The Math Studio** ...................................... 34  
- **The Math/Science Tutoring Program** ............... 34  
- **9th-Grade Seminar** .................................... 34  
- **Intergroup Relations Seminar** ........................ 34  
- **Interdisciplinary Courses** ............................. 34  
- **Introduction to Ethics** ................................ 34  
- **Computer Science & Engineering** ................. 34  
- **English** ............................................. 36  
- **Health and Wellness** .................................. 39  
- **History** ............................................. 39  
- **Mathematics** ......................................... 41  
- **Physical Education and Athletics** ................. 42  
- **Science** ............................................. 44  
- **Visual and Performing Arts** ......................... 46  
- **World Language** ..................................... 50  
- **College Advising** ..................................... 53  
- **Requests to Earn Course Credit** .................... 54  

After July 1, 2020, the most updated course descriptions may be found online via our website, www.kentplace.org, or on MyKPS class pages.
INTRODUCTION
The Kent Place School curriculum reflects the mission of the School and the philosophies of each division. To ensure sequence and structure in the learning process, the administration and faculty are committed to ongoing assessment of the curriculum, to providing modifications in response to research and student needs, and to providing creditable college preparation.

Kent Place takes pride in its strong and unique curriculum. This guide serves two main audiences:

• the enrolled student and family who seek an understanding of the course offerings and total academic program;

• the prospective student and family who are making decisions about school choice.

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

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

• reading the Mission Statement of the School. The purpose of curriculum from Junior Pre-Kindergarten through Grade 12 is to offer a “connectedness” to this mission.

• considering the content of courses offered within the division. Will the student learn best in the Kent Place academic environment?

• reviewing the totality of the curriculum. Can the student pursue individual interests in the arts, athletics or community service?

MISSION STATEMENT
Kent Place is an independent, nonsectarian college-preparatory day school which, for over 100 years, has provided a superior education for young women who demonstrate strong scholastic and creative ability. Its mission is to offer students of diverse backgrounds, in Preschool through grade twelve, an academically rigorous curriculum in a caring atmosphere; to encourage them to contribute to and find success in this challenging program; to inspire young women to leadership; and to strengthen moral awareness. Committed to a liberal arts education that combines tradition and innovation, Kent Place provides the stimulus for each student to achieve her full academic, physical and creative potential; to love learning; to gain confidence; to live responsibly; and to develop respect for herself and others in the global community.

KENT PLACE SCHOOL PHILOSOPHY
We believe that the best education for girls and young women is a single-sex environment in which students discover their strengths and are empowered to reach beyond the constraints of gender roles. We are a community of enthusiastic and motivated learners and educators who value fair-mindedness, mutual concern and honesty.

We energize a traditional curriculum with innovation and believe that girls meet their best potential in an interconnected environment that is proactive, responsive and flexible and that promotes self-confidence, self-advocacy and healthy risk-taking. We strive to meet the intellectual, emotional and social needs of our students through a rigorous curriculum that promotes curiosity, creativity and a growing sense of self-discipline.

Our curricula and programs are rich in opportunities for students to build decision-making, critical thinking and problem-solving skills. We promote integrity, respect and trust throughout all of the schooling years in our conversations, actions, reflective moments and commitment toward respecting and understanding perspectives that are different from our own. Our students take on increasingly profound leadership opportunities that foster cooperation, initiative and self-awareness while also cultivating compassion and caring. We believe that the lessons and values encouraged by our multi-talented faculty prepare each student to be an active contributor to the larger world beyond Kent Place.

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

• She will have a breadth and depth of knowledge and understanding in all disciplines.

• She will be able to express herself with confidence and a sense of purpose in written, oral, and digital forms.

• She will be able to apply quantitative, scientific, and technological methods to gather and evaluate data that will inform her opinions and decisions about historical and contemporary issues.

• She will be proficient in more than one language.

• She will have developed an ethical framework and learned how to navigate complex ethical dilemmas.

• She will have developed, practiced, and showcased her own unique leadership style, advocacy skills, and voice.

• She will have developed cultural competency in either travel, service, communication, or another form that will expand her global presence and make a positive impact.

• She will recognize the value of artistic expression as an essential part of contemporary life.

• She will value involvement and action utilizing creativity, collaboration, problem-solving, invention, and innovation.

• She will have established a plan for lifelong health, wellness, and fitness.
1:1 AND BYOD PROGRAMS

The Preschool has iPads available for its Junior Pre-Kindergarten and Pre-Kindergarten students. In addition, a variety of technologies are integrated into the project-based curriculum.

Kindergarten–Grade 2 students utilize iPads, while Grades 3–5 use Chromebook devices in a 1:1 (one device to one student) setting. All students also have access to a state-of-the-art Technology lab, where coding, robotics, and problem-solving come alive. Third- through fifth-grade students are given a Kent Place School MyKPS and Google account. These tools allow students to connect with academic class pages and access Drive for file storage and collaboration. In addition, fifth-grade students access Gmail to communicate with teachers and peers regarding their studies as well as school-related activities and events.

In Grade 6–8 our 1:1 program utilizes a Chromebook device that students have 24 hours a day, 7 days a week for the entire year, including the summer. Middle School students are given a Kent Place School MyKPS and Google account as their primary learning tools. These tools allow students to connect with academic and community group pages, access Drive for file storage and collaboration and to communicate with teachers and peers regarding their studies as well as school-related activities and events via Gmail.

The Upper School is a Bring Your Own Device (BYOD) program, students can utilize an Apple or Windows laptop of their choice. Upper School students are given a Kent Place school MyKPS and Google account as their primary learning tools. These tools allow them to connect with class and community group pages, access Drive for file storage and collaboration and to communicate with teachers and peers regarding their studies as well as school-related activities and events via Gmail.

Technology is integrated directly and regularly into the course of study to enhance the educational experience. Classrooms are equipped with an interactive projector, document camera, wireless access, and phone. Instruction is delivered utilizing cloud-based software and tools that support specific disciplines and departmental curricular goals.
PRIMARY SCHOOL PROGRAM OVERVIEW
The Primary School, Junior Pre-Kindergarten through Grade 5, is best described as a small learning community that is academically robust, aesthetically rich and developmentally supportive of educating the whole child — cognitively, socially, emotionally and physically. Students learn in child-friendly, technologically-infused classrooms where enrichment and acceleration are integral to the academic program, and teachers are responsive to the diverse learning styles, capabilities and needs of the students. The Primary School environment is an engaging, challenging and intellectually safe place for children to learn, achieve and grow to their fullest potential.

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

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

MATHEMATICS PHILOSOPHY
“In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. Mathematical competence opens door to productive futures.” (NCTM Principles and Standards for School Mathematics)

The focus of mathematics curriculum at the Primary School is to develop important foundational mathematical concepts and procedures in Number and Operations, Geometry, Measurement, Data Analysis, and Patterns/Algebra with a depth of understanding. This is achieved through a balanced approach to mathematics. Students develop content knowledge via competency with Conceptual Understanding, Procedural Fluency, Strategic Thinking, Adaptive Reasoning and Productive Disposition.

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

- **Strategic Thinking** is used when solving problems. It involves the ability to interpret, represent and solve mathematical problems. Students organize their thinking, approach problems methodically and effectively apply strategies to problem situations.

- **Adaptive Reasoning** ignites curiosity and creativity. It is characterized by making connections, creating and posing questions, reasoning logically, reflecting on thinking, considering the thinking of others and the ability to justify ideas, processes and procedures. Students not only communicate answers but also the reasoning and/or logic behind an answer. This often is the key to knowing much more than one answer to only one problem. Students communicate orally, in writing, as well as through graphic representations or constructions to making their reasoning clear to others.

- **Productive Disposition** toward mathematics leads to greater success with mathematics. A student with a productive disposition believes that mathematics will make sense and through sustained effort (perseverance) underlying concepts, processes and solutions can be understood. In addition, it involves the belief that mathematics is important and becoming proficient is worth the effort. A student with a productive disposition is open to risk being wrong, answers questions, questions answers, challenges themselves to go beyond their comfort zone and develops resilience when the journey is difficult.

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

ENGLISH LANGUAGE ARTS PHILOSOPHY
A love of language is the basis for all literacy learning in the Primary School. Beginning with our youngest learners, our program progresses from learning to read, to reading to learn. Students become proficient readers, writers, speakers, and listeners through a focus on foundational skills and critical-thinking strategies. The mechanics of reading are taught systematically through phonemic awareness, phonics, sight-word recognition, and word study using multi-sensory techniques. We intentionally teach comprehension strategies and encourage students to apply these concepts across the content areas. Some comprehension strategies we address are: monitoring for understanding, making connections, visualizing, questioning, inferring, determining importance, and synthesizing. Monitoring for understanding is an essential skill, making students aware of their thinking while listening to and reading texts. Teachers activate students’ prior knowledge (schema), which helps them to make connections between text to self, text to text, and text to world and thus, deepens their understanding. Visualizing or "making
movies in your head” is another skill which brings words alive and enables greater comprehension. From very early on, we encourage students to generate questions about their reading in order to understand the complexity of texts. By using close or deep reading strategies to activate prior knowledge, visualization, and questioning, students discover that there’s much more going on in the text than is revealed at the surface. As students encounter fiction and nonfiction texts, they are tasked with determining importance to better analyze what they have read, and to synthesize all that they know and have read into comprehensive understanding. Above all, students come away with a belief that all reading is thinking and that authors and readers work together to create meaning. Our program is literature based, including diverse cultures, traditions and historical settings. We emphasize the interconnectedness between reading and writing. Writing instruction, which takes place daily and across content areas, balances both expression and mechanics. We use a workshop approach to emphasize writing-as-a-process with distinct steps: plan, draft, revise, edit, and publish. Through this process, students become fluent and confident writers. Handwriting instruction begins in our Preschool program and continues throughout Primary School. Cursive writing is introduced in Grade 2 and further practiced and solidified in Grades 3 through 5. Our goal is for our students to acquire the necessary communication skills required to live in an ever-changing, fast-paced global community.

**COMPUTER SCIENCE & ENGINEERING PHILOSOPHY**

In the Primary School Computer Science & Engineering Program, students learn to view technology and applications of engineering as a natural extension of their learning. Students learn how technology and the engineering design process can help them to create, communicate, collaborate and code. The students are introduced to a variety of 21st-century learning tools, robotics, and 3D printers. These software and hardware tools help the students to think critically, to solve real-world problems, to make informed decisions and to conduct themselves responsibly in a digital world.

**PROGRESS REPORTING**

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

The rating indicators are as follows:

**Junior Pre-Kindergarten:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Secure</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td>3</td>
<td>Beginning</td>
</tr>
</tbody>
</table>

**Pre-Kindergarten and Kindergarten:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Secure</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td>3</td>
<td>Beginning</td>
</tr>
<tr>
<td>4</td>
<td>Consistently</td>
</tr>
<tr>
<td>5</td>
<td>Usually</td>
</tr>
<tr>
<td>6</td>
<td>Sometimes</td>
</tr>
<tr>
<td>7</td>
<td>Rarely</td>
</tr>
</tbody>
</table>

**Grades 1–5 Academic and Specialist Proficiency Levels:**

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

**GRADING SYSTEM**

Beginning in Grade 4, students receive letter grades in Language Arts, Math, Social Studies and Science. Performance criteria are clarified at the start of the school year by the appropriate faculty members.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97–100</td>
</tr>
<tr>
<td>A</td>
<td>93–96</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
</tr>
<tr>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>D-</td>
<td>60–62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

**JUNIOR PRE-KINDERGARTEN**

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

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

As children navigate their world, they become natural problem solvers. Child-initiated math questions provide insight into thinking, reasoning and interest. It honors children’s ability to invest in, make sense of and quantify their world. Opportunities to explore numbers, space, shape and measurement are the catalyst for further investigations and deep, meaningful learning.
Children also engage in scientific explorations as they investigate their natural surroundings and the seasonal changes. Through activities such as nature walks, experiments and hands-on scientific observations, students gain powerful insight about nature and the world that surrounds them.

The World Language program begins in Junior Pre-K with the study of French and Spanish for one semester each. All classwork is oral and play-based in order to nurture enthusiasm for learning a new language while building strategies for developing listening comprehension. Material is presented in meaningful communicative contexts through activities using manipulatives, music, games, dance, and other media. Basic communication is an ongoing part of every day's classroom activities.

**CREATIVE MOVEMENT**

Students in Junior Pre-K are introduced to some of the basic elements of dance such as using different levels or planes and pathways, in addition to actions and movements. They begin to develop their basic motor skills such as jumping and galloping and begin to develop spatial awareness. We do this by exploring with movement stories and props. The year culminates with a collaborative program between Music and Creative Movement.

**MUSIC**

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

**PHYSICAL EDUCATION**

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

**PRE-KINDERGARTEN**

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

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

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

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

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

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

Students continue to study French and Spanish for one semester each. All classwork is oral and play-based in order to nurture
enthusiasm for learning a second language while building strategies for developing listening comprehension. Material is presented in meaningful communicative contexts through activities using manipulatives, music, games, dance, and other media. Basic communication is an ongoing part of every day’s classroom activities.

**CREATIVE MOVEMENT**

Knowledge of subjects covered in the classroom is strengthened and enhanced through creative movement. Students in Pre-K continue to develop spatial awareness, body shapes, and basic motor skills such as hopping on one foot and skipping, while using their creative energy to interpret movement stories as well as different objects such as leaves, and ice cubes. The year culminates with a collaborative program between Music and Creative Movement.

**LIBRARY**

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

**MUSIC**

Our Pre-K travel world music through folk songs, instruments, books and performance. Sing, Say, Play, Create! Through these skills, students develop their fine motor skills and confidence to express themselves creatively. The use of percussion instruments and tone bells in stories, songs, musical games, and the construction of music to build awareness of rhythm, phrasing, and tempo, allow our youngest students to embrace listening, socialization, and a willingness to explore all types of music.

**PHYSICAL EDUCATION**

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

**KINDERGARTEN**

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

**ENGLISH LANGUAGE ARTS**

Kindergartners enter a print-rich environment and are immediately exposed to a wide variety of fiction, non-fiction, and poetry. They are encouraged to take classroom books home to enjoy with their families. Students engage in interactive read aloud, shared reading in the form of poetry and morning message, and guided reading. During guided reading instruction, students read in small groups at their own level with books that are a little bit more challenging, supported by their teachers. At the same time, students are taught the essential building blocks of literacy: letter-sound relationships, high frequency words, spelling patterns, vocabulary development, and word-solving strategies. Teachers instruct students in early literacy concepts including left to right directionality, use of spaces between words and the concept of sentence as a group of words that convey a single thought. The integration of reading and writing is the cornerstone of the Kindergarten program. Students spend much of their day listening to and reading stories and drawing and writing about what they have learned. During writers’ workshop, students create stories and books according to their personal interests. Teachers use picture books as mentor texts to show how authors express their ideas to tell a story or provide information. In this way, students have a wealth of resources from which to draw upon and apply when they are composing.

**MATHEMATICS**

Kindergarten students actively use concrete and technological tools to make sense and reason about mathematical concepts and skills. Students develop a deep understanding of beginning number concepts as they build their foundation for future work in mathematics. They count forward, backward, count-on and skip count by two, five, and ten. They begin to subitize quantities using ten frames, dice, and dominoes. Through hands-on exploration, students begin to appreciate the flexibility of numbers as they compose and decompose numbers using a “part-part-whole” model. Their noticing and wonderings lay the groundwork for introducing addition and subtraction and the relationship between these two operations. Additional areas of study include geometry and spatial reasoning, as well as practical skills such as measurement, money identification, telling time to the hour, and calendar skills. Students also collect, sort, classify, and organize data using a variety of charts and graphs. Pattern identification, extension, translation, and generalization are also developed in Kindergarten.
SCIENCE
Kindergarten Science is a sensory rich curriculum. Students begin by learning what scientists do. They make predictions and hypotheses, draw scientific sketches, make observations using their five senses, and perform experiments to test their hypotheses and gather information. They learn that science is everywhere and that there are many different types of scientists. The Kindergarten scientists become botanists, biologists, chemists, geologists, physicists, and engineers. Through their exploration and experimentation, the Kindergarten scientists work together to problem solve, investigate, experiment, discover, think, document, and share their ideas and findings.

SOCIAL STUDIES
Community is the focus of the Kindergarten Social Studies curriculum. This includes the communities that revolve around family, our school here at Kent Place, and our local areas in and around both of them. Students explore ways people work together to form a productive, pro-social community that includes, thinks of, and cares for everyone. Block building — wooden blocks, legos, keva planks, and boxes — is a robust vehicle used to enhance this exploration and learning. Students become designers, architects, city planners, builders, and activists, as they investigate, problem solve, share, negotiate, design, and create builds. Block building strengthens spatial ability, mapping skills, and social skills. It encourages deep thinking through storytelling, and is a vehicle rich with opportunities to blend literacy, math, and engineering into the Social Studies experience.

WORLD LANGUAGE
Students continue to study French and Spanish for one semester each. Classwork is oral and story-based in order to nurture enthusiasm for learning a second language while encouraging confident and uninhibited expression. Material is presented in meaningful communicative contexts through activities using manipulatives, music, games, dance, drama and other media. Basic communication is an ongoing part of every day’s classroom activities.

COMPUTER SCIENCE & ENGINEERING
Computer Science kindergarten students are introduced to computer science terminology and the proper care and use of technology tools. The students learn the fundamentals of coding as they program our robots Dash and Dot to carry out commands. The students also create and illustrate documents and slideshows and interact with educational websites such as Raz Kids our online reading program.

CREATIVE MOVEMENT
Kindergarten students continue to develop motor skills and an awareness of creative movement. They explore the basic elements of dance, which are body shape, actions, space, time, and energy. These explorations are informed by classroom curriculum topics in science, social studies and reading. In the spring, the curriculum focuses on sequencing skills. At the end of the school year, students have an opportunity to share their work in an open class for parents.

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

MUSIC
In Kindergarten, our Jazzy Explorations curriculum continues to support learning through song, rhythm, and in alignment with the Makerspace curriculum. The class sings, plays, and explores through games, finger plays, and using different kinds of vocal sounds in the improvisational theme of jazz. While experimenting and playing boom whackers they learn to create with instrumental and vocal sounds.

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

GRADE 1
First grade builds on the skills of the previous year in a learning environment that reinforces the developmental shift in intellectual growth and reasoning — so characteristic of this age of dramatic social, cognitive, physical and emotional change.

ENGLISH LANGUAGE ARTS
The Grade 1 reading curriculum emphasizes phonological awareness, word-solving strategies, vocabulary development, and comprehension both through small- and whole-group instruction. A print-rich environment through shared reading of poetry, big books and other fiction and non-fiction texts surrounds students. The girls read with a teacher in small, flexible, guided reading groups at their own reading level to foster fluency, expression, and understanding. Effective comprehension strategies are taught, which enable students to read more challenging texts. Also, students have many opportunities to read to a partner and to read independently for their own enjoyment, fostering a love of reading. Reading is enhanced through readers’ theater, listening centers, poetry, songs, and technology activities. During writers’ workshop, students write in journals and create stories, which are personally significant. They are exposed to various genres such as: personal narrative, poetry, folktales, biography, and research. As students develop their writing skills and habits, they learn to apply appropriate spelling, punctuation, and grammar. Spelling is taught in weekly lessons and is connected to the phonics work the children are pursuing.
MATHEMATICS

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

SCIENCE

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

SOCIAL STUDIES

In Grade 1, students expand their study of the relationship of the self to family. They begin the year writing a mini-biography and then explore diverse ethnic and cultural heritages through a comparative study of children and families in specific countries. Students practice research skills through guided exploration of important people. An introduction to map skills lays a firm foundation for the Grade 2 geography-based curriculum.

WORLD LANGUAGE

Just prior to first grade, students choose either French or Spanish to study for the remainder of their time in Primary School. Classwork continues to be mostly oral in nature, but word recognition and writing single words begin at this level. Teachers strive to nurture enthusiasm for learning an additional language while encouraging confident oral expression among our students. Material is presented in meaningful communicative contexts through activities using manipulatives, music, games, dance, arts and crafts, drama and other media. Listening comprehension and basic communication are an ongoing part of every day’s classroom activities. Students are asked to respond to simple phrases and questions, as they describe themselves and things with minimal detail. Elements of the cultures of the target language countries are woven into the curriculum to further engender students’ appreciation for the world language they study.

COMPUTER SCIENCE & ENGINEERING

Computer Science grade 1 students code using our robots Dash and Dot. Coding concepts such as sequencing and loops are taught and applied as the students progress through the coding modules. Students create and illustrate documents and slideshows and interact with educational websites such as Raz Kids our online reading program.

ART

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

DANCE

In first grade, students learn basic ballet technique, explore locomotor and axial movements, imagery, characterizations, storytelling through movement, and using a prop with movement. Throughout the year students will collaborate to create choreography. Some of these dances include a locomotor dance, snowflake dances, a fairy tale ballet, and prop dances. Students have the opportunity to share these works with other students and parents through informal showings and open classes.

LIBRARY

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

MUSIC

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

**PHYSICAL EDUCATION**

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

**GRADE 2**

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

**ENGLISH LANGUAGE ARTS**

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

**MATHEMATICS**

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

**SCIENCE**

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

**SOCIAL STUDIES**

World geography and cultures is the focus for this exciting year of exploration. Map skills are emphasized as children explore communities near and far. Children do comparative studies of cultural universals such as: food, language and education, citizenship, clothing, family, shelter, and holidays and celebrations. While discovering global cultures, a focus on leadership will allow students to explore the qualities of positive leaders around the world and the impacts they have on their communities. Our students begin to understand the interconnectedness of cultural groups across the world and begin to identify themselves as members of a broader global community.
WORLD LANGUAGE
In second grade, students continue to study either French or Spanish. Classwork continues to be mostly oral in nature, but reading and writing words and simple phrases begin at this level. Teachers continue to nurture enthusiasm for learning a second language while encouraging confident and increasingly spontaneous oral expression. Material is presented in meaningful communicative contexts through activities using manipulatives, music, games, dance, arts and crafts, drama and other media. Listening comprehension and basic communication are an ongoing part of every day’s classroom activities. Students are asked to respond to simple phrases and questions, as they describe themselves and things with minimal detail. Elements of the cultures of the target language countries are woven into the curriculum to further engender students’ appreciation for the world language they study.

COMPUTER SCIENCE & ENGINEERING
Computer Science grade 2 students code using the CodeSpark app and Dash and Dot robots. Coding concepts such as sequencing, loops, and conditionals are taught and applied as the students progress through the coding modules. Using the engineering design process, students innovate creative solutions to address Dash and Dot challenges. Students create and illustrate documents and stories. They use their iPads to interact with educational websites such as Raz Kids our online reading program.

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

DANCE
Second grade begins with a review of warm up exercises and the introduction to jazz technique. The students convert basic locomotor movements, such as walk, hop, or jump, into jazz vocabulary. Utilizing their new jazz vocabulary, students collaborate to choreograph small group dances. These dances are shared with other students. Second grade dancers also create solos based on interpretations of their own drawings made in Dance class. These are performed in the Afternoon of Dance Concert at the end of the school year. As a complement to their dance class, enthusiastic dancers have the opportunity to join the performance-based elective, Tap Ensemble. This ensemble meets once a week to learn technique and choreography, and performs throughout the year.

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

MUSIC
In second grade, students explore the families of instruments in a symphony orchestra. They listen to great symphonic works from an assortment of engaging resources. Throughout the year the gifted teaching artists at KPS visit the second-grade classroom to perform and talk about the instrument they play. In the Spring, students may choose an instrument that they would like to learn to play the following year. During music class, students discover how to read music and compose simple melodies by learning to play the melodica. Many of the songs students learn are closely linked to the classroom curriculum. They reflect the school community, the society and the world. With an emphasis on healthy singing, many of our second-grade students choose to sing with Hummingbirds, our choral program in Grades 3–5.

PHYSICAL EDUCATION
Second-grade students continue to build their sport skills foundation through a skills-themed approach. They are refining their fundamental movement skills to a more mature level. By the year’s end they will be able to combine locomotor, non-locomotor, and manipulative skills, demonstrating more advanced forms of movement in their physical activities. They are able to progress to more vigorous activities for longer periods of time and at higher intensity levels. Students learn about and begin to understand not only the physiological benefits of physical activity but the social and psychological benefits as well. They continue to learn and apply acceptable behavior which demonstrates an understanding of rules and directions, safety practices and working cooperatively with others. They are able to apply understanding and respect for individual differences when acting in a team environment. The second-grade girls also experience an expanded unit on the benefits of physical activity and fitness as they participate in pre- and post-testing on five components of physical fitness: cardiovascular endurance, muscle strength, muscle endurance, flexibility and speed. The girls learn how to improve their fitness levels through a wide spectrum of exercises practiced throughout the year. They show an understanding of this learning in their participation in The Exercises of Sock Monkey. The girls enjoy sharing their personal physical activities and the effect these activities have on them in a class journal.

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

**GRADE 3**

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

**ENGLISH LANGUAGE ARTS**

As students gain fluency in reading, they are able to focus on content in literature. The Grade 3 reading curriculum focuses on skills such as making connections and predicting, visualizing, inferring, selecting the main idea and analyzing the author’s intent. The girls examine a variety of genres, from legends to biographies, as well as books relevant to the social studies curriculum. Students are encouraged to delve deeply into these books, reading like a writer: noticing and appreciating elements in the writer’s craft. Students write daily to reinforce the importance of expressing ideas in a clear, organized manner. Teachers use mentor texts to develop awareness of writers’ craft and to help students develop their own style and voice. The girls are encouraged to develop both the creative and formal aspects of writing during writers’ workshop. In this setting, the girls craft their own topics, confer with peers and teachers, revise for organization and clarity and edit for spelling, punctuation and grammar. Writing conventions are regularly and explicitly taught and are embedded within the workshop process.

**MATHEMATICS**

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

**SCIENCE**

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

**SOCIAL STUDIES**

Third-grade Social Studies focuses on our state: New Jersey. Students become familiar with maps of New Jersey, while developing their map skills. Our focus then moves to early New Jersey history, paying particular attention to Lenni Lenape culture and the arrival of Europeans to New Jersey’s shores. We examine the advancement of science and technology in our state and its effects on our culture today. Students also learn about the structure of the government at both the local and state levels. Finally, students will learn about the economy of New Jersey and how it has changed over time.

**WORLD LANGUAGE**

In third grade, students continue to study either French or Spanish. Students’ time in class is balanced among the four major skills: reading, writing, speaking, and listening. Teachers continue to nurture enthusiasm for learning a second language while encouraging confident and increasingly spontaneous and uninhibited oral expression. Material is presented in meaningful communicative contexts through activities using manipulatives, music, games, dance, arts and crafts, drama and other media. Listening comprehension and basic communication continue to be an ongoing part of every day’s classroom activities. Students engage in asking and answering questions in the target language, describing themselves and things with greater detail, and writing simple letters. Elements of the cultures of the target language countries are woven into the curriculum to further engender students’ appreciation for the world language they study.

**COMPUTER SCIENCE & ENGINEERING**

Computer Science grade 3 students hone their coding skills using Scratch, a graphical programming language developed by MIT as well as Dash and Dot robotics. The students study 3D design using TinkerCad as they create and print 3D objects. The students each receive individual accounts to our school’s MyKPS intranet where
they save, organize, and share their work to Google Drive. The students learn to use Google’s productivity apps such as Docs and Slides. They also receive accounts for an online keyboarding program that they use to track their keyboarding progress from home and school.

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

DANCE
Third-grade dance class continues to develop their skills in jazz technique. They also begin to learn about compositional elements and forms. Students explore variations on movements, and learn about transitions, memorable moments and ABA compositions. After these explorations, students create solos, which are paired together for an open class for parents. For our enthusiastic and motivated students who enjoy dance, there is an option to join Dance Ensemble. This performance-based class prepares several choreographed pieces for performance throughout the year.

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

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

MUSIC
Third-grade students learn all about opera from a mixed-media perspective. Students learn about the “four main ingredients” needed to produce an opera. Afterwards, they create and perform their own operas in class. In addition, students are provided with an opportunity to watch an age-appropriate opera during music class. Along with the opera curriculum, learning to sing in a healthy way is an important part of music making throughout primary school. Students learn a diverse range of songs from arias to folk songs. Some of the repertoire is performed at concerts and events throughout the year. Third-grade students who enjoy singing may choose to participate in the Hummingbirds, a more formal choir for grades 3–5. In class, students also learn how to play the recorder, as a hands-on means to develop their music reading skills and tonal memory. Those who aspire to learning an orchestral instrument have the opportunity to take group lessons with teaching artists at KPS.

PHYSICAL EDUCATION
In third grade, the girls begin to work toward mastery in locomotor, non-locomotor and manipulative skills. Variations of motor skills are combined to form more complex patterns of movement. These combinations are then implemented in sport specific activities. The students continue to apply basic concepts of movement to improve their individual performance. They continue to develop cooperative skills that have a foundation in the first three years of Primary School. Periods of independent, self-guided activities are progressively increasing in duration. The third-grade students continue to understand the cause and effect relationship of physical activity and health. They participate in the pre- and post-testing on the five components of physical fitness and are able to analyze assessment data and develop simple fitness goals. They can identify many physical activities that influence health related fitness. They make healthy nutritional decisions based upon their knowledge of the five food groups and how to get what they need to stay active and healthy.

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

GRADE 4
Fourth grade continues to foster independence, autonomy, responsibility, collaboration, organization and mastery in thinking, learning and application — as core skills, key cognitive concepts and prior accomplishments are solidified.

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

**MATHEMATICS**

Grade 4 students actively use concrete and technological tools to make sense of and reason about mathematics. Multi-digit multiplication and division, fractions, and decimals are focal points in the fourth-grade mathematics program. Students develop a conceptual understanding of multi-digit multiplication and division in order to move towards the use of efficient procedures and algorithms. They also solve multi-step problems using visual representations such as the bar model. Students increase their understanding of place value and magnitude of numbers through the billions while also extending these ideas to include decimals. Students compare, order, estimate, add, and subtract decimals numbers as well as make connections between decimals and fractions. Students deepen their understanding of fractions as they explore equivalency, and begin adding and subtracting fractions less than and greater than one. Additional areas of study include geometry and measurement. Students measure angles and explore angle relationships. They measure and convert between units of measure within the U.S. Customary and metric systems. Students also create efficient procedures to determine area and perimeter of rectangles and composite figures. Students collect, organize, and analyze data using a variety of graphic representations. Critical thinking and problem-solving skills are enhanced as students work through complex, non-routine problems from the Continental Mathematics League.

**SCIENCE**

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

**SOCIAL STUDIES**

The Grade 4 Social Studies curriculum focuses on the geography, economy and foundational history of the United States. The year begins with a study of the regions of the United States. Students gain experience with physical maps, political maps, economic maps and digital tools while learning about latitude, longitude, the compass rose, map scale and map keys. Students identify states, key cities, capitals, natural resources, climate and landforms of each region. The year continues with a study of the Age of Exploration and its impact on the development of the United States. Students then learn about the establishment of colonies including Roanoke/The Lost Colony and Jamestown. The year culminates with a study of the Colonial period leading to the Revolutionary War. The curriculum focuses on Colonial Williamsburg and its role during that period of history. In conjunction with the study of colonial history, students participate in an archeological “dig” of a site modeled after Colonial Williamsburg. Students collect, identify, catalog and research objects found at the dig site connecting the disciplines of social studies, science and mathematics.

**WORLD LANGUAGE**

The fourth grade World Language class’s goal is to continue to develop enthusiasm for learning a second language while encouraging confident expression. Students’ time in class is balanced among the four major skills: reading, writing, speaking, and listening. The integration of the five Cs (Communicative, Culture, Connections, Comparisons, and Communities) is essential in the World Language class. The communicative competence of the students in the World Language by means of cultural awareness with activities that focus on listening, reading and writing skills. Students will develop skills to prepare them for the more rigorous expectations of fifth grade World Language instruction.

**COMPUTER SCIENCE & ENGINEERING**

Computer Science grade 4 students continue to advance their learning of basic programming skills using Scratch, Lego WeDo and Dash and Dot robots to create animations and code with robotics. The students continue to use their MyKPS and KPS Google Apps for Education accounts. Using these accounts, the students learn to create, organize, and share their work in their Google Drive. Digital citizenship skills are emphasized in Grade 4 as the students learn how to effectively balance their media time and evaluate websites for reliable information.

**ART**

In fourth grade, students begin the year with an artist study, often linked to a current exhibit in the broader community. Students continue to use sketchbooks for recording ideas, completing observation studies and planning out new creations. Children are asked to reflect more deeply on their artistic process and begin to recognize
the roll an artistic community plays in supporting individual creative pursuits. Basic studio habits such as skill development, exploration, and experimentation, envisioning, persevering and analyzing are emphasized throughout each creative project.

**DANCE**
Fourth-grade dance students review and enhance their jazz dance technique. The curriculum focuses on compositional elements such as music phrasing, canons, symmetry, and asymmetry, as well as expanding the ABA compositional form. With this knowledge, the class works in small groups to choreograph dances which they prepare for performance. For our enthusiastic and motivated students who enjoy dance, there is an option to join Dance Ensemble. This performance-based class prepares several choreographed pieces for performance throughout the year.

**HEALTH AND WELLNESS**
Health and Wellness is an active, lifelong process of becoming aware of and making healthful choices that lead toward a more balanced and fulfilling life. Four topics developed in the Primary School Health and Wellness curriculum include Mental and Emotional Health, Family and Social Health, Physical Health and Safety, and Growth and Development. During these units, Grade 4 students will identify core values, learn how to make ethical/responsible decisions, and develop strategies to manage difficulties with friends, bullying, and peer pressure. They will learn about vitamins, what to consider when making healthy food choices and the importance of fitness. Students will also learn ways to protect themselves from danger, and gain an understanding of the proper use and misuse of prescription and over the counter drugs. Lastly, students will begin to learn about physical changes that occur in girls during adolescence.

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

**MUSIC**
Fourth-grade students have an exciting opportunity to participate in a musical. This collaboration between the theater, dance, and music faculty, allows students to place the collaboration of arts in context and in history. Students also learn to sing in a healthy way, through performances of different styles of music throughout the year. In fourth grade, all students learn how to play the ukulele, which enhances their tonal memory and easily allows them to hear chord patterns. To enhance the quality of skill development like note reading, and to enable individualized assessment, students participate in an online music theory training program called “Breezin’ Thru Theory.” Complementing all that is learned in the music class, our more serious singers have the opportunity to sing with Hummingbirds. These participants may also choose to audition for National, Regional and State Honor Choir opportunities. Students also have an opportunity to continue to study an orchestral instrument in small group classes.

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

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

**GRADE 5**
Fifth grade, the culmination of the Primary School experience, connects the past with the future in preparation for the rigors, challenges, rewards and expectations of Middle School. An increased understanding of one’s own learning style in combination with critical thinking and analytical skills sets the stage for learning new, more complex, advanced material and subject matter.

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

**MATHEMATICS**

Grade 5 students actively use concrete and technological tools to make sense of and reason about mathematics. Multi-digit division as well as fraction and decimal computations are focal points of the fifth-grade mathematics program. As students work to secure all whole number computations they extend their learning by solving multi-step problems involving all four operations. Studentshone their fraction skills using estimation, equivalence, and properties as they explore the concepts of multiplying and dividing fractions. Understanding of place value continues to expand to include additional decimal values and exponential notation is used to compare the magnitude of numbers. Students investigate and model multiplication and division of decimals and begin to make connections between fractions, decimals, and percents. Additional areas of study include geometry and measurement. Students extend their understanding of perimeter and area to explore volume and surface area of prisms. Students continue working with measurement conversions within U.S. Customary and metric systems. Critical thinking and problem-solving skills are enhanced as students work through complex, non-routine problems from Continental Mathematics League.

**SCIENCE**

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

**SOCIAL STUDIES**

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

**WORLD LANGUAGE**

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

**COMPUTER SCIENCE & ENGINEERING**

Computer Science grade 5 students further develop their coding skills using Dash and Dot robotics and Google’s CS First coding curriculum. In addition, they continue to use their MyKPS and KPS Google Apps for Education accounts at this grade level students receive their own KPS Gmail account. The students learn about email “netiquette” and the responsibilities and privileges of having a school email account. The students learn to become responsible digital citizens as they learn about balancing their media time and respecting copyright material. The students explore more of Google’s tools as they learn more advanced features of Google apps such as using Google Sheets to create charts to visually display data.

**ART**

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

DANCE
Fifth-grade dance students review basic jazz technique and compositional elements and forms. Improvisational techniques are introduced and explored. A final performance piece is created based on choices made during the improvisational classes. To further enhance their pieces, students create a backdrop, as well as decide on specific lights and costumes. These pieces are then prepared for performances. For our enthusiastic and motivated students who enjoy dance, there is an option to join Dance Ensemble. This performance-based class prepares several choreographed pieces for performance throughout the year.

HEALTH AND WELLNESS
Health and Wellness is an active, lifelong process of becoming aware of and making healthful choices that lead toward a more balanced and fulfilling life. Four topics developed in the Primary School Health and Wellness curriculum include Mental and Emotional Health, Family and Social Health, Physical Health and Safety, and Growth and Development. During these units, Grade 5 students will increase awareness of their personal identity, recognize and combat gender stereotypes, and increase media literacy. Students will also develop strategies that enhance confidence and manage stress. In addition, students will learn about changing friendships, cliques, and develop communication and conflict resolution skills. Students will also learn ways to stay safe and communicate effectively on social media. Students will apply dietary guidelines, understand the role of fats in our diets, and learn to read food labels to make healthy food choices. An understanding of ways to protect oneself from disease and the prevention of drug abuse will also be developed. Lastly, students will learn more about changes that will occur during puberty, grooming, and hygiene, as well as how the female reproductive system works.

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

MUSIC
Fifth-grade students learn about the history of popular music and some of the iconic musicians who influenced this style. In the spring semester, students select a popular song for a performance that reflects their experience as fifth graders. Learning to sing in a healthy way using different styles is an important aspect of music making in the fifth grade. In addition to learning songs from pop culture, students learn an array of genres that reflect the school community, the society, and the world. Some of these songs are performed at various concerts throughout the year, such as the Winter and Spring Concerts. In class, all our fifth-grade students learn how to play the chimes. As they learn to play this instrument, students discover how to read music chords. This culminates into the creation of a class composition, which is performed at the Spring Concert. To enhance skill development like note reading, and rhythmic fluency, students participate in an online music theory training program called “Breezin’ Thru Theory.” Complementing all that is learned in the music class, our more serious singers have the opportunity to sing with Hummingbirds. These participants may also choose to audition for National, Regional, and State Honor Choir opportunities. Students also have an opportunity to continue to study an orchestral instrument in small group classes. Those students who have mastered basic instrumental skills and reading fluency are invited to participate in the Primary School Instrumental Ensemble.

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

THEATER: THE SHAKESPEARE UNIT
This theater workshop offers students a more advanced opportunity to participate in the rehearsal process and performance of a play. Students work with a scripted adaptation of a Shakespearean comedy and work together to unravel the challenges presented in the language, plot twists, and characters of the time period. A performance of the adaptation is presented as the culmination of their work.
MIDDLE SCHOOL PROGRAM OVERVIEW
The dynamic and engaging programs in our Middle School are designed to foster curiosity, build independence, and instill in our emerging scholars a lifelong love of learning. The “core” course load of English, history, mathematics, science, and world language, and visual and performing arts builds students’ foundational skills and competencies and advance students’ critical thinking and abstract reasoning abilities. Beyond the traditional academic courses, students are exposed to a wide range of innovative co-curricular subjects that explore key tenets of the larger Kent Place School program, including ethics and leadership; wellness, identity, and social justice; and 21st Century skills, including STEM-related disciplines, computer science, and engineering. Through all endeavors, teachers facilitate the development of study and organizational skills necessary for long-term academic success.

ASSIGNMENT OF CREDITS
Courses receive one credit per term and three credits for a full year. Credits accumulated prior to Grade 9 or over the summer may not apply toward the total. An exception to the distributive requirements may be allowed only by joint agreement of the administration, department, parents, and student. Summer study must be approved by the department chair of the appropriate discipline before a student registers for the summer course and the next Kent Place course in sequence. She must complete all expectations determined by the department for advancement in the discipline. Please see page 51 for more details about requesting course credit.

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

- English/Language Arts
- History/Social Studies
- Mathematics
- Physical Education/Athletics
- Science
- Computer Science & Engineering
- Visual & Performing Arts (includes Art, Music, Dance, and Theater)
- World Language
- Health & Wellness for Young Women

GRADE 6 SEMINAR & TRIMESTER COURSES
In addition to their traditional course load of five academic courses, physical education, and a rotation through our visual and performing arts courses, sixth-grade students also participate in the Grade 6 Seminar, a series of mini-courses that focus on the key pillars of our signature programs at Kent Place School: Ethics & Leadership; Wellness, Identity, and Social Justice; and the 21st Century. Additionally, sixth-graders have one trimester each in Introduction to Latin and Introduction to Chinese and may pursue their language of choice in seventh grade. To cultivate open-ended and problem-solving tasks from across the middle school content, sixth-graders are enrolled in a one-trimester course titled Thinking Outside the Box.

GRADES 7 & 8 ELECTIVES
Elective courses are marked by the symbol 🎉. Students in Grades 7 and 8 have the opportunity to take three trimester elective courses each year. These courses supplement the curriculum by providing students with an introduction to a new discipline that is not otherwise covered in the regular curriculum of those years. Electives may change on a year-to-year basis and are dependent upon sufficient enrollment. Unless otherwise specified, electives are graded on a Pass/Fail basis. Beginning in 2020–2021, students in Grade 7 will be required to take, over the course of their Grade 7 and 8 years, at least one elective course in each of the key signature programs at Kent Place School: Ethics & Leadership; Wellness, Identity, and Social Justice; and the 21st Century. They may choose electives for the remaining three trimesters. Successful completion of these requirements is necessary for promotion to Grade 9.

Students in Grades 7 and 8 are also expected to select a diverse array of courses in the visual and performing arts, which include music (vocal and instrumental), drama, dance, and visual art.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97–100</td>
</tr>
<tr>
<td>A</td>
<td>93–96</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
</tr>
<tr>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>D-</td>
<td>60–62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>COURSE DEPARTMENT</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>3 trimesters required (see offerings below)</td>
<td>3 trimesters required (see offerings below)</td>
<td></td>
</tr>
<tr>
<td>Computer Science &amp; Engineering</td>
<td>Introduction to 21st Century</td>
<td>Coding Playground (1 trimester required); Electives (see offerings below)</td>
<td>Electives (see offerings below)</td>
</tr>
<tr>
<td>English</td>
<td>Character &amp; Community</td>
<td>The World and Ourselves</td>
<td>Young Narrators &amp; Their World English Expression (1 trimester required)</td>
</tr>
<tr>
<td>Health and Wellness for Young Women</td>
<td>1 trimester required</td>
<td>1 trimester required</td>
<td>1 trimester required</td>
</tr>
<tr>
<td>History</td>
<td>Ancient &amp; Classical Civilizations</td>
<td>World Cultures &amp; Geography</td>
<td>Civics and Ethical Leadership</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math 6: Operations and Variables Thinking Outside the Box*</td>
<td>Math 7: Abstractions and Understandings</td>
<td>Algebra Geometry</td>
</tr>
<tr>
<td>Music, Visual, &amp; Performing Arts</td>
<td>Dance, Theater, Studio Art, &amp; Music</td>
<td>Electives (see offerings below)</td>
<td>Electives (see offerings below)</td>
</tr>
<tr>
<td>Physical Education/ Athletics</td>
<td>3 trimesters required of Physical Education (no KP Athletics available in Grade 6)</td>
<td>3 trimesters required of Physical Education or KP Athletic Team</td>
<td>3 trimesters required of Physical Education or KP Athletic Team</td>
</tr>
<tr>
<td>Science</td>
<td>Structure &amp; Function</td>
<td>Energy</td>
<td>Diversity</td>
</tr>
<tr>
<td>World Language</td>
<td>French or Spanish Intro to Chinese and Intro to Latin (1 trimester required)</td>
<td>Chinese, French, Latin, or Spanish</td>
<td>Chinese, French, Latin, or Spanish</td>
</tr>
</tbody>
</table>

* Each year, placement is determined by student’s prior studies and placement testing.

The Grade 7 and 8 Elective options are finalized each spring and are subject to change. Electives under consideration for 2020-21 include, but are not limited to: Ethics I & II, Public Speaking, Leadership, Money Matters: Financial Literacy & Economics, Advanced Robotics, STEM Humanities, STEM Engineering, Mindfulness & Meditation, Mock Trials, and Genius. Electives in the Visual & Performing Arts Departments may include Musical Theater, 3D Design & Sculpture, Behind the Scenes, and DanceMakers.

* Required Grade 6 trimester course
TRIMESTER REPORTING OF GRADES

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

WORK EFFORT RATING SYSTEM

1 – consistently exceeds expectations
2 – consistently meets expectations
3 – usually meets expectations
4 – frequently does not meet expectations

COURSES OF STUDY IN THE MIDDLE SCHOOL

COMPUTER SCIENCE & ENGINEERING

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

Introduction to 21st Century

Through this year-long course, grade 6 students gain an understanding of how computer science and engineering impacts our world. With this understanding, students have the opportunity to unleash their creativity as they innovate, engineer, and code. We use the programming language of HTML and Cascading Style Sheets (CSS) to introduce students to programming. Students gain an understanding of website development and the ability to analyze the worldwide web, a tool they use everyday when viewing the internet. This course follows the CSTA standards and takes a wide lens on computer science by covering skills such as problem-solving, programming, user-centered design, and data while inspiring students as they build their own websites. Using the language HTML, students code a personal website on a topic of choice as they organize their information applying code for headings, lists and images. Intellectual properties and the importance of locating fair use images is addressed. To enhance the look and feel of their personal website students use Cascading Style Sheets (CSS) to style text, elements and create RGB colors. Throughout the course students are challenged to connect hardware and software design as they engineer and code robots, identify and debug code as they strengthen their ability to read and understand code. Physical computing through the use of the EV3 robotics kit along with the Mindstorms software are used to connect Computer Science & Engineering. Students design and build programmable robots using motors, sensors, and other technical components. Students gain a deeper understanding of how the technology functions in real-world applications. In addition, it will strengthen their understanding of computer science as they program the robot to move autonomously. Experiences in this course enable students to understand and interpret two-dimensional drawings; create three-dimensional models; build, test troubleshoot and revise designs to improve robot performance; and gain practical, hands-on experience using mathematical concepts such as estimating and measuring distance, time, and speed.

Coding Playground

Students in this trimester-long course will continue to enhance their computer science and engineering skills as they program advanced animations, interactive art, and games. By adapting the code.org’s Game Lab environment, students are given the opportunity to learn and use the same programming concepts and design processes used by computer scientists. Students begin by creating simple shapes and build up to more sophisticated sprite-based games. The concepts of plotting shapes, randomization, loops, conditionals and variables are explored. A connection to physical computing is made through the use of circuit boards as students incorporate user inputs and outputs as the basis for an innovative smart device to operate their game.

Advanced Robotics

Offered to Grades 7 and 8

Utilizing a robotics kits, students will work in small groups and individually to design and engineer autonomous and/or remote-controlled robots. Students will explore coding and the engineering design process to problem-solving and think critically. Student will build advanced skills in motors, sensors, and other technical components to create a robotic product.

STEM Engineering

Offered to Grades 7 and 8

In this interdisciplinary STEM elective course, students will learn and apply aspects of the engineering design process through multiple hands-on projects. Problem-solving skills will be strengthened and put to the test as students model, evaluate, and modify their projects. Practical problems will be solved using science, technology, and mathematical concepts. Collaboration and communication will be emphasized through group work, culminating in a final project. Assessment will be based on a student’s class participation, leadership abilities, and collaborative skills.

Elective courses are marked by the symbol ☑.
STEM for Humanity

Students in this trimester-long course will explore the intersection of design thinking, technology, and ethics. Students broaden their insight into the lived experience of diverse populations, through interaction, collaboration and research, and dive into and utilize a Human-Centered Design Process. After identifying a population to serve and researching a topic of service of choice, students collect data and identify existing technological advances that have been created for this population. Students then create a new or improve an existing product that will enhance the area of need they identified. This course will allow students the time to engage in all aspects of the Human-Centered Design Process while also exploring the ethical implications of creating improvements for a specific, underserved population. In addition to building ethical decision-making and design thinking skills, the students will also be afforded the opportunity to develop relationships with the population for whom they are creating a solution. They will work collaboratively, giving students an opportunity to learn from and engage with diverse populations. The course will include Human-Centered Design thinking and doing, understanding real-world design challenges, creating an original product, integrating technology, developing entrepreneurial spirit, working as a team, and creating a prototype/product that will have a direct impact to benefit society. Students will be trained on and learn how to use the tools in the Innovation and Fabrication labs, such as the laser cutter, 3D printers, Arduino circuits, soft circuits, and power tools.

ENGLISH

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

Grade 6: Character and Community

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

Grade 7: The World and Ourselves

What of our own story is there to be found in the stories of others? How does what we know about the world shape the way we view ourselves? In English 7, students delve into these questions as they explore how our understanding of culture, society, and self is constructed through and by language. Selections in fiction and non-fiction cross genres and disciplines to support interdisciplinary thinking as students develop their abstract and critical thinking skills. Students read and analyze texts across a variety of genres — including self-selected independent reading books — for substance, structure, and style and read from a variety of perspectives. Students match the structure of their writing to specific purposes and audiences in daily informal writing notebooks as well as in analytical and persuasive essays, poems, narratives, and a research paper. Moving through the entire writing process multiple times allows students to learn the value of revision and reflection; they also learn to give and receive feedback. The overall objective is that students grow into more mature readers, fluent writers, and effective communicators.

Grade 8: Young Narrators and Their World

How does written language express the voice of individuals and their communities? Who am I as a reader and writer, and how can my voice make a difference in the world around me? In English 8, students explore these questions through a variety of texts and genres, both fiction and non-fiction, poetry and prose. As students pursue greater self-reflection in relation to course readings, they also gain a more sophisticated appreciation of literary terms and techniques and how they contribute to meaning in the text. In addition to course texts, independent choice options increase exposure to new genres and motivate students to cultivate the habits of life-long readers. Regular reading practices, both guided and independent, foster growth in comprehension, fluency, and analytical skills. In addition to producing formal compositions about the reading, they also engage in informal writing and reflection to develop their thinking. We examine and imitate mentor texts for grammatical structures and craft moves, and to build a working vocabulary. The emphasis is on learning to use increasingly complex language and structures to reflect critical and abstract thinking.
English Expression
All students in Grade 8 take this course, which focuses on improving writing skills. The purpose of this course is to develop students’ creative and critical writing skills. Students are exposed to various modes of writing and use model texts for consideration of style, purpose, and organization, applying the lessons in their own personal narrative compositions. The course uses a writing workshop method, and students receive individual guidance throughout the process of prewriting, drafting, revision, and peer review. In small groups or with the teacher, students immediately receive positive feedback and suggestions. The course emphasizes effective articulation and makes demands that are stimulating and rewarding.

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

Creative Writing
Offered to Grades 7 and 8
Creative writing is designed to allow students who love to write the time to explore writing in a supportive workshop environment. Students may choose to write short stories, plays, monologues or poetry, either independently or collaboratively. They may also write non-fiction. Sometimes they respond to a particular writing prompt. They are invited to share their work with the class in both draft and final form. It is intended that students will learn how to provide constructive feedback to their peers and how to incorporate constructive feedback in their revisions. The purpose of this elective is to provide an opportunity for writers to nurture their creative voices and to share them with fellow writers.

The Play’s the Thing
Offered to Grades 7 and 8
If you think Shakespeare is boring or impossible to understand, think again. In one play alone, he tackles teenage crushes, the betrayal of best friends and what happens when rumors spread. And four hundred years later, he is still considered the greatest writer of the Western world. Come challenge your ideas, and learn why we study Shakespeare. Students in this course will be introduced to several of Shakespeare’s plays and sonnets, as well as the man himself. Through dramatic play and hands-on activities, students will crack the code of early modern English and develop skills and confidence in verbal and non-verbal communication. By the end of this class, you might find yourself composing a sonnet in iambic pentameter.

Soundings
This Grade 8 leadership opportunity allows for multiple editor positions. Soundings, the Middle School yearbook, offers participants the opportunity to learn about leadership and teamwork, theme development, digital photography, graphic design, news writing, online publishing, marketing, and advertising. While there is no “traditional” homework, everyone will be assigned work to complete outside of class (e.g., photographing a sports game). Students will be evaluated on positive participation, assignments, and meeting deadlines.

Health and Wellness for Young Women
The Middle School curriculum includes topics such as self-esteem, healthy relationships, body image, media awareness, human development, stress management, and drug abuse. At each grade level, students examine these topics through group discussions, interactive role plays, research, and technology projects. In Grade 6, students explore concepts of healthy relationships and its influence on social development. In Grade 7, students examine how media impacts their understanding of gender and body image. Grade 8 invites students to reflect upon how their external messages influence their sense of self and their choices around peer pressure. Through experiential learning, students develop essential life skills such as decision-making, managing peer pressure, and use of resources. Parent involvement is an essential part of the curriculum at each grade level.

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

Grade 6: The Ancient World
Students intellectually journey across the ancient world, visiting the peoples of Mesopotamia, India, Egypt, China, Greece, and Rome through an examination of their unique geography and diverse cultures. The lens of geography is used throughout the year to help Elective courses are marked by the symbol ☑.
students achieve a basic understanding of how these ancient societies are shaped by physical and human settings and processes. Students examine why people shifted from a nomadic way of life into settled communities and then formed more organized and advanced societies. The course provides a comparative study of the ancient and classical periods, as well as an understanding of how early cultures contributed to the modern world.

**Grade 7: World Cultures & Geography**

The goal of the Grade 7 course is to create knowledgeable global citizens as students explore the overarching themes of geography, unique patterns of culture and the complex histories of the major regions of the world: Africa, the Middle East, Europe, Asia, Oceania and Latin America. The case studies focus around a set of universal conclusions called Enduring Understandings; this allows the classroom experience to transform into a laboratory that examines the importance of global perspective, multicultural diversity, personal and group identities, and social justice. Students also engage in a study and discussion of both world religions and philosophies and contemporary issues and events, serving to further broaden their worldview. Stereotyping and ethnocentrism diminish as students develop empathy in trying to walk in the shoes of others who are unique and different than themselves.

**Grade 8: Civics & Ethical Leadership**

The Civics & Ethical Leadership course embraces a thematic, interdisciplinary, and experiential approach to a number of interconnected aspects of social studies. The course covers a variety of disciplines including history, ethics and leadership, sociology, comparative politics and economics, persuasion and debate, logic and rhetoric, and studies around women and gender. As students progress throughout the year, they will gain applicable content knowledge, critical thinking skills, and life tools necessary to become ethical, competent, and effective leaders in an increasingly complex world. The course will culminate in a major capstone assignment known as the Civic Leadership Project. This project will allow students to apply what they’ve learned throughout the course to engage in an ethical and civic manner around a cause of their choice.

**Ethics**

*Offered to Grades 7 and 8*

The purpose of this one-trimester elective course is to strengthen each student’s moral awareness while helping each student to develop respect for herself and others in a global community. Participants discover the definition of “values” by exploring their own personal values, the values of their school community and the values of their greater community, along with the values that are learned through religion, home and other institutions. The foundations of ethical thought and decision-making are taught in order to guide the students through ethical dilemmas discussed in class. Students who take this course have the option of taking a second Ethics elective, Ethics II, where they will further develop their ability to utilize the ethical decision-making process with more complex issues.

**It’s News to Me**

*Offered to Grades 7 and 8*

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

**Money Matters**

*Offered to Grades 7 and 8*

In this one trimester elective, students will explore and learn about a variety of financial concepts including investing, saving, the stock market and the economic way of thinking about cost and sustainability. Students will research and discuss how finances impact a variety of aspects of peoples’ professional and personal lives. They will also get the opportunity to meet and interact with successful females in the financial industry.

**Seminar for New Students**

Open to new seventh- and eighth-grade students, this first trimester course serves as an orientation to the Middle School. The course is taught by a collaborative faculty team that includes the Technology Coordinator, Middle School Dean, Director of Diversity, Learning Specialist, Librarian, Nurse, and Middle School Director who work together to identify the many resources available to students at Kent Place. Students complete the course with a tool box of learning strategies, resources and an understanding of where to go if they have questions.

**LEARNING STRATEGIES**

Learning strategies are integrated into the Middle School curriculum. Within the various subject areas, students in Grades 6 through 8 learn skills that help them become independent learners. The program emphasizes organization, use of time, note taking, outlining, essay writing, and reading techniques. Additionally, regularly scheduled learning strategies classes for Grade 6 formalize the process.

**MATHEMATICS**

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

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

Students’ prior studies, standardized test scores, placement testing, and teacher recommendations determine the appropriate math course for Grade 6, which may be any of the full-year courses listed below. Each year, the next appropriate course is determined through testing and recommendations, and may include courses from the Upper School program. All sequences of courses taken in Grades 6–8 allow progression to AP Calculus by Grade 12.

**Math 6: Operations and Variables**

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

**Thinking Outside the Box**

*Required for Grade 6*

This one-trimester course consists of a series of non-routine and open-ended problem solving tasks from across the core middle school content. With each task, students focus on developing their ability to invent strategies, carry out plans and evaluate their own results. Students consider tasks individually and collaboratively, working to develop their ability to communicate their ideas and solutions verbally and record their own reasoning in written form. The course is pass/fail.

**Math 7: Abstractions and Understandings**

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

**Algebra**

*Prerequisite: Math 7 or recommendation of the Department*

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

**Geometry**

*Prerequisite: Algebra*

In this course, students study relationships and establish results involving measurement, shape and position. Content includes similarity, congruence, coordinates, trigonometric ratios, two- and three-dimensional figures, area and volume. Students use variables and geometric relationships to model real-world phenomena. Students study algebraic functions that arise in geometric contexts and use algebra to understand geometric relationships. Logical reasoning is a focus of the course; students examine assumptions, evaluate conjectures and determine the validity of conclusions using various forms of proof. Dynamic geometry software is used for investigative work, to develop understanding of results, and as one of a variety of tools for creation of proofs.

**Mathematical Expeditions**

Looking for more math? We will step off the beaten path and journey deeper into the lands of number theory, geometry, algebra and probability seeking mathematical treasures. Expect to exert yourself on expeditions through challenging mathematical terrain that may last hours, days and even months. In this course, you’ll learn how to do research in math and where that research can take you. You’ll enjoy the process of asking your own questions, getting stuck, moving forward and reaching the top of a mathematical mountain — to find an even higher peak ahead of you!

**PEER MEDIATION**

Students from Grades 7 and 8 are selected through an application process that is reviewed by the Middle School faculty. Peer Mediators participate in training during the fall elective. The program mission is to assist students in identifying and addressing peer conflict in a pro-social and solution focused manner. Students in Grades 7 and 8 will be trained as Peer Mediators and will gain the skills to facilitate conflict resolution with their Middle School peers. In Primary School, Peer Mediators also provide workshops related to conflict resolution and the mediation process.

**ATHLETICS**

All Grade 7 and 8 students are eligible to join a school athletic team; practices are held during the Middle School PE/Athletic Block (2:30–3:30 p.m. daily). Grade 6 students have an opportunity to join mini-dragons athletic teams. The objective for these athletes is to gain experience, fundamental sport skills and basic strategies to develop an understanding of teamwork and team participation. When Elective courses are marked by the symbol ⚫.
participation numbers are high and there is appropriate competition available (B level teams at other schools), A and B teams may be selected. A and B teams are selected by skill, ability, attitude and sportsmanship. Team level is not contingent on the grade level of a student. Teams may also be organized into smaller squads, within the teams, to ensure maximum participation in competitive play. Playing time will vary from player to player, although the goal is for wide participation.

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

PHYSICAL EDUCATION

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

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

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

Physical Education Exemption

Please refer to the Athletics section on the school website or MyKPS for the most up-to-date version of the Physical Education Exemption policy. Physical Education is a required course for all Kent Place students. Students in the Middle School are eligible to apply for Physical Education Exemption on a trimester or yearly basis. Physical Education consists of two components: physical activity and physical education. Students receiving exemption are exempt from the physical activity requirements only and will be required to participate in Project Adventure-based workshops at the beginning of each trimester.

Determining exemption eligibility is a four-part process.

Part One – Determining Exemption Eligibility

Criteria for outside training MUST:

1. Demonstrate a major commitment (at least two years in the sport) and high-level of training and competition in a sport that KPS does not offer or is currently not in season.*

2. Meet a minimum of 10 hours per week* or have a metabolic equivalent of task (MET) assignment of 7.0 or higher.**

3. Meet the standard for the Presidential Fitness Award Benchmark.

4. Must include the following: Fitness and Specific Skill Training***

5. Include meaningful (official) competitions and/or performances in the sport throughout the exemption period.

6. Occur under the direct supervision of an adult coach.

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

**These hours do not include travel time.

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

Part Two – Complete the Online Exemption Application Form

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

7. The online form is located on the Athletics section of the school website or on MyKPS.

8. The “View our PE Exemption Policy” button contains information that explains the most up-to-date version of the exemption policy.

MS Application Dates:

Fall: September 10, 2020
Winter: November 5, 2020
Spring: March 3, 2021

MS PE Exemption Notification Dates:

Fall: September 20, 2020
Winter: November 15, 2020
Spring: March 13, 2021

Part Three – Final Evaluation Process

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

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

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

MS Report Due Dates:

Fall: November 5, 2020
Winter: March 3, 2021
Spring: May 15, 2021

Part Four – Exemption Expectations

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

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

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

Grade 6: Structure and Function
Grade 6 science emphasizes an inquiry-based approach to learning that invites each student to be actively involved in the learning process. The overarching question of the course is: How does the structure of a cell relate to how the cell functions? To address this question, the integrated sixth-grade science course weaves a discussion of structure and function as a theme throughout the exploration of life, earth and physical sciences. Atomic structure, diversity of life, the rock cycle, and body mechanics are incorporated into this theme. Students are encouraged to identify and explore opportunities that connect the science studied in class to the world around them. The largest laboratory project culminates at the annual STEM Expo. This major project focuses on successful execution of the scientific method and conducting high-level research to question the validity of consumer claims. Students learn the scientific, computational, data visualization, and technology skills necessary to record, catalog, and present data for laboratory projects using both traditional and digital equipment. Communication skills are strengthened as students prepare and deliver oral presentations of projects, current science events, and Expo results.

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

Grade 8: Diversity
The overarching question explored in Grade 8 science is: Why are things different? Throughout the year, students examine the diversity in our natural world through a scientific lens. The year starts with a field study exploring the characteristics and benefits of trees. The year continues with the study of heredity and genetics, behavior of matter, and astrophysics. The latter unit culminates in an integrated hands-on STEM project applying laws of motion to amusement park rides. Inquiry and experimental design are emphasized and learning takes place through classroom activities, independent research and projects, online simulations, and laboratory work. Students practice their problem solving and decision-making skills as they design and conduct an original experiment focused on a topic of their choice. Their projects are presented at the annual STEM Expo. As the students analyze and interpret data, emphasis is placed on the application of computational, algebraic, deductive reasoning, and data visualization skills. Critical thinking and communication skills are challenged and reinforced through written and oral reports that focus on drawing conclusions from data analysis. Communication skills are also enhanced as students regularly present their projects, experimental findings and summaries of current science events.

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

Dance
6th Grade Dance
Building upon their study of dance as an art form in Primary School, sixth-grade students explore the principles of modern dance technique and choreography, and acquire an awareness of the body as an instrument for personal expression. As a means to this end, they are exposed to improvisation, movement exploration, and basic dance Elective courses are marked by the symbol Q.
composition. To enhance their exposure to the dance world, students view the film Dare to Dance and attend the preview of An Evening of Dance. This course fosters collaborative creative movement and critical skills when viewing dance. This course meets for one trimester.

Dance 7/8
Offered to Grades 7 and 8

This exciting dance experience is designed for students who want to strengthen their ballet and modern dance technique as well as explore their creative voice via choreography. Each class begins with a modern dance or ballet warm-up, followed by a movement exploration session. Students create dance studies in duets or small groups to a variety of music selections. Enjoyment comes from dancing and creating work with classmates. This course meets for one trimester.

Dance Makers
Offered to Grades 7 and 8

Dance Makers is a performance-based course for highly motivated and skilled dancers by audition only. Students start each class with an individual or group warm-up and then proceed to working on choreography that they will perform for An Evening of Dance. Each student will be given the opportunity to compose solo and group material which will challenge their creativity and they will also learn excerpts from their classmates’ choreography. This course meets for one trimester.

Music

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

Choral

Performing in a chorus gives students an opportunity to sing with a large group. Rather than focusing on the individual voice, the students learn to work as a team and collaborate towards common goals in performance. Our singers develop strong musicianship skills, experience reading a score and learn about varied repertoire, composers, and music styles. It is also an environment in which students can extend their singing skills and aural training. The singers perform several concerts throughout the year. Highly motivated singers are strongly supported and encouraged to audition for participation in the NJ State, Eastern Division, and National Honor Choirs.

Instrumental

The Instrumental program provides students with opportunities to grow individually as well as learning to work together in an ensemble experience. Skilled teaching artists balance the growth of musical skills in small sectional rehearsals. This allows each student to thrive in a larger ensemble. Middle School ensembles are divided into Strings and Wind. In addition, there are opportunities for beginner students to participate in Brass or Percussion instructional classes. At culminating concert performances, all instrumentalists combine for an exciting, collaborative orchestral experience. The repertoire is always tailored to the individual group and the diverse range of levels and student abilities. Highly motivated instrumentalists are supported with auditions for Regional and All-State orchestras.

Theater

6th-Grade Theater

Sixth-grade students participate in a trimester-long workshop focusing on creative theater skills and beginning acting technique. Students explore stage movement, the voice of the actor, pantomime, and improvisation through a variety of skill-based games, exercises, and ensemble work.

7th- and 8th-Grade Acting Workshop

Students can elect to take part in this trimester-long acting workshop. Throughout this course students work together to develop theater skills as they analyze and rehearse scenes and monologues from full length plays. Character development, objective, conflict, and resolution are all explored through scene study, theater games, acting techniques, and improvisational exercises.

Middle School Production

Students who are interested in participating in the development of a play or musical are encouraged to audition for the production. Regular rehearsals offer time for the preparation, and performance of a fully staged production. In addition to rehearsal techniques, students also explore topics such as character development, memorization, prop and costume building, and scenic design. Productions are given full performances for families and friends. Past productions have included Twelfth Night, A Midsummer Night’s Dream, Alice in Wonderland, Once Upon a Mattress, Shrek the Musical, You’re a Good Man Charlie Brown, Charlie and the Chocolate Factory, and Mary Poppins.

Visual Art

Grade 6

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

Grade 7

All seventh-grade students expand upon and refine their artistic skills in trimester-long course. The students continue to work in and to refine skills in the traditional media of drawing, painting, printmaking and sculpture. In addition the students are introduced to
Photoshop and Sketch-up software as a tool for artistic creation. The students will use a variety of approaches that will include working will photography and using digital scans of artworks created in the student traditional media as source material.

**Grade 8**

All eighth-grade students take a trimester long course in the visual arts during which they continue to hone their artistic skills in both traditional and digital media. Students work across media divide utilizes both digital and traditional techniques and approaches in creating artworks. Additionally the students are encouraged to think about how visual arts can be used for expression and communication.

**3D Design/Sculpture ✐**

In this elective course, students will work in a variety of mediums and techniques to create art in three dimensions. They will explore different subject matter and themes while working in paper, wire, clay and found materials.

**Let’s Face It ✐**

This elective class will be focused on observing and creating portraits based on a variety of ideas from art history as well as contemporary culture. Course projects will include drawing, collage, painting, digital imaging and sculpture.

**Open and Shut ✐**

This elective explores the art of books. Students will learn about book-binding and construction through a variety of methods. The class will understand the history of book-making, starting with the earliest form of books from Japan. Students will also get a chance to create their own repurposed art journal. Using discarded books they will be able to create mixed-media artworks within the pages of text.

**WORLD LANGUAGE**

As a student enters the Middle School in Grade 6, she is given the opportunity to study French or Spanish. All students also study both Chinese and Latin for one trimester in Grade 6. In Grade 7, students may switch from French or Spanish to take Chinese or Latin. Upon completion of Grade 8, students are prepared to enter either an Upper School Level II in Latin or Level III in Chinese, French, or Spanish.

**Grade 6: French and Spanish**

Students study French, and Spanish in an international context, reinforcing a major school goal of multicultural awareness. Technology is widely used in all world language classes to enhance and support the learning process. The goal of the French and Spanish courses is to develop communicative skills, through a variety of methods, in the target language. In both languages, our content-based approach takes advantage of a Middle School student’s natural inquisitiveness. Some aspects of the curriculum include geography, art and history along with the study of basic grammar and vocabulary.

**Grade 6: Introduction to Chinese**

This one-trimester course is required for all Grade 6 students. The class aims to provide sixth-graders with a new perspective of world languages as well as the overview of Chinese language and culture. Students will learn basic pronunciation, greetings, and simple pictographic characters. Topics including numbers and colors are related to the STEM subjects. Chinese culture, such as Chinese festivals, Chinese food, and/or Chinese idioms, will be introduced. Students will build up the linguistic foundation through class activities which include games, songs, role playing, and storytelling. Internet and multimedia resources will be used frequently to aid the learning process. This course is also an introductory course for students who are interested in studying Chinese in Grade 7. For the students who have prior experience learning Chinese, the cultural projects and/or other assignments will be provided based on their individual needs.

**Grade 6: Introduction to Latin**

This one-trimester course is required for all Grade 6 students. The goal of this introductory course is to experience the Latin language by examining vocabulary and translation, to appreciate the rich culture and history of the ancient Romans, and to become aware of the influence of Latin on English vocabulary and literature.

**Grades 7 and 8: French, Spanish and Chinese**

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

**Grades 7 and 8: Classical Language Latin I**

The Latin I course uses the *Ecce Romani* program with the express purpose of bringing students quickly to the point where they can read and translate Latin with confidence. Equally important goals of the course are the strengthening of vocabulary skills in English through the study of derivatives and cognates and the studying of Latin grammar. Upon completion of the Grade 8 class, students are prepared to enter Latin II in the Upper School. All Grade 7 students have the option of switching to Latin I for Grades 7 and 8 or continuing with Chinese, French or Spanish.

Elective courses are marked by the symbol ✐.
ACADEMIC PLAN
Each student’s academic plan generally guides her course selection throughout the Upper School years. Designed when the student enters the Upper School, the plan gives consideration to all aspects of the School’s requirements and should provide challenge and diversity to her program. The plan may be modified to reflect changes in interests, academic aspirations and possible changes in course offerings.

Each student meets with her advisor to work out details of the plan, to register for the next year’s courses and to make any agreed-upon changes.

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

- English
- History
- Mathematics
- Science
- World Language

ASSIGNMENT OF CREDITS
Courses receive one credit per term and three credits for a full year. Credits accumulated prior to Grade 9 or over the summer may not apply toward the total. An exception to the distributive requirements may be allowed only by joint agreement of the administration, department, parents and student. Summer study must be approved by the department chair of the appropriate discipline before a student registers for the summer course and the next Kent Place course in sequence. She must complete all expectations determined by the department for advancement in the discipline. Please see page 51 for more details about requesting course credit.

GRADING SYSTEM
All credit courses required for graduation.

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

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

CREDITS REQUIRED FOR GRADUATION
(1 credit for each trimester)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 full</td>
</tr>
<tr>
<td>World Language</td>
<td>3 years</td>
</tr>
<tr>
<td>History</td>
<td>3 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
</tr>
<tr>
<td>Visual or Performing Arts</td>
<td>Trimester</td>
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<tr>
<td>Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>Ethics</td>
<td>1</td>
</tr>
<tr>
<td>4–9 Electives</td>
<td>Total</td>
</tr>
</tbody>
</table>

| Required credits for graduation |

NON-CREDIT REQUIREMENTS
Physical Education: all four years
Leadership Curriculum

- Peer Education: Grade 9
- Seminar: Grade 9
- Prepare/Project Adventure: Grade 10
- Health and Wellness: all four years
- Intergroup Relations Seminar

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

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

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

WITHDRAWAL FROM A COURSE
A student’s transcript normally bears a “W” for any course from which she has withdrawn after the deadline of 15 school days from the start of the course. If, however, this withdrawal is jointly recommended by the advisor, teacher and department head, in consultation with the Director of the Upper School, and with the approval of the Upper School faculty, no record of this withdrawal will appear on the transcript.
## REQUIRED COURSES AND ELECTIVES BY GRADE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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<tbody>
<tr>
<td>Computer Science &amp; Engineering</td>
<td>Introduction to Computer Programming</td>
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<td>English</td>
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<td>English 10</td>
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<td>Ethics</td>
<td>1 Trimester in Grade 9 or 10</td>
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<td>Health and Wellness</td>
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<td>History</td>
<td>History 9</td>
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### Mathematics

- Algebra → Geometry → Advanced Algebra → Precalculus or Functions & Trigonometry → Elective → Precalculus or Statistics Elective → Research in Advanced Mathematics or Multivariable Calculus or Calculus or Statistics Elective

*First course in sequence determined by student's prior studies.*

### Physical Education

- Required
- Required PREPARE/Project Adventure
- Required
- Required

### Science

- Biology
- Chemistry
- Elective
- Elective

### Visual and Performing Arts

- 3 Trimesters
- Electives
- Electives
- Electives

### World Language

- Chinese, French, Latin or Spanish
- Chinese, French, Latin or Spanish
- Chinese, French, Latin or Spanish
- Elective to continue second language

*First course in sequence determined by student's prior studies.*

Elective courses are marked by the symbol ⚪.
COURSES OF STUDY IN THE UPPER SCHOOL

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

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

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

INDEPENDENT STUDY р

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

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

Certain types of requests will not be approved for independent study. Proposals to pursue AP courses or general courses not currently offered at Kent Place School will not be considered. Neither will requests to substitute for current course or departmental requirements be considered. In addition, proposals centered on private, weekly music instruction in voice or instrumental work will not be eligible.

Independent study proposals are reviewed annually by the Academic Committee in late April. Members of the committee include the Director of Studies, Upper School Director, Academic Dean, and Department Chairs. Students submit proposals to the Director of Studies by April 1 of their junior year. Students are notified as to the status of their proposals by the middle of May. Submissions must include a cover sheet along with the actual proposal. Guidelines for cover sheets and proposals are listed below.

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

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

Cover sheets must include the following:
1. Independent study course title
2. Student name
3. Advisor name and signature
4. Independent study teacher name and signature
5. Department Chair name and signature
6. Upper School Director name and signature

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

THE WRITING CENTER

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

Elective courses are marked by the symbol р.
THE MATH STUDIO
The Math Studio is a destination for students to seek guidance for their mathematical work across the curriculum. It is also a space of inspiration for creative work, study, instruction, experimentation and discussion. Students can meet with teachers and/or peer tutors every universal free block and by appointment. Students can use the Studio any period of the day, on their own or with a study group, to use learning materials, books, puzzles, games and other mathematical inspirations.

THE MATH/SCIENCE TUTORING PROGRAM
Student members of our math and science honor societies serve as peer tutors. This program supplements the times that teachers are available to meet individually or in group sessions with students. In both cases, schedules are posted so that students may select a specific time or drop in for extra help.

9TH-GRADE SEMINAR
Entering the Upper School includes academic and social transitions, from the understanding of the daily schedule to managing scheduled free time to building new relationships. Specific goals include building grade-level community in preparation for class elections, being able to interact in small- and large-group discussions, becoming self-advocates and knowing which resources to use when needed. Students will work on developing their learning and studying strategies, and enhance their test taking skills. Other topics may include identity/cultural competency, how to give and receive feedback, and strategies to support wellness and self-care. Ultimately, we strive for students to move towards being more independent with regard to space, self, and time while working towards being a part of the Kent Place community and the larger world.

INTERGROUP RELATIONS SEMINAR
In Grade 9 students will focus on understanding the terms related to social identity to guide self-exploration, and highlight similarities and differences among class members. Through discussion and activities students will learn the skills to become confident in discussing one's own social identity and learning to empathize with others. In Grade 10 students will focus on increasing their knowledge of gender identity and how it presents itself in school and/or the outside the school community. Through shared vocabulary students will learn how to use inclusive language when discussing this topic with their peers. In Grades 11 and 12 students will have the opportunity to discuss and review case studies with a focus on DEI themes. Interactive exercises and journal/ reflection writing are used to challenge assumptions and increase understandings of how social systems and institutions function to allocate privilege and sustain societal inequities.

INTERDISCIPLINARY COURSES
The following courses have an intentional interdisciplinary focus. 
Art History (see page 49) 
Bioethics Project (see page 46) 
Engineering and the Arts (see page 35) 
Engineering and the Lived Experience (see page 35) 
Engineering, Ethics, and Entertainment (see page 36) 
Ethics and the Visual Arts: Art as Protest (see page 50) 
Marketing Medicine to the World (see page 46) 
Media Literacy (see page 40) 
Student Designed Research (see page 46) 
The Design and Innovations of Medicine (see page 46) 
Visual Representation of Medicine (see page 46) 
Women's Studies (see page 39)

INTRODUCTION TO ETHICS (1 credit) 
Required in Grades 9 or 10
In this trimester course, students will be introduced to the values-based ethical decision-making model after a deep analysis of their own system of beliefs, including its origin, influences and challenges. Additionally, they will utilize some important ethical theories including: the duty ethics of Immanuel Kant; the utilitarianism of John Stuart Mill; ethical relativism; and the virtue ethics of at least one of the following: Plato, Aristotle, Socrates, and/or Confucius. Ethical theories will be applied and understood through the lens of current ethical issues, including civil discourse, big data, medical innovation and societal events. Questions considered may include: What is the good life? Do we have a moral duty to act in certain ways? Why? Does intention matter? How do we weigh benefits and harms? Are there such things as natural human rights? Are some values more compelling than others?

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

App Development (1 credit) 
Offered to Grades 9–12 
Mobile apps are increasingly popular tools in our daily lives. New apps are marketed frequently to solve problems and perform tasks. In this course students will learn the process of app development via the design thinking process and the software development life cycle. Students will perform a needs analysis, design an algorithm, develop code, test
code, and ultimately maintain app software once it is released to users. Throughout the course students will develop computational-thinking practices, critical-thinking skills, and creativity to solve problems using computer programming. Students code specialized programs that direct the mobile device to perform tasks to manipulate and produce data. The course is primarily project and performance based. Throughout the course, students will design solutions and develop apps that solve real-world problems. Communication and collaboration tools will be integrated daily inside and outside of class. In addition, students will learn the entrepreneurial aspects of app marketing and distribution to consumers.

**Introduction to Computer Programming** (1 credit)

*Required in Grades 9 or 10*

The study of programming nurtures and develops problem-solving, 3D spatialization, and systems thinking skills. This course provides an introduction to computer programming by creating interactive software applications such as games, science simulations, mathematical experiments and animated presentations. While working in the programming language of Python students become computer scientists as they discover how to get a program to run and how to interact with different parts of the programming environment. Throughout the course, students will develop computational thinking practices, critical thinking skills and creativity to solve problems using computers. To develop problem-solving skills, students use the design thinking process and software development life cycle to perform a needs analysis, design an algorithm, develop code and test code. Programming fundamentals include input and output, data variables, processes, program control flow structures, data structures and documentation.

**Computer Science Principles** (3 credits)

*Offered to Grades 10–12*

This course introduces students to computer science and its connections to and impact on our global community. Throughout the course students will develop computational thinking practices, critical thinking skills, and creativity to solve problems using computers. Topics include digital information, the Internet, big data, cybersecurity, programming, and app development. Via the computer programming language of JavaScript, students will code programs (instructions) for a computer. The code instructions will direct the computer to perform tasks that manipulate and produce data. The design thinking process of defining a problem, breaking it down into a series of smaller problems, coding a computer program, and testing it is a valuable exercise in critical thinking and creativity. Throughout the course, students will design and develop programs that implement common algorithms. Students will create a cumulative electronic portfolio that includes their projects and reflections. Communication and collaboration tools will be integrated daily inside and outside of class. In addition, the student is made aware of the opportunities and risks in the digital age and realizes that the human element is more important than the machine. This course aligns with the Advanced Placement Computer Science Principles curriculum and supports taking the AP exam.

**AP Computer Science A** (3 credits)

*Offered to Grades 10–12*

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

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

**Engineering and the Arts** (1 credit)

*Offered to Grades 10–12*

This elective provides an opportunity for students to live at the intersection of engineering and the arts where they will create as artist-engineer and engineer-artist. Students will learn the criteria, content, and skills needed to critique structures through scientific, symbolic, and social lenses. Students will design, prototype, iterate, and communicate pieces of structural art. Throughout the course, students will enhance their awareness of various engineering fields; STEM-literacy (science, math, engineering, computer programming, critical thinking, and 2D and 3D visual spatial skills); and engineering habits of mind (systems thinking, creativity, optimism, collaboration, communication, and ethical consideration). Students will also learn and utilize various designing thinking protocols.

**Engineering and the Lived Experience** (1 credit)

*Offered to Grades 10–12*

This course engages students in exploring and critiquing innovations through a human-centered lens. For example, we will answer the question: To what extent is the seat belt safe for all drivers? Following this question, students will design and prototype enhancements to the seat belt. Throughout the course, students will enhance their awareness of various engineering fields; STEM-literacy (science, math, engineering, computer programming, critical thinking, and 2D and 3D visual spatial skills); and engineering habits of mind (systems thinking, creativity, optimism, collaboration, communication, and ethical consideration). Students will also learn and utilize various designing thinking protocols.

Elective courses are marked by the symbol ☒.
**Engineering, Ethics, and Entertainment** (1 credit)

Offered to Grades 9–12

Where do engineering, ethics, and entertainment intersect? What is the engineering Code of Professional Ethics, and how does it impact innovation? To what extent can we anticipate unintended uses of engineering innovation? What ethical considerations must engineers ponder as they develop movies and entertainment devices or platforms? Students will address these questions as they explore and create at the intersection of engineering, ethics, and entertainment. Throughout the course, students will enhance their awareness of various engineering fields; STEM-literacy (science, math, engineering, computer programming, critical thinking, and 2D and 3D visual spatial skills); and engineering habits of mind (systems thinking, creativity, optimism, collaboration, communication, and ethical consideration). Students will also learn and utilize Arduino microcontrollers, p5.js, facets of machine learning, principles of discriminatory design, and various designing thinking protocols.

**English**

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

**English 9 (3 credits)**

Required

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

**English 10 (3 credits)**

Required

How do communities, both big and small, create borders to keep insiders in and outsiders out? What role does fiction play in making, maintaining, and breaking these borders? Why do so many cultures create tales of monsters and evildoers? How does looking at a “monster” compare to looking in the mirror? These are among the exciting questions that drive the Sophomore English curriculum, which exposes students to a range of historical and modern literature in context. The course combines assigned and independent choice reading as we cultivate curiosity and autonomy as readers. While readings may change from year to year, they represent a number of genres, time periods, and styles. Works studied may include the foundational epic, *Beowulf*, *The Canterbury Tales* (Chaucer), *Macbeth* (Shakespeare), *Frankenstein* (Shelley), *Pride and Prejudice* (Austen), and *Crick Crack, Monkey* (Merle Hodge). Interspersed throughout the year are shorter readings, including poems and short stories. In-class activities include performance-based study of texts, student-led discussions, informal writing, artistic responses, and small group exercises. Students hone their composition skills by practicing the writing process, which culminates in a variety of products ranging from traditional forms, such as essays and short-answer quizzes, to more imaginative forms such as personal narratives and original satire.

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

Required

English 11: Towards an American Identity is a course in which students develop an understanding of how significant American works have shaped and reflect a unique American identity. What is an American? How do uniquely American philosophical ideas, like The American Dream, influence literature and how does literature influence these philosophical ideas? Exploring these and other essential questions, students delve into the study of American literature by working closely with both fiction and non-fiction texts. Building on skills learned in Grades 9 and 10, students develop an understanding of how significant American works have shaped and reflect a unique American identity; gain an appreciation for the writer as artist through close textual analysis; become stronger writers who will have the necessary skills to write effectively in academic, professional and personal settings; hone skills of literary analysis, rhetorical analysis, synthesis, and argument and are encouraged to express imagination, creativity, and original thought through discussion, writing, performance, and visual projects. We strive to include a balance between classic and contemporary texts, including works by authors such as Margaret Atwood, Frederick Douglass, Shirley Jackson, Maxine Hong Kingston, Toni Morrison, and Tim O’Brien. Additionally, students are inspired by a variety of essayists, speakers, and poets who voice their diverse experiences and explore their identity as Americans. To complement their study of style, students also practice rhetorical strategies and develop their own voices and literary style. Composition work emphasizes the principles of organization and logical development in writing expository essays and provides opportunities for writing creative, original essays and stories. Juniors also write a longer, independent research
Whitman, Mark Twain, Azar Nafisi, Toni Morrison, Margaret Atwood, Alice Walker, and Maya Angelou. In addition, students examine selected works by poets, short story writers, political writers, comic strip artists, painters, musicians and filmmakers who have been officially censored. Through analytical and imaginative writing, class discussion, debates and individual and group presentations, students will come to grips with issues and forces that continue to impact us all.

Conscience and Consequence (1 credit)
One’s inner beliefs may come into conflict with the demands of society. In such a case, we might say the “conscience is on trial.” Confucius once posed the following question: “If you look into your own heart and find nothing wrong there, what is there to fear?” On the other hand, and in opposition to such a sentiment, Henry James offered the following viewpoint: “You can let your conscience alone if you’re nice to the second housemaid.” What do these quotations imply about the relationship between a person and his or her conscience? Between a person and his or her society? In this class we explore stories from across the ages and around the world in which the individual is challenged by questions of his/her conscience. Whether reading and writing about ancient Greece, 20th-century Dominican Republic or contemporary Afghanistan, we discuss conflicts between self and world, between freedom and justice, between actions and their consequences.

Contemporary Fiction (1 credit)
After three years of studying the cornerstone texts of literary development, graduating seniors will have the opportunity to examine truly contemporary literature. Students explore how the texts in question reflect the social, ethical and global themes of contemporary life. In addition, this course highlights how the development of modern and postmodern literature continues to influence current writers. Texts rotate regularly and may include works by Philip Roth, Margaret Atwood, Michael Cunningham, Amy Tan, Michael Ondaatje and Barbara Kingsolver.

Dramatic Literature (1 credit)
Before the red glow of Netflix, before the static buzz of television sets, before the buttery, salty smell of the cinema, and — indeed — even before readers rustled the pages of the first novel, there was theater. Dramatic literature is a tradition stretching to antiquity. In this course, we begin with a study of Anne Carson’s experimental translation of Antigone and proceed through works by Shakespeare, Ibsen, Hansberry, and Albee. To explore this artform that realizes fiction in the flesh, we use a range of learning techniques from discussion and free-writing to improvisation and crafting. Each student practices the skills of interpretation and argumentation in formal writing assignments, ranging from comparative analysis of translations to reflections on performance in everyday life. Students choose one play to study in small groups and then plan, rehearse, and perform a scene for the class at the course’s end. Our study is driven by curiosity about the way dramatic literature, in its journey from page to stage, serves as both

Elective courses are marked by the symbol ☑. 

Advanced Fiction Writing Workshop (1 credit)
This class is devoted to developing students’ creative writing skills. We read texts with a writer’s lens, examining and drawing inspiration from authors’ stylistic and structural choices. After introductory work in fiction writing, students propose and then write a novella or a collection of short stories. Class consists of literature discussions, writing activities and small-group feedback on individual writing projects and time to write.

Black and Blue: Examining Race in American Cultural Forms (1 credit)
This class explores the origins of racial identity in the United States. We pursue answers to slippery essential questions such as “What is race?” and “How and why did ‘whiteness’ become a racial/ethnic identity in the United States?” The literature spans American history with special concentration on reactionary literature of the Harlem Renaissance. Literary forms include novels, folklore, poetry, short stories, essays, songs and documentaries. The discussion centers on (but is not limited to) African American, Native American and “white” racial identities, and the writing assignments ask students to regard texts as artifacts, focusing on what can be said about a cultural or societal trend based on the popular literary and artistic forms of the time.

The Books They Told You Not to Read (1 credit)
What motivates censorship? Who censors? How do criteria for censorship differ globally? What are the effects of censorship? These are some of the essential questions students confront in this course. The history of censorship is long and ongoing; consequently, the list of works that have been or are being banned or challenged is extensive and growing. Students explore literature that has been or currently is being removed from academic and public bookshelves. Authors may include, but are not limited to, Joan DeFattore, Walt Whitman, Mark Twain, Azar Nafisi, Toni Morrison, Margaret Atwood, Alice Walker, and Maya Angelou. In addition, students examine selected works by poets, short story writers, political writers, comic strip artists, painters, musicians and filmmakers who have been officially censored. Through analytical and imaginative writing, class discussion, debates and individual and group presentations, students will come to grips with issues and forces that continue to impact us all.

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a mirror for real social conditions and a window into realms of imagination.

**Identity and Graphic Novels (1 credit)**

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

**Literature of Creativity (1 credit)**

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

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

What is the connection between a place and its literature? Walt Whitman proclaims, “in a dream, I saw a city incivile” in the inscription on Camden, New Jersey’s City Hall. E. B. White tells us that “New York is the concentrate of art and commerce and sport and religion and entertainment and finance, bringing to a single compact arena the gladiator, the evangelist, the promoter, the actor, the trader and the merchant.” This course will examine the literature of New Jersey and New York, drawing upon observation, research and experience.

**Medicine and Literature (1 credit)**

In nineteenth-century America, medical doctors were inconsistently prepared, often itinerant, and frequently suspected of being charlatons. Today, especially in the United States, medicine is a vast, corporatized profession that generates wealth and carries a stamp of glowing prestige. We often trust medical practitioners and technology to reveal and interpret our own bodies’ secrets to us. While there are certainly some who question and refuse treatments offered by institutionalized medicine — those who abstain from vaccinations, for example — a general respect for and submission to medical knowledge became dominant on a rather global scale over the course of the twentieth century. How did this happen? What ideologies underpin contemporary medical care? How do art, fiction, poetry, film, television, and other forms of cultural production reflect people’s hopes and anxieties about the power wielded by medical practitioners and manufacturers? How do healthcare systems, private or nationalized, reinforce inequality and exclusion along lines of class, race, and gender? These questions drive our study of literature that represents the medical profession in several historical periods. At its core, this class asks students to historicize and defamiliarize the cultural construction of healthiness, wellness, sickness, and ability — concepts that are so tightly woven with the fabric of our everyday lives that they seem natural in and of themselves.

**Revisionist Literature (1 credit)**

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

**Short Story (1 credit)**

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

**Supernatural Literature (1 credit)**

Literary critics and general readers alike have often seen a connection between gothic or supernatural literature and differing conceptions of “the feminine.” While traditional horror writers tend to devalue women — especially powerful women — many contemporary writers reappropriate common supernatural metaphors in order to challenge conventional ideas about gender. In this course, students will read...
works by both types of writers, exploring this highly-symbolic genre through the lens of contemporary gender and psychoanalytic criticism. Although student writing will be primarily analytical, students will also have the chance to craft a supernatural short story of their own. Texts may include works by Edgar Allan Poe, Shirley Jackson, Herman Melville, Nathaniel Hawthorne, Charlotte Perkins Gilman, Toni Morrison, Lisa Tuttle, H. P. Lovecraft, and Caitlin Kiernan.

**Women in Literature (1 credit)**

Images of and attitudes towards women, as both characters and writers, have changed significantly from the mid-19th century to contemporary times. This course explores the conflicts between women and their roles, the relationship between women and society and the individual woman’s realization of her own potential. Students read works from various genres, including contemporary feminist essays, canonical novels and short stories. Texts may include works by Virginia Woolf, Kate Chopin, Charlotte Perkins Gilman, Toni Morrison, Lisa Tuttle, H. P. Lovecraft, and Caitlin Kiernan.

**Women’s Studies (1 credit)**

Introduction to Women’s Studies is a discussion-based course that is reading and writing intensive. The goal of the course is to examine such essential questions as: How do you know what you know? How are beliefs socially-constructed? How do categories such as race, class, and gender (among others) inform and intersect with one another? What is feminism? What is patriarchy? Who or what comprises a dominant culture? What are the cultural and historical contexts that give rise to theories and ideologies? How can learning about women’s lives contribute to the creation of a secure and sustainable future for everyone? Students will blog and also write more formal, analytic papers. The culminating task of the course is the Gender Action Project, which will be of the individual student’s design based on her particular interests.

**HEALTH AND WELLNESS**

The Health and Wellness curriculum explores issues that affect the physical and psycho-social development of women throughout their lives. Through class discussion, group activities and role-play, emphasis is placed on the development of self-regulation skills, problem solving, decision making, values clarification, coping and communication. In addition, relevant topics generated from students’ concerns and current events are addressed. Peer Educators are trained to facilitate discussions and mentor Grade 9 students during their transition to the Upper School. Topics include utilization of resources, promoting healthy decision making, developing study skills and responding to peer, family and academic pressures. All Grade 9 students participate in the Peer Education and Health and Wellness program, and all Grade 10–12 students take a one trimester course in Health and Wellness.

**Health and Wellness**

*Required in Grades 9–12*

This one-trimester course is a requirement for all Grade 9–12 students. It covers a wide range of health-related women’s lives today. Topics include female emotional, sexual and social development, nutrition basics and healthy eating, reproductive health, sexually transmitted infections and their prevention, drugs of abuse, alcoholism and the family, abusive relationships, suicide, grief and loss, stress management and recognizing when and how to access professional help. Students will develop self-regulation skills in addition to learning how to manage their nervous system using heart rate variability (HRV) technology.

**Health and Wellness Peer Education**

*Offered to Grades 9 and 12*

Students are selected as peer educators through an application process that is reviewed by the Upper School faculty and the Middle and Upper School social workers and health educators. Peer educators are required to attend an intensive training session before the senior year begins, and they meet throughout the academic year with the program director. Peer educators are trained to facilitate discussions with Grade 9 students on selected topics, such as coping with family, friendship, school-related problems and responding to peer and cultural pressures.

**HISTORY**

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

**History 9 (3 credits)**

*Offered to Grade 9*

History 9 uses a global perspective to understand the interconnections of human history from the Renaissance to World War I (1914). The class will begin with a focus on European history and then explore the rest of the world, region by region, while uncovering and examining the following key themes: cultural exchange, trade, technology, political systems, nationalism, imperialism, religious developments and social reforms. Students will explore these topics through reading, writing, guided discussion and creative projects, while cultivating essential skills in historical research, critical thinking and the interpretation of various sources.

**History 10 (3 credits)**

*Required in Grade 10*

History 10 both completes the survey of World History begun in Grade 9 and begins the survey of U.S. History to be continued in Grade 11. From September through January, students focus on Elective courses are marked by the symbol 🗣️.
on 20th-century events and themes from World War One
(1914) through the Cold War to key issues in the Middle East, Africa, Asia, and Latin America in modern-day. The remainder of the year
focuses on examining the early history of the United States, from
European colonization through the American revolutionary era to
the Constitution and the new republic. History 10 provides students with
a framework for the advanced academic study of history, while helping
them better understand and engage with current events.

**History 11 (3 credits)**
*Required in Grade 11*

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

**Media Literacy (3 credits)**
*Offered to Grades 11 and 12*

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

**AP Macroeconomics (3 credits)**
*Offered to Grade 12*

Through basic microeconomic and macroeconomic principles and the
ideas of great economic thinkers, students investigate our contempo-
rary economy from national and international perspectives. Discussion,
simulation, essay writing, research and current economic and financial
news are emphasized. Students visit a Wall Street firm, develop busi-
ness plans as entrepreneurs and participate in a statewide stock market
competition. All enrolled students will take the AP Macroeconomics
examination; the AP Microeconomics examination is optional.

**Contemporary History (3 credits)**
*Offered to Grade 12*

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

**AP World History (3 credits)**
*Offered to Grade 12*

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

**AP Government and Politics: United States/Topics in Law (3 credits)**
*Offered to Grade 12*

This elective course provides an intensive overview of government
and politics in the United States. The course begins with a thorough
study of our federal judiciary, with a focus on the Supreme Court
in the past 80 years. We study the current Supreme Court, and its
evolution during the stewardship of Chief Justice Roberts. Students
learn to write case briefs. Recently we have explored landmark cases
including Roe v. Wade (1973) and NFIB v. Sebelius (2012), which
affirmed the Obama-era Affordable Care Act. In the second part of
the year, the course content is focused on Congress, the Presidency,
and other parts of the federal government. The class will also prepare
students for the May AP Exam.
MATHEMATICS

Our program emphasizes the content and skills that promote long-term mathematical growth and achievement. We encourage students to imagine, play with ideas, and become comfortable using multiple approaches. Students’ coursework builds habits of curiosity, initiative, organization and reflectiveness. Students develop their abilities to make connections, apply ideas in new settings, and make sense of ideas through individual study and collaborative activity. Students learn and communicate using a variety of mathematical tools, methods, forms and technology. In all our courses, students develop abilities in the multiple dimensions of mathematics that are needed for post-secondary and interdisciplinary studies.

Procedural fluency, conceptual understanding, adaptive reasoning and strategic competence all contribute to students’ confidence and proficiency. To develop these strands, students learn standard methods and how to construct and analyze logical arguments. Extended tasks and investigations emphasize the roles of creativity, practice and persistence in math. Projects and non-routine problems provide contexts for individual challenges within and across disciplines.

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

Algebra (3 credits)
Prerequisite: Pre-Algebra course or equivalent

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

Geometry (3 credits)
Prerequisite: Algebra

In this course, students study relationships and establish results involving measurement, shape and position. Content includes similarity, congruence, coordinates, trigonometric ratios, two- and three-dimensional figures, area and volume. Students use variables and geometric relationships to model real-world phenomena. Students study algebraic functions that arise in geometric contexts, and use algebra to understand geometric relationships. Logical reasoning is a focus of the course; students examine assumptions, evaluate conjectures and determine the validity of conclusions using various forms of proof. Dynamic geometry software is used for investigative work, to develop understanding of results, and as one of a variety of tools for creation of proofs.

Advanced Algebra (3 credits)
Prerequisites: Algebra and Geometry

In this course students deepen their understanding of the uses of variables by modeling real-world contexts involving quadratic, polynomial, radical, rational, logarithmic and exponential functions. Students use graphical, symbolic, verbal and numerical representations to describe and understand situations, and make predictions about functions and their graphs. Students lay a foundation for future mathematics coursework by using technology to conduct investigations, by reasoning with algebraic expressions and by communicating ideas in written sentences and reports.

Functions and Trigonometry (3 credits)
Prerequisite: Advanced Algebra and recommendation of the Department

This course is designed to strengthen students’ skill and understanding of variables and functions in preparation for a precalculus course. Students pose questions about and model real-world situations using a wide variety of functions, including linear, quadratic, polynomial, power, exponential, logarithmic and trigonometric. Students use technology to investigate situations, develop their graphing skills, analyze the graphs of functions and deepen their understanding of how to solve equations. By examining functions verbally, graphically, numerically and symbolically, students increase their ability to engage in independent problem-solving activities.

Precalculus (3 credits)
Prerequisite: Advanced Algebra and recommendation of the Department

This course focuses on the study of the multiple meanings and uses of the functions used in college-level mathematics. Students study functions from geometric, numerical, verbal, graphical and analytic perspectives, and learn how to construct functions as models of real-world contexts. Students reason with polynomial, rational, trigonometric, exponential and logarithmic expressions, justifying conjectures and explaining the behavior of functions, in preparation for the study and application of rates of change in calculus. Students also extend their use of mathematical structure to study polar coordinates, parametric equations and vectors. Students use technology to pose questions, investigate situations and support their conclusions.

Calculus (3 credits)
Prerequisite: Precalculus and recommendation of the Department

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

**AP Calculus AB** (3 credits)
Prerequisite: Precalculus and recommendation of the Department

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

**AP Calculus BC** (3 credits)
Prerequisite: Precalculus and recommendation of the Department

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

**Statistics** (3 credits)
Prerequisite: Advanced Algebra and recommendation of the Department

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

**AP Statistics** (3 credits)
Prerequisite: Advanced Algebra and recommendation of the Department

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

**Research in Advanced Mathematics** (1-3 credits)
Prerequisite: Calculus AB, BC or recommendation of the Department

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

**Multivariable Calculus** (3 credits)
Prerequisite: AP Calculus BC and recommendation of the Department

This course may be offered online through One Schoolhouse or onsite.

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

**PHYSICAL EDUCATION AND ATHLETICS**

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

**Physical Education Classes**

*Grades 9–12*

Physical Education classes at the Upper School level focus on giving students the opportunity to develop fitness plans for life and to build an appreciation for lifetime sports. Polar heart rate technology will be used to provide a comprehensive assessment procedure as well as an individualized report and subsequent fitness program for every physical education student. Students are required to participate in one physical education class per week, two classes in the 10-day block cycle.
These classes are designated as “physical activity”-focused. In addition to the physical activity class, students are required to attend “physical education” or lab workshop-based classes throughout the year. Lab workshops are mandatory for all students in order to receive Physical Education credit.

Incorporated into the curriculum is an emphasis on wellness, which includes activities that improve cardiovascular endurance, flexibility, strength and overall well-being. In addition to school day physical education classes, optional early morning or AM PE classes are also offered. Class offerings include: Zumba Fitness, PE Games, Pickle Ball, Spikeball, TRX Training, Boxing, HIIT Training, and interval-based metabolic training classes. We also offer Restorative Yoga, Meditation, Visualization and Mindfulness Training classes from 7:30–8:00 a.m. Two of these classes per week, or four over the 10-day block cycle fulfill the physical activity requirement allowing students to use the assigned school day Physical Education class as a study hall.

Throughout the year, students attending the school day classes may be involved in the following programs and activities: team building, flag football, tennis, golf, badminton, tennis, yoga, mediation, relaxation, stress management, mindfulness training, nutrition, lifetime fitness skills, college transition, volleyball, basketball, rock climbing, core training, and cup stacking. Project Adventure education is an opportunity for students to step out of their comfort zones and stretch and expand into areas that encourage emotional, social and cognitive development. Adventure education is offered at the beginning of each trimester and for a 10-session unit in conjunction with IMPACT/PREPARE program during sophomore year.

**IMPACT/PREPARE**

**Grade 10**

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

**Project Adventure**

**Grade 10**

The overarching goals of Project Adventure are to create and facilitate shared learning experiences that empower individuals to be responsible leaders and strengthen their communities. The program is supported by the core concepts of the Full Value contract and Challenge by Choice, which encourages personal accountability and ownership of the participant’s individual experience. Project Adventure establishes a solid foundation of strategies and language to enable the students to lean into tough situations and resolve conflict with confidence. After their initial adventure experience at an off-site facility, grade 10 students participate in a five-session program taught by our KPS faculty members and led by a Project Adventure trained professional. The themes addressed within the course focus on creativity, problem solving, risk taking, teamwork, cooperation, and leadership. The program is cumulative with each week building upon the prior week. It is imperative that the students attend all 5 sessions within the 5-week block to insure their understanding of each of the focus areas and fortify their relationship with their classmates.

**Interscholastic Athletics**

Competition with other schools is available in the following sports:

- **Fall:** cross country, field hockey, sailing, soccer, tennis, volleyball
- **Winter:** basketball, fencing, ice hockey, squash, swimming, winter track
- **Spring:** golf, lacrosse, softball, track and field

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

**Physical Education Exemption**

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

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

**Automatic Exemptions**

In the Upper School, students who compete on a school athletic team or participate in the KPS dance program fulfill the physical activity requirement for the trimester in which their sport or dance program is in session. In addition, students participating in the Health & Wellness program (formerly WLS), fulfill the physical education component.

**Fulfilling the Physical Education Requirement**

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

Lab workshops for the 2020–2021 school year will focus on:

1. Anatomy and Movement Mechanics
2. Core Stability and Strength
3. Health and Wellness Related Topics

Elective courses are marked by the symbol ☲.
Determining exemption eligibility is a four-part process.

**Part One – Determining Exemption Eligibility**

Criteria for outside training MUST:

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

**Part Two – Complete the Online Exemption Application Form**

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

**US PE Exemption Application Due Dates:**
- Fall: September 10, 2020
- Winter: November 19, 2020
- Spring: March 3, 2021

**US PE Exemption Notification Dates:**
- Fall: September 21, 2020
- Winter: December 3, 2020
- Spring: March 12, 2021

**Part Three – Final Evaluation Process**

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

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

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

**US Report Due Dates:**
- Fall: November 19, 2020
- Winter: March 3, 2021
- Spring: May 14, 2021

**Part Four – Exemption Expectations**

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

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

Additional questions regarding the exemption policy should be directed to the Director of Studies.

**SCIENCE**

The goal of the science program is to enhance students’ science knowledge, skills, and habits of mind to break down a complex scientific system into smaller parts, recognize cause and effect relationships, and defend opinions using facts. With a focus on fostering students’ awareness of the biological and physical environments around them and to encourage their active and creative involvement with those environments, each science course provides an opportunity for students to acquire a foundation in science that allows her to function as a responsible and judicious citizen. In addition, students gain a command of the Scientific Method to make a hypothesis, perform an experiment, analyze results and draw conclusions. Departmental offerings include laboratory oriented courses in the traditional disciplines of biology, chemistry and physics, and others that allow students to explore specialized topics at an advanced level. Real-world connections are emphasized throughout the curriculum Three years of a laboratory science are required for graduation, including Biology I and Chemistry I, required of students in Grades 9 and 10, respectively.

**Biology (3 credits)**

**Required in Grade 9; offered to new students in Grades 10–12**

Biology is a survey course that offers students an introduction to important topics in the study of life. These topics include scientific reasoning, observation and data collection, experimental design, molecular and cellular biology, genetics, evolution and ecology. All levels of life, from cells to ecosystems, will be covered. The course is designed to give students a broad background for further study in advanced science courses. Students will also participate in multiple laboratory activities. The purpose of the laboratory component is to introduce students to laboratory safety, data collection, analysis and a range of scientific procedures. Students will develop an understanding of biology and an ability to apply that understanding in the classroom and in the laboratory.
Chemistry (3 credits)
Required in Grade 10; offered to new students in Grades 11 and 12
Chemistry requires students to hone their observation, experimentation, and analytical skills as they explore the fundamentals of matter, including physical and chemical properties and change. Inquiry-based activities, laboratory work, and group discussion, guide students through multiple representations of key ideas such as atomic structure, measurement and quantitative reasoning, periodic law, stoichiometry, and gas laws. Students will become versed in visual, qualitative, quantitative, graphical, physical, and descriptive models for each concept as they interpret observations and make predictions about the nature of matter. Students gain experience with how to follow a rigorous line of evidence and logic in order to draw and defend their conclusions. As a matter of course, students will deepen the scientific content, skills, mindsets necessary to pursue advanced science courses.

AP Environmental Science (3 credits)
Offered to Grades 11 and 12 and recommendation of the Department
Environmental Science is a college-level course focusing on the study of ecology, energy, resources, population and pollution. Interdisciplinary in nature, this course uses basic concepts from the fields of biology, chemistry and geology to examine environmental problems. Students study the scientific aspects of environmental issues and debate the ethical, economic and political ramifications of these topics. Laboratory activities such as water sampling, quantification of biodiversity, soil analysis, oil spill remediation and invertebrate inventories complement each segment of the course. Students research the current status of many environmental issues and discuss what strategies might be implemented to address these problems.

AP Biology (3 credits)
Offered to Grades 11 and 12
Prerequisites: Biology I, Chemistry I and recommendation of the Department
This college-level course builds on the concepts introduced in the Biology I course. Topics are presented in compliance with the College Board AP syllabus and focus on the development of an enduring conceptual understanding and the content that supports that understanding. The course uses both traditional and inquiry-based instructional strategies to promote the development of an in-depth conceptual understanding and the ability to make connections between various concepts. Weekly lab periods provide time for students to complete inquiry-based laboratory investigations which support the development of data collection and analysis skills, the application of mathematical routines and the ability to explain experimental data using the relevant scientific concepts. Students are expected to read several chapters of the textbook during the summer and to complete an assignment demonstrating an understanding of the topics. All students are required to take the AP examination.

AP Chemistry (3 credits)
Offered to Grades 11 and 12
Prerequisites: Biology I, Chemistry I, Advanced Algebra and recommendation of the Department. Precalculus is also recommended at least concurrently.
This college-level course provides a rigorous, quantitative, in-depth presentation of topics introduced in Chemistry I. These topics include stoichiometry, states of matter, thermodynamics, quantum mechanics, atomic structure, molecular geometry, reaction kinetics, solutions and equilibria. Students explore the development of chemical theories as logical progressions from first principles. All students are expected to review the first four chapters of the textbook and complete problem sets as a summer assignment. The classroom environment is collaborative and more discussion-based, rather than predominantly teacher lecture. Both traditional and guided inquiry laboratory work are integrated within this course to reinforce topics. All students are required to take the AP examination.

Human Anatomy & Physiology (3 credits)
Offered to Grades 11 and 12
Prerequisites: Biology I and Chemistry I
Anatomy and physiology is the study of the fascinating world of the human body. Whether you are planning a career in medicine, athletics, general science or preparing for the next tennis match, you will learn information pertinent to your goals in life. This class will show the precision of the interconnectedness of the human body systems and provide you tools to understand the amazing relationships that exist within your own body. Students will participate in numerous lab activities and dissections.

Physics (3 credits)
Offered to Grade 11, enrollment in Precalculus; Offered to Grade 12, completion of or enrollment in Functions and Trigonometry.
This introductory physics course is designed to examine and discover the principles that govern the natural world. It covers topics that are both conceptual and quantitative in nature. Areas of study include mechanics, waves and optics and electricity and magnetism. Guided inquiry and traditional laboratory experiments foster collaboration and allow students to observe and analyze data and propose questions for further study. Students use additional technologies to access other experiments and to investigate topics not covered in class.

AP Physics I (3 credits)
Offered to Grades 11 and 12
Prerequisites: Current enrollment in Calculus and/or recommendation of the Department
Physics I focuses on the big ideas in an introductory college-level physics sequence and provides students with enduring, conceptual understandings of foundational physics principles including kinematics, energy, sound and electricity. Students will be able to explain causal relationships, apply and justify the use of mathematical routines,
design experiments, analyze data and make connections across multiple topics. A minimum of 25 percent of the class is dedicated to inquiry laboratory practices. All students take the AP Physics I examination.

**Student Designed Research** (1–3 credits)
Offered to Grades 10–12
This course may not take the place of yearly science credits.

This course gives motivated students a chance to delve into the world of scientific inquiry. Students accepted into this program will learn how scientists study the natural world while investigating a topic of their choice. Emphasis will be placed on scientific literature research, experimental design and implementation, data collection and data analysis. Each student will be expected to submit a formal scientific paper and present their findings in a public forum. This course may be taken as a single-credit one-trimester course and can be taken for up to three trimesters.

**Bioethics Project** (3 credits)
Offered to Grades 10–12; students selected through an application process

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

**The Design and Innovations of Medicine** (1 credit in History or Science)
Offered to Grades 11 and 12

This will be a trimester long course that will cover the history of scientific medicine that spans from early medicinal techniques to the modern-day. We will begin with ancient alchemy to discuss how the ideas of medicine were established. We will then briefly survey the more influential advancements up until the 1900s. The chemical industry boomed in the 1900s so this is the time period we will go into the most depth. We will also take a close look at the history and development of the FDA. Once we have established a historical background and discussed how we develop medicine in the modern-day, we will dive into the chemical aspect of this course. The next step is to synthesize (on paper) the drug of interest. This part of the course will essentially be the theory behind organic chemistry that is developmentally appropriate for our students.

**Visual Representation of Medicine** (1 credit in Visual Art or Science)
Offered to Grades 11 and 12

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

**Marketing Medicine to the World** (1 credit in English or Science)
Offered to Grades 11 and 12

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

**VISUAL AND PERFORMING ARTS**

Kent Place School believes that involvement with the visual and performing arts is essential for the intellectual and spiritual growth of the student. The goal is to provide a stimulating climate in which personal expression, imagination, creative endeavor and intellectual curiosity may thrive and in which students may learn to place the arts in their historical and cultural context. The four disciplines in the arts — visual art, dance, theater and music — provide a wide range of choices for self-expression, performance and creativity. In keeping with a commitment to the intellectual and spiritual growth of the student, the School requires for graduation six trimesters of arts electives. Additional opportunities abound for the student to pursue her own particular artistic interests within the school community. In Grade 9, each student selects introductory courses offered by the Departments; then, she must complete additional credits before graduation. The Grade 9 component provides a rich introductory sequence and maximizes interdisciplinary connections. During additional courses, a student develops a mastery of skills and concepts. Together, these components ensure that all students leave Kent Place with a deeper understanding and appreciation of the nature and value of the arts in their lives.

**DANCE**

Through rigorous exercise via modern dance, jazz dance, and ballet technique, Pilates, creative movement exploration and dance
composition, students in the Upper School develop an awareness of the body as an instrument for personal expression. An appreciation of dance as an art form is fostered through readings, film viewings, visits from guest artists and field trips. Students who wish to pursue the study of dance beyond the introductory level have the opportunity to strengthen technical skills, experiment with choreography and perform before the public. Chamber Dancers and Dance Ensemble are the performance-oriented courses open to all students through an audition.

**Dance: From Ballet to Modern (1 credit)**
**Offered as part of the Grade 9 requirement**
Dance is a one trimester course that introduces the students to ballet and modern dance technique, improvisation and movement exploration. Movement projects are derived from key moments in dance history from the 16th to the 21st centuries. Excerpts from *Dance* and *101 Stories of the Great Ballets* are read and selected films are viewed in order to support the dance studies that the students create. They work in duets or small groups to co-choreograph their assignments and present their final version of each project to their classmates.

**Fundamentals of Dance Technique (1 credit for full year)**
**Offered to Grades 9–12**
This trimester dance course is open to all students in the Upper School and focuses on developing skills in modern dance, jazz dance, and ballet. In addition to learning dance technique, students will have opportunities to co-choreograph dance studies, and occasionally view film clips of professional dance companies for reference and inspiration. Due to the physical nature of this class, students may take this course to fulfill their physical education requirement. Students will also receive an arts credit for this course.

**Dance Ensemble (Intermediate) (3 credits)**
**Offered to Grades 9–12**
The Dance Ensemble course is open to intermediate-level dance students through an audition. This skill/performance-oriented course is designed to develop technique in modern dance, ballet and Pilates. To broaden their exposure to many styles of dance the curriculum includes guest-artist visits and an annual trip to the Fall for Dance Festival in New York City. The program includes improvisation, movement exploration, and the study of compositional forms. Each member of the ensemble choreographs duet and group studies, dances in their classmates’ work and learns pieces from the Kent Place repertoire. Seniors have the opportunity to choreograph a group dance. The Dance Ensemble performs for an audience in November and April.

**Chamber Dancers (Advanced) (3 credits)**
**Offered to Grades 9–12**
Chamber Dancers, a performance-based course is open to advanced-level dance students through an audition. This highly skilled group of dancers studies ballet and modern dance technique, Pilates, improvisation, movement exploration, and compositional forms to prepare for choreography projects and performances. Visiting guest-artists and an annual trip to the Fall for Dance Festival in New York City expose the students to a variety of dance styles. Chamber Dancers perform numerous times throughout the year with a culmination of their work presented at An Evening of Dance in April. As choreographers, they are challenged with creating solo and small ensemble studies. As dancers, they learn their peers choreography as well as dances from the Kent Place repertoire. Seniors have the opportunity to choreograph a group dance.

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

**Listening to Music (1 credit)**
**Offered as part of Grade 9 requirement**
Offered to Grade 9 students as a trimester art elective, this course presents music in a social context, as an essential ingredient of life in all time periods. Through listening examples and discussions, students are encouraged to respond to a wide range of musical styles. These reflections help students to understand in context, some of the social uses and values of music; and to recognize music’s importance as a marker of its time and culture.

**Music Theory (1 credit per trimester)**
**Offered as part of Grade 9 requirement and students in Grades 10–12**
This trimester course introduces students to the elements of music. These elements form the basic understanding of music theory that is needed in order to determine how music is played or constructed. The course includes the rudimentary skills of literacy with notation, rhythm, and key structure. Through sight-singing, students begin to develop good aural skills that connect the understanding of music notation to the sound of music. This course is recommended as a supplement to performance as a way to strengthen music reading skills and to gain an understanding of the music being performed.

**Music Theory II (1 credit per trimester)**
**Offered as part of Grade 9 requirement and students in Grades 10–12**
This trimester course develops keen aural skills through music dictations and sight-singing. An advanced study of theory and harmony continues, using primary and secondary triads and their inversions. Elective courses are marked by the symbol ☛.
Students learn to recognize modulations in written music. Harmonic idioms are practiced and students come to understand the importance of form and structure in music. This course is a prerequisite for students considering AP Music Theory.

**AP Music Theory** (3 credits)
Prerequisite: Music Theory II

This yearlong course is taught to students who have a proven instrumental or vocal record in the Upper School. Students seeking to pursue this course are required to have taken Theory I and II, or they may take the final exam of Theory II and test out of this prerequisite. Students should also first discuss their abilities and desire to study at this advanced level with the Performing Arts Chair. The scheduling of AP Music Theory is based upon student course requests and availability within the master schedule.

**Chorale** (No credit)
Offered to Grades 9–12

The Kent Place Chorale is the Upper School’s large singing group, which has an on-going reputation for quality performance. The three part treble choir, (SSA) performs throughout the year at school performances and in concert with Tenors and Basses from other independent schools. The repertoire is varied from the traditional choral mixed voice, (SATB) standards to more contemporary spirituals, world music in many languages and contemporary women composers. The mission of Chorale, through rehearsal and performance, is to achieve a high degree of learning and performance excellence, develop a love, understanding and appreciation of music and learn the skills and concepts necessary to successfully participate in a vocal ensemble.

**Kent Place Singers** (1 credit)
Offered to Grades 9 and 10

Students enter this select singing ensemble through competitive audition. The group is designed for the serious singer who would both benefit from and contribute to singing three and four-part music. The group prepares a diverse repertoire of music, both accompanied and a cappella, for several performances throughout the year. Singers also have an opportunity to participate in Global choral trips that are offered bi-annually. Additionally, each member is required to participate in Chorale.

**Chamber Singers** (3 credits)
Offered to Grades 11 and 12

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

**Orchestra** (1 credit)
Offered to Grades 9–12

Membership in the Upper School Orchestra provides students with opportunities to grow individually as an instrumental performer as well as learning to work together in ensembles. Students must be proficient music readers, and have a minimum of two years playing their instrument. Auditions are held in the spring for all students who will be new to orchestra in the fall. Students wishing to participate in percussion need to demonstrate proficiency with piano music. Skilled teaching artists work with our students in sectionals, small instrumental ensembles, and in rehearsals with the Symphony Orchestra. The Orchestra participates in several performances throughout the year. In addition to Symphony Orchestra, wind players will participate in Wind Ensemble, percussionists will participate in Percussion Ensemble, and string players will play in String Ensemble. Each one of these groups will have additional separate performance opportunities throughout the year. Highly motivated and skilled instrumentalists are encouraged to also perform with the Meraki Chamber Ensemble. Membership in this orchestra is by audition. The ensemble plays challenging repertoire by diverse composers and comprises small chamber ensembles like the Kent Place String Quartet and Jazz combos. Additionally, Kent Place School sponsors students who wish to audition for regional and All-State orchestras and bands.

**THEATER**

The theater program at Kent Place seeks to develop artistic awareness and an appreciation of theater and film as essential, valued parts of contemporary culture. Students are exposed to a variety of acting styles and genres that develop skills with engaging content, either published or devised that allow their voices to be heard and their creativity to shine. Through participation in diverse performances, process is highly respected, in addition to inclusive experiences, multiple perspectives, cooperative effort, and collaborative story-telling.

**Acting Workshop** (1 credit)
Offered as part of the Grade 9 requirement

This workshop introduces students to basic acting techniques and skills. Students are introduced to the Linklater voice work, improvisation, text and character analysis, and defining objectives and actions through deliberate decision making. Students work cooperatively and individually exploring scenes, monologues, and group acting projects that culminate with, in class performances for a small invited audience.

**Acting Seminar** (3 credits)
Offered to Grades 10 and 11

This class is designed for actors to refine their ability to “respond truthfully under imaginary circumstances.” Students acquire tangible
acting skills that deepen the actor’s connection to the play, allowing them to build believable and sustainable characters in a scene or play. Students also work to develop vocal skills that connect them to their natural voice and instinct, allowing them to focus on building truthful relationships on and off stage. Throughout the year there will be performance opportunities with small invited audiences, as well as larger audiences.

**Performance Company (3 credits)**
*Offered to Grades 11 and 12 in consultation with the Performing Arts Chair*

Students admitted to Performance Company will work as an ensemble grounded in empathy, community and social justice. Students will have the opportunity to perform in published plays, and work as a team to develop new and original work that will be performed throughout the school year. As an acting and writing team students contribute ideas and accept and incorporate the ideas of others in preparing for a devised or scripted work. Students selected to participate are required to have taken Acting Seminar and performed in a Fall or Winter play. Company members also participate in several theater field trips and work with selected guest artists throughout the year. The company must be prepared to work thoughtfully, creatively, and respectfully with all members of the ensemble.

**VISUAL ART**

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

**Visual Art Workshop (1 credit)**
*Offered as part of the Grade 9 requirement*

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

**Studio Art (3 credits)**
*Offered full year for Grades 10–12; admission by permission of instructor*

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

**Portfolio (3 credits)**
*Offered to Grades 11 and 12*

**Prerequisite:** One year of Studio Art and/or permission of the instructor

This intensive studio art course is offered to juniors and seniors who want a college-level art experience. The focus of this class is working toward compiling an AP Portfolio submission for the College Board. It is strongly recommended that students interested in submitting a portfolio take this class in both their junior and senior years. Students create a body of two-dimensional or three-dimensional artworks, working through a series of guided projects in Portfolio in the first year, toward the development of a personal area of sustained investigation in the second year. Students will be expected to produce a significant amount of finished artwork. From that body of work, 15 examples of sustained investigation will be selected as their final portfolios. Students may only submit a portfolio in their senior year. At that time, the course will be titled AP Portfolio.

**Art History (3 credits)**
*Offered to Grades 11 and 12*

In this advanced course, students will gain an understanding and enjoyment of art and architecture from throughout history and from a variety of world cultures. Emphasis is placed on understanding art in the context of history, geography, politics, religion, and culture. Students look at art critically, towards developing a discerning, sensitive eye for its aesthetic and cultural messages. The visual insights developed through this analysis help students to understand the past. These insights offer vital clues to understanding the cultural challenges of the present and future. The curriculum follows the AP outline.

**Architecture (1 credit)**
*Offered to Grades 10–12*

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

**2D Visual Design (1 credit)**
*Offered to Grades 10–12*

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

Elective courses are marked by the symbol ☉.
2D Visual Design II  (1 credit)
Offered to Grades 10–12
Prerequisite: 2D Visual Design I

2D Art Design II is an intermediate course that builds on drawing, visual design concepts, design thinking to explore advanced design techniques, materials, and concepts. Students to build on there understanding of the elements of art and the principles of design and drawing to hone their creative skills and explore visual expression. A focus of the course will be on developing a robust understanding of color and apply these concepts in new materials. Projects will explore proper techniques in pastel, acrylic and oil paint, watercolor, and digital media.

Ceramics  (1 credit)
Offered to Grades 10–12

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

Ethics and the Visual Arts: Art as Protest  (1 credit)
Offered to Grades 10–12

This course will introduce students to contemporary and historical artwork from different political and social movements through the lens of ethics. Students will explore four key themes as ethical viewers and makers of art: (1) war and conflict, (2) gender, (3) race, and (4) sexuality. Each of these themes will highlight influential artists within a given time period and the central ethical issues of the artwork in their historical contexts. Students will be asked to produce an art-based project for each unit that demonstrates their understanding and personal connection to the theme. This course will require in-depth class discussions around questions that naturally arise when thinking about art, such as: What role should a person’s identity have in their art and our viewing of their art? When does taking risks in art cross an ethical line? How can art be powerful and how should artists use this power? What obligation, if any, do artists have to the public?

Film Art I  (1 credit)
Offered to Grades 10–12

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

Film Art II  (1 credit)
Offered to Grades 10–12
Prerequisite: Film Art I

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

Photography I  (1 credit)
Offered to Grades 10–12

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

Photography II  (1 credit)
Offered to Grades 10–12
Prerequisite: Photography I or equivalent as judged by Department

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

WORLD LANGUAGE

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

LATIN

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

**Latin I** (3 credits)
*Offered to Grades 9–11*
*Grades 10 and 11 students taking Latin I must also take Latin II*

The students in Latin I learn how to read and translate Latin. This elementary course is taught with the most advanced linguistic techniques available so that students of all abilities are able to make progress and translate with confidence. Grammatical and morphological forms are presented as an aid to translation and there is more emphasis on syntax. Latin vocabulary and translation are the backbone of the course, and they are practiced daily. The memory part of this course is learning vocabulary; the skills part of this course is translating the Latin.

**Latin II** (3 credits)
*Prerequisite: Latin I*

The students of Latin II continue their study of elementary Latin in the same manner as described above in Latin I. Latin I and II form a self-contained, complete program that is ideal for students of any grade who wish to build English vocabulary, learn about the culture of the classical world and study a second world language.

**Latin III** (3 credits)
*Prerequisite: Latin II*

In Latin III, students begin the study of Latin prose through the works of Phaedrus, Plautus, Pliny the Younger, Sallust, Ovid and Cicero. The course concludes in the third trimester with an introduction to poetry, through which the students enter the study of advanced Latin with the analysis of texts and literatures at the AP level.

**Latin IV/V Lit** (3 credits)
*Prerequisite: Latin III*

In the advanced literature course, students translate, discuss and analyze the poetry of Catullus, Horace, Ovid and Vergil. The focus of the course is on examining how different poets can use similar material and meters in vastly different ways.

**Latin IV/V** (3 credits)
*Prerequisite: Latin III*

This course is offered along with AP Latin for students not wishing to take the AP examination. The goals and content of the course are the same as those of the AP course, but students are not expected to translate or analyze the lines with the same depth and sophistication.

**AP Latin** (3 credits)
*Prerequisite: Latin III and by recommendation of the Department*

This advanced course covers the lines selected by the College Board in preparation for the Latin AP examination. The goal of the course is to gain the skills and the ability to read, translate, understand, analyze, scan metrically and interpret selections from the works of Vergil and Caesar. The course also covers pertinent details of Roman cultural, social and political history. To enroll in AP Latin, a student must have a minimum B+ average from the previous level along with departmental approval.

**Chinese, French and Spanish**

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

**Chinese I** (3 credits)
*Offered to Grades 9–11*

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

**Chinese II** (3 credits)
*Prerequisite: Chinese I*

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

**Chinese III** (3 credits)
*Prerequisite: Chinese II*

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

Elective courses are marked by the symbol ☑.
**Chinese IV** <sup>3 credits</sup>

**Prerequisite: Chinese III and recommendation of the Department**

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

**Chinese V** <sup>3 credits</sup>

**Prerequisite: Completion of Chinese IV and recommendation of the Department**

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

**AP Chinese Language and Culture** <sup>3 credits</sup>

**Prerequisite: Chinese V and recommendation of the Department**

This course is designed for students who have reached an advanced level of linguistic development and are ready for an in-depth study of Chinese language and culture. It provides students with varied opportunities to further develop their proficiency in aural/oral skills, reading comprehension, grammar and composition. The course also engages students in an exploration of both contemporary and historical Chinese culture. Course content includes family relationships, social norms, art and literature, philosophy and belief, history and politics and current issues. The course's activities help students to prepare for the AP Chinese Language and Culture examination. To be accepted as an AP candidate, a student must have a minimum B+ average from the previous level along with departmental approval.

**French I** <sup>3 credits</sup>

**Offered to Grades 9–11**

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

**French II** <sup>3 credits</sup>

**Prerequisite: French I**

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

**French III** <sup>3 credits</sup>

**Prerequisite: French II**

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

**French IV** <sup>3 credits</sup>

**Prerequisite: French III and recommendation of the Department**

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

**French V** <sup>3 credits</sup>

**Prerequisite: Completion of French IV and recommendation of the Department**

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

**French VI: Women's Voices in Francophone Literature** <sup>3 credits</sup>

**Prerequisite: French IV or recommendation of the Department**

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

**AP French Language and Culture** <sup>3 credits</sup>

**Prerequisite: French IV and recommendation of the Department**

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

**Spanish I (3 credits)**

*Offered to Grades 9–11*

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

**Spanish II (3 credits)**

*Prerequisite: Spanish I*

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

**Spanish III (3 credits)**

*Prerequisite: Spanish II*

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

**Spanish IV (3 credits)**

*Prerequisite: Spanish III and recommendation of the Department*

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

**Spanish VI: Women’s Voices in Hispanic Literature (3 credits)**

*Prerequisite: Spanish IV or recommendation of the Department*

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

**AP Spanish Language and Culture (3 credits)**

*Prerequisite: Spanish IV and recommendation of the Department*

This course is for students who have reached an advanced level of linguistic development and are ready for an in-depth study of Spanish and Latin American language and culture. The course includes a comprehensive review of grammar, vocabulary and Spanish syntax. This review is useful in the student’s preparation for the Spanish Language AP examination. To be accepted as an AP candidate, a student must have a minimum B+ average from the previous level along with departmental approval.

**AP Spanish Literature (3 credits)**

*Prerequisite: By recommendation of the Department*

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

**COLLEGE ADVISING**

The Academic program at Kent Place School is designed to ensure that each girl who graduates is ready to succeed in a challenging college curriculum. College advising starts the minute a girl enrolls in the Upper School. Each year the Director of College Advising and the Director of the Upper School review course sign-ups to make sure that every student completes the courses needed for college admissions. Throughout their Kent Place experience, students are encouraged to work as hard as they can in the classroom, to explore their extracurricular interests and to search for ways to contribute to the good of their community.

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

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

Kent Place is committed to providing the stimulus for each student to achieve her full academic, physical and creative potential. When a student or parent is motivated to extend a student’s academic studies beyond programs offered at school, we encourage families to discuss the student’s interests with the classroom teacher and advisor. The appropriate academic department chair will then reach out to the family to coordinate such studies with the student’s academic program. Options for extensions of a student’s program should reflect the student’s demonstrated interests as well as her prior learning and achievements. Extensions of KPS academic studies may include summer enrichment programs, camps, and courses, as well as school-year programs. To complement the Kent Place academic experience, we recommend extension courses that build students’ abilities to think deeply and critically both within subjects, and connect ideas across disciplines. On MyKPS you will find lists of programs our students have attended in past years.

Placement and Course Credits

Successful completion of extension courses may qualify a student for advancement in her course sequence at Kent Place. To be considered for such advancement, the following criteria must be met.

1. A student must demonstrate strong academic interest, skills, and achievement in the subject. (See subject-specific criteria below.)

2. Requests for consideration for advancement must be made in writing to the Department Chair and the Director of Studies by the same due date in February as the Advanced Placement Interest letters are due. Requests made at later dates will not be considered.

3. The student must meet subject-specific benchmarks with respect to content knowledge and thinking skills by August 15 of preceding the school year. See subject-specific criteria below.

4. The student’s new course placement must be approved by the Division Director as part of the student’s full academic program.

Mathematics:

- Advancement in the math sequence can occur after a student has completed a school-year course in Algebra at Kent Place or their previous full-time school.
- The student must have scored above the 90th percentile on standardized testing in both of the previous two years (middle school standardized achievement tests, or Pre-ACT and PSAT scores in the high school, as applicable.)
- The student must have demonstrated a consistent work ethic and interest in mathematical challenges.
- The student must demonstrate high proficiency in mathematical reasoning, problem-solving, conceptual understanding, and use of mathematical procedures in previous math courses, as measured by summative course assessments.
- The student must score in the A range on Kent Place summative assessments for the course the student wishes to advance through.

IMPORTANT TESTING DATES IN THE COLLEGE ADMISSIONS PROCESS

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

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

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

Please note that some selective schools may require particular SAT Subject Tests. Students who intend to apply early to colleges (November 1 or 15 application deadlines) should plan to have their testing complete by the October test date of senior year. Students may then elect to take or retake additional SAT subject tests in the fall of senior year. Please check www.collegeboard.org for future dates and information about registration.

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SAT: SUBJECT TESTS GUIDELINES

To establish her Subject Test schedule, every student should first consult her subject teacher and then her academic advisor or the college advisor. Since only a very small number of colleges require or even recommend subject tests, most students will not need to take these exams. The college office will assist in determining the appropriateness of subject tests for each student.

<table>
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<tr>
<th>TEST</th>
<th>GRADE</th>
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<tr>
<td>English Literature</td>
<td>11, 12</td>
<td>May or June</td>
<td>Upon consultation of College Advising Office</td>
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<tr>
<td>Sciences</td>
<td>11, 12</td>
<td>May or June</td>
<td>Upon completion of AP Biology, AP Chemistry or AP Physics or when recommended by the teacher</td>
</tr>
<tr>
<td>Mathematics Level I</td>
<td>9, 10, 11</td>
<td>June</td>
<td>Upon completion of Functions and Trigonometry or when recommended by the teacher</td>
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<tr>
<td>Mathematics Level II</td>
<td>10, 11, 12</td>
<td>June</td>
<td>Upon completion of Precalculus</td>
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<tr>
<td>World Languages</td>
<td>11, 12</td>
<td>June or December</td>
<td>Upon completion of AP Language or when recommended by the teacher</td>
</tr>
<tr>
<td>U.S. History</td>
<td>11</td>
<td>May or June</td>
<td>Upon completion of AP U.S. History with the recommendation of the teacher</td>
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