



**KENT DENVER SCHOOL
CURRICULUM GUIDE
2016-2017**



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OUR VISION STATEMENT

Excellence in scholarship and character is the goal of a Kent Denver education. We seek to build a caring, diverse community of responsible citizens. To that end, the school provides a challenging college preparatory curriculum and sets high ethical standards.

OUR CORE VALUES

All members of the Kent Denver community—students, staff, parents, faculty, and administration—embrace the following core values as an essential element of Kent Denver School membership and identity. These values function as touchstones for everything the community does and as key objects in their own right of inquiry and contemplation.

Integrity—At all times, in all our dealings and interactions, we strive to be honest with all others and ourselves. We work from a foundation of strong ethical principles, which we use, explore, and develop.

Respect—We seek to appreciate and consider the feelings, wishes, rights, traditions, and attributes of all others. We work to respect ourselves, our fellow community members, the educational vision of the school, our connection to the larger world, and the human diversity among and around us.

Personal Growth—Through mindfulness, creativity, and curiosity, we strive to participate, to grow, to find our voice, and to help each other thrive.

Community—We are actively committed to the learning fellowship of the school, and with a sense of shared responsibility, empathy, and compassion, we seek to understand, engage, and help our diverse local, regional, national, and global communities.

Wisdom—We seek the development of experience, knowledge, and good judgment.

GENERAL DESCRIPTION OF CURRICULUM

Computer Studies (CS)

Chair: Michael Ehrenfried

The Computer Studies department offers elective coursework to students in the areas of technology and computing. Courses in this discipline develop computational thinking, programming and computer science skills through algorithmic development, collaborative thinking and creative expression. Through topics such as web development, electronics and digital citizenship, courses are anchored in real-world problems, content and ideas. Students choose to begin their CS sequence with a computational thinking or programming course. Computational thinking offers a broad understanding of algorithms, information, data and current technology concepts. Programming applies computational thinking to a formal coding language, then dives deeper to learn to navigate and write code. Other computer science skills—including design, data storage and optimization—provide students a foundation for a college major in computer science. Finally, students who wish to explore other technology and programming topics have an opportunity to do so for fun and for pass credit in our after-school open technology and innovation lab.

English

Chair: Loni DesJardin

We value critical and appreciative reading, lucid and beautiful writing, logical and imaginative thinking. In the English department, we hope to develop reverence for, and understanding of, literature as a direct path to these skills and habits. Moreover, by engaging works of literature, students can begin to ponder human nature, the world around them and their place in it. The study of literature also engages us in questions related to craft and composition. To communicate their insights, ideas and questions, students need a clear sense of sentence, paragraph and essay structure; they will also need to be aware of the many choices available to them as writers and speakers. To that end, the department teaches a range of writing, reading and speaking skills at all levels designed to foster precision and elegance in composition and in thought.

History and Social Science

Chair: Ginna Halverson

The History and Social Science department helps students understand the complexity of the current world and prepares them to engage in it. Students learn the importance of thinking, writing, collaborating and speaking knowledgeably and confidently. By using historical methods to form and advance their own arguments and recognize multiple points of view, students gain a broader perspective of global cultures and issues past and present, as well as an understanding of the United States, its history and its role in the modern world.

Through a progressive interdisciplinary approach, students develop increased awareness of the patterns of historical cause and effect, while improving their ability to explore history through research, work with primary and secondary sources, note-taking, written and verbal expression, and analytical and systems thinking. Students are introduced to a comparative approach to contemporary world cultures in Grade 6 then continue their studies in Grades 7-8 with courses that develop an understanding of American government and history and the larger context of global history. A primary focus of these Middle School classes is to guide students as they hone the skills and analytical framework necessary for further work in history. Students go on to refine these skills in Global History of the Modern World in Grade 9 and complete their course of study with a challenging analytic review of American history in Grade 11 and an additional two semesters of history/social science coursework. Students in Grades 10 and 12 continue to explore their interests and refine their skills through a combination of the several history and social science electives that are designed and taught to match faculty passions with student interests.

Mathematics

Interim Chair: John Kuntz

The aim of the Kent Denver mathematics curriculum is to provide students with a foundation in logical and quantitative thinking and to help them develop the ability to reason and think clearly. The goal of teachers in the mathematics department is to help students embrace challenges, learn to work collaboratively and become creative in developing problem solving strategies. Additionally, we hope all students will find success and be appropriately challenged. By graduation, all students should be competent problem-solvers—able to use technology as a tool for investigation and exploration—and understand mathematical concepts analytically, numerically and graphically. Our flexible course sequencing allows students to select the series of courses that suit their needs. Students may switch between course sequences such as non-honors and Honors with appropriate preparation and after meeting departmental requirements. Multiple types of technology are used in our classes. These technologies include, but are not limited to, TI-84/TI-84 Plus graphing calculators, SMART interactive whiteboards, Fathom Statistical Package, Geometer Sketchpad, Google Sketchup, Desmos, Khan Academy, Quia and Prezi.

Science

Chair: Jeff Caulfield

Science education should embrace all the sciences, mathematics and their attendant technologies. Furthermore, science education should weave a rich tapestry that is both pertinent to, and relevant for, today's students and that forms bridges to their future. Such are the goals of the Kent Denver science department. These goals imply a strong curriculum, rigorous collaboration between teachers and students, proper sequence and connectivity between each of the science disciplines. Well-chosen concepts and content are essential; they incorporate issues of technology and society and include discovery, inquiry, critical thinking and problem solving experiences. The Science department faculty assume responsibility for helping adolescents learn to use their minds well, for seeing that students master essential skills and areas of knowledge, for asking students to apply and extend their understanding and for ensuring that these essentials apply to all students. The science department believes that teaching and learning must be challenging and personalized to the maximum feasible extent, and that students must have the opportunity to excel in both fundamental and advanced course work. Advanced courses and honors designations are available to students who excel in the sciences.

Visual and Performing Arts

Chair: Sarah Mitchell

The arts at Kent Denver are an active and important part of our community. Through the disciplines of visual art, theater and music, students develop creative thinking skills and the ability to express themselves. Classrooms are student-centered and encourage active learning, creative problem-solving, risk taking and critical self-evaluation. Art classes also foster flexibility and decision making while helping to develop the whole student. Classes are designed to teach both technical and conceptual skills while encouraging growth at appropriate levels. It is our hope that students will expand their capacity to perceive, understand and appreciate life through the arts.

The Middle School arts curriculum fulfills several important needs of an adolescent learner. Every student in Middle School is enrolled in music, theater and visual art. Exposure to the variety of expressive modes, tools and materials in the visual and performing arts enables students to make more informed decisions about which classes they choose in Upper School. Students also gain a solid technical and conceptual foundation for more advanced work in the Upper School.

Upper School students are offered a wide range of choices in the arts. Some may choose to specialize in a preferred arts discipline while others may continue sampling a variety of classes in drama, music or the visual

arts. Students are required to have two years of art for graduation, but many choose to pursue studies in the arts beyond the required credits throughout their Upper School career.

World Languages

Chair: Eric Dawson

World Languages as a discipline goes beyond the mere teaching of language and culture. We provide a vital foundation to key skills for life, with listening, critical thinking, effective public speaking, writing and collaborative work forming part of that foundation. Simply, proficiency in a language other than one's native tongue is an essential skill in a constantly changing world. Such proficiency—the ability to see the world and the self—through a more global prism is also as a foundational component of a liberal arts education. While never forgetting the need to help our students do well in college, we also keep our collective eye on an even more important goal—specifically, to allow our students to communicate effectively with people from other cultures.

We develop the skills of aural comprehension, reading, speaking and writing in all levels. The study of culture plays a major role as well. Through the study of literature, which begins at the intermediate level, we encourage our students to not only improve their vocabulary and analytic skills, but also to see the world from different cultural perspectives. Moreover, while we actively integrate technology into the classroom, we never lose sight of the fact that human interaction exists at the core of what we do. Perhaps above all, we value curiosity about the world. Kent Denver offers three languages, from beginner-level through the AP level: French, Mandarin, and Spanish. Additionally, all Grade 6 students take Latin as an introduction to the study of language, etymology and mythology.

Additional Essentials

Athletics/Health and Wellness

Athletics Director: Scott Yates

The Athletics program at Kent Denver is designed to provide a forum for enjoyable individual health and wellness and interscholastic sports participation. The program develops an awareness of one's abilities as an individual and in relation to peers. This is achieved through skill instruction and appreciation of those skills through classes, practices and competition.

Athletics encourage participation, commitment, a sense of responsibility, good sportsmanship, teamwork, physical awareness, self-discipline, leadership and a competitive spirit. A wide variety of programs are offered. Students may continue with familiar sports or learn a new one. Through these options, each student has the opportunity to have a successful and positive experience. The Athletics program provides a splendid environment and opportunity for student/teacher association outside the classroom. Coaches contribute to the growth of student attitudes and maturity.

Interscholastic Participation Philosophy

Participation in games is of great importance. Games are scheduled at many levels in order for the largest number of participants to gain experience. Participation depends on fitness, ability, attitude, effort, knowledge of fundamentals and commitment as demonstrated by each individual in practice and games.

Community Service Program

Coordinator: Cheryl Askay

Students are expected to complete 80 hours of service between the start of their freshman year and spring break of their senior year to complete their graduation requirements. The Community Service program connects our students to local, national or international communities in need through sustained, meaningful relationships. This work broadens student horizons and makes the world a better place.

Entrepreneurial Opportunity Network (EON)

Chair: Phil Klein

According to the World Economic Forum, "Entrepreneurship refers to an individual's ability to turn ideas into action, and is therefore a key competence for all, helping young people to be more creative and self-confident in whatever they undertake." The process of taking action on an idea teaches students the value of focus, perseverance, teamwork, empathy and introspection. The Kent Denver Entrepreneurial Opportunity Network (EON) seeks to kindle and grow a spirit of entrepreneurship in both those students who have interesting ideas—be it for a product, business, solution to a social problem or nonprofit enterprise—and those who don't have ideas yet but want to learn what it means to *be* an entrepreneur. EON connects these students with peers, teachers, parents, alumni and other selected adults who can help the students take action on their ideas.

Information and Innovation Program

Director: Michael Ehrenfried

The Information and Innovation team at Kent Denver School provides every Kent Denver community member access to appropriate information resources, spaces and experiences through cultivating opportunities to explore, curate and create employing processes of research, iteration and reflection.

The Duncan Center is the hub for this program. At its heart is an Information Desk that supports Kent Denver learners with technology, research pedagogy, information evaluation and equipment such as rooms, loaner

computers, books, eBook readers, etc. The Duncan Center also hosts collaboration studios while providing programming and professional development workshops in technology, research, study skills and individual subjects for students and faculty alike. Housed in the Duncan Center, the Boettcher Foundation Library provides access to current and relevant information, cultivates global citizenship and fosters a passion for lifelong learning. The Information and Innovation team expands the learning space beyond the Duncan Center to Kent Denver Online, a resource that both provides anytime, anywhere access to databases, information and coursework and connects the Kent Denver community through online digital technologies.

Finally, an extension of the Information and Innovation Program, the Office of Digital Learning, identifies, evaluates and endorses digital learning technologies that contain exceptional individualized content, foster strong connections with the global community of learners and provide maximum benefit to Kent Denver participants. The Office of Digital Learning establishes partnerships with a number of strategic online programs that allow Kent Denver to expand the depth, reach and strength of the forward-looking education Kent Denver provides.

COURSE SELECTION GUIDELINES

Students are to choose appropriate courses of study in consultation with their faculty, advisors, grade-level dean and parents. Students in Middle School will be enrolled in a broad offering of courses across multiple disciplines. Many of the courses are required of all students, while there are some elements of choice for Middle-Schoolers in areas such as Health and Wellness in Grades 7-8 and in Electives in all Middle School grades. For students in Grades 9-12, offerings are available in English, History, Mathematics, Science, World Languages, Computer Studies, Visual and Performing Arts and Athletics/Health and Wellness. Except in special circumstances, we expect students in Grades 7-8 to enroll in an offering from each of the fields. In Grades 9-12, students begin to specialize and their programs become more varied. All students are expected to enroll in at least five courses each semester.

ACADEMIC REQUIREMENTS

Attendance and Assignments

Students are expected to attend classes each day. Students who are absent and unexcused are not allowed to make up missed assignments or tests. Students with excused absences must complete assignments within a reasonable number of days as determined by their teachers.

Major assignments are due on the assigned dates unless an extension is granted by the teacher. Late papers and projects are graded down one letter for each of the first two days of lateness. Thereafter, "C" is the highest grade that can be earned.

Credit

Credit will be earned in any class by obtaining a passing grade (D- or better).

Students earn one credit for successful completion of most yearlong courses and one-half credit for semester courses. Students may not drop a course after the first four weeks of the year (or the first four weeks of the semester for semester-long courses).

Homework

Students are expected to prepare for classes and generally spend 30 minutes per subject per night. Advanced Placement students and students in Honors courses may spend up to 45 minutes each night.

Independent Study

In the Upper School, a student may propose to do an independent study on a topic of his or her choice and receive Pass/Fail credit upon the independent study's completion. Independent study proposal forms are available in the Upper School Registrar's Office. Proposals must include specific information about the time the independent study requires, the material to be studied, the work to be completed and the methods for evaluating that work. Completed proposals, including all required signatures, for fall independent studies should be given to the Upper School division head before the first Friday in May or during the first week of school. Completed proposals, including all required signatures, for spring independent studies should be given to the Upper School division head before the first Friday in January. Students may not do an independent study to satisfy graduation requirements or course load expectations. Students may choose to do an independent study only as an extra course, beyond academic requirements and the standard five courses per semester expectation.

Summer Reading

Kent Denver urges students and faculty to read widely during the summer. Studies indicate that there is a direct correlation between students' academic success and leisure reading. For that reason, if no other, all college-bound students should read extensively.

Summer should be a time for students to rediscover reading for pleasure and recharge without the pressures of homework and school. Choice of texts forms the foundation of the summer shift away from “what do I have to read” to “what do I *want* to read.” The research on the efficacy of summer reading overwhelmingly supports that students get more from summer reading when they get to choose their own texts. With a system of choice, students get to pick books at reading levels appropriate to where they really are, and they can choose topics and genres about which they truly care. The summer reading program at Kent Denver, in varying degrees from Middle School to Upper School, embraces this fundamental idea of rediscovering the joy of reading through choice. Please refer to the *Summer Reading* publication for specific grade recommendations.

MIDDLE SCHOOL PROGRAM

The Middle School community strives to attend to the unique developmental needs and talents of each student. Through personalized attention and a broad curriculum specifically designed for each age level, the faculty seeks to foster ethical, responsible, creative and empathetic behavior. Middle-Schoolers are expected to complete eighth grade capable of meeting new challenges and equipped with a strong academic foundation, enhanced self-esteem and a commitment to the larger community. The Middle School curriculum encompasses traditional and experiential offerings, the fine arts, community service, trips, a broad electives program and a participatory sports program.

Details of Scheduling

New students will arrange their academic program through the Admission office. Returning Middle School students make course choices with the assistance of their advisors. When choices are available, students are asked to rank order preferences. We cannot guarantee first choices. Eighth-grade students should read the section of this book that pertains to Upper School.

Sixth-Grade Program

The goal of the sixth-grade program is to develop excellence in scholarship and character. Responsibility to self and community, respect for others' ideas and property, trustworthiness and compassion to act on behalf of others are promoted in all of our activities. The program employs an interdisciplinary approach to the study of the development of humankind and culture. This academically rigorous, yet developmentally appropriate, program uses a variety of educational materials and methods to teach skills, content and concepts.

Students study Language Arts, Social Studies, Math and Science with four core teachers. These teachers also work as the students' advisors. Students are regrouped for their other coursework, thus helping in the transition from elementary to Middle School.

Kent Denver School also has a Teaching Fellowship Program designed for college graduates interested in beginning a career in independent school education. Teaching fellows are involved in all aspects of the sixth-grade program, including teaching classes, planning curriculum, working with parents and students, and participating in the full breadth of our program. The fellowship program allows for a low teacher-student ratio.

Community Service

The sixth grade staffs and financially supports a meal site for the homeless in downtown Denver. Each Wednesday, one advisor group helps serve a meal for the homeless at Trinity United Methodist Church and clean the kitchen following the activity. Students also raise funds to support Capitol Hill Community Services through a Middle School-wide fundraising event held every spring.

Language Arts

Literature in our Language Arts program often complements the culture under study in Social Studies. In addition, the themes of the texts relate back to our sixth-grade theme, "Who Am I?" Students are continually exploring their own thoughts and feelings while investigating the themes of the literature. The focus is on building and understanding appreciation for cultural differences while learning to analyze literature. Great emphasis is placed on writing in the sixth grade. In addition to their Language Arts classes, students take a writing class three times during a seven-day rotation. Through these classes, students develop an understanding of the importance of writing as a tool for thinking. They experiment with various genres, such as poetry, fiction, essays and editorials, working through all stages of the writing process. Students also examine rules of grammar and mechanics in their writing, and they work extensively on sentence, paragraph and essay structure. Extensive time is given to oratory skills, library and research skills, as well as word-processing and editing techniques.

Latin

All sixth-grade students take introductory Latin. The curriculum is intended to provide all students with a foundation of grammar and word origins to benefit future studies in both the Romance languages and English. This course will offer students experience in the following: many of the stories of Greek mythology, Roman culture and history, syntax of a sentence (subject, predicate nominative, direct object, etc.); derivative study (word origin); Latin phrases that are often used in English (e.g. *per diem* and *et cetera*); elementary Latin vocabulary; and language study skills (organization, memorization, attention to detail and quiz preparation).

Mathematics

The math program focuses on concepts and calculations with decimals, fractions, ratios, proportions and percents with heavy emphasis on application of these concepts. Units on algebra, geometry, statistics and Cartesian graphing introduce students to new concepts. Students learn basic calculator skills, use interactive websites and apply those skills to the discovery of math rules and to data analysis.

Physical Education

The sixth-grade physical education program is designed to provide the students the opportunity to acquire the skills and knowledge to make positive decisions about a healthy, active lifestyle. The program is co-educational and develops basic skills and teamwork in a wide variety of activities. In addition to introducing and practicing many sports that will be offered to the students in Grades 7-12, this sixth-grade program allows students to explore yoga, Project Adventure games and the infamous Ga-Ga pit.

Sixth-Grade Science: Explore, Design, Discover

This program will serve as an introduction to inquiry across the scientific disciplines. It is project-based and blends learning experiences that expose students to central ideas in archeology, chemistry, physics and biology. Activities range from controlled laboratory experiments to field observations and correlational studies. Students use the Scientific Method to explore a variety of concepts, skills and terms. Examples of lab titles are *Mystery Cemetery Analysis*, *Heat Keeper Design* and *Building Bridges*. Many of the experiments, discussions and concepts complement our social studies curriculum.

Social Studies

The focus of sixth-grade social studies is to help students understand the historical and cultural roots of their personal identities and anchor their understanding of different identity markers in the origins of different beliefs, values and institutions found in ancient civilizations. Students will be introduced to the major world civilizations and key social studies terms, ideas and concepts. For example, students learn about the beliefs and traditions of the major world religions and visit various local houses of worship.

Visual and Performing Arts

See descriptions in Middle School Visual and Performing Arts.

Seventh-Grade Courses and Program

The seventh-grade program follows a departmentalized structure. Students meet regularly in each of five academic disciplines, fine arts, and athletics. In addition, students meet with their advisors. Seventh-grade offerings in English, History, Math, Science and World Languages are described below.

English

English 7

Building on the sixth-grade program, this course seeks to develop students' critical reading and thinking skills through the study of such titles as *The Scorpion Races*, *Outsiders*, *The Secret Life of Bees*, *To Kill a Mockingbird* and *Lord of the Flies*. These titles, as well as additional texts, serve to explore issues of adolescence, identity and personal belief systems. Students will write often and in varied forms, including expository, creative and poetic writing. Additional course goals include developing effective study skills, improving spoken communication, understanding grammar and expanding vocabulary.

History

History 7: Foundations in U.S. History and Government

The primary goal of this course is to help students develop a fundamental understanding of the origins and development of the United States. Students study the country's beginnings from the Colonial period through the Civil War and into the 20th century with a focus on the Constitution, civic responsibility and civil rights. Resources include a traditional textbook, as well as videos, primary documents and current events. Critical thinking, analytical reading, oral and written expression, solid study habits and basic research techniques are assessed using tests, oral presentations, debates and writing assignments throughout the year. A research paper assigned in the second semester offers the students an opportunity to pursue their own course of study while integrating these skills in a formal paper.

World Languages

French 7

In this introductory course, students will begin to communicate in French. They will learn vocabulary relevant to their own lives as well as basic grammar and pronunciation. Listening comprehension and oral skills are emphasized. Through games, songs, dialogues, skits and other activities, they will gain proficiency in a fun and natural way. Through a range of short, authentic readings in a variety of media (newspapers, websites and poems, for example), students will become acquainted with French, Canadian, African and other Francophone cultures and will develop their reading and writing skills as well. By successfully completing seventh- and eighth-grade French, students will be eligible to take French II in the Upper School.

Mandarin 7

This course will introduce students to the fundamentals of Mandarin with an integrated approach of listening, speaking, reading and writing. Through games, songs, activities, role-plays and projects, students will learn vocabulary and grammar that would allow them to conduct conversations in Chinese. By the end of the year, the students will have learned to read and write 200 Chinese characters. The students will also learn about Chinese culture through festivals, arts and crafts, calligraphy and food making. This course also employs various technological tools to enhance students' learning.

Spanish 7

This course seeks to lay a solid foundation in the Spanish language by focusing on the basic elements of learning a Romance language (gender agreements, verb endings, etc.). Through songs, dialogues, games, skits and activities, students will begin to communicate in Spanish. Basic vocabulary, grammar, pronunciation, listening comprehension and writing are emphasized. The course uses both formal verbal and written testing and creative projects as a means of assessing language acquisition. Geography and cultural topics are also explored. After successfully completing seventh and eighth-grade Spanish, a student will be eligible to take Spanish II in the Upper School.

Mathematics

Math 7A

In Math 7A, the primary focus is to develop the practical tools necessary for success in algebra and geometry. Major topics of study include introductory algebraic concepts (evaluating variable expressions, solving linear equations, graphing equations), proportional relationships, measurement and conversion skills and general fluency in geometry topics (area, perimeter, volume, angle relationships, properties of geometric figures). In addition to developing computation skills, this class emphasizes problem-solving techniques and abstract reasoning skills.

Math 7B

This course covers essentially the same topics as Math 7A, but in greater depth and with more abstraction and extensions. This class is designed for students who are both capable of an accelerated program in pre-algebra skills and who demonstrate sophisticated abstract reasoning ability. Departmental approval required.

Preparatory

Prep 7

Prep 7 is designed to provide support in study skills including organization, note taking, reading comprehension, understanding individual learning styles and effective communication strategies. In addition, the course provides opportunities to strengthen language skills with an emphasis on written expression. This course is only open through teacher recommendation.

Science

Science 7: Earth and Environmental Science

This seventh-grade science course presents fundamental scientific principles and practices in the context of earth science topics. Specific emphasis is placed on the development of a rich understanding of the scientific method along with extensive practice in its execution. Problem-solving strategies and data-analysis techniques are developed in the context of laboratory and field experiments which are concurrently designed to encourage interest in the natural world and provide a foundation that will help students make ethically responsible decisions about themselves and the world in which they live. Specific areas of inquiry include astronomy, geology, meteorology, hydrology and environmental stewardship. Computer technology, extensive outdoor research on the Kent Denver campus and the seventh-grade spring trip to Rocky Mountain National Park are integral aspects of this lab science course.

Eighth-Grade Courses and Program

The eighth-grade program follows a departmentalized structure. Students meet in each of five academic disciplines, fine arts and athletics. In addition, students meet with their advisors. Eighth-grade offerings in English, History, World Languages, Mathematics and Science are described below.

English

English 8

This course seeks to develop students' critical reading and thinking skills through the study of such titles as *The Book Thief*, *The Power of One* and *The House on Mango Street*. Students also read selected texts in small literature circle groups that allow them to analyze literature in a smaller setting. Shakespeare is introduced in English 8. Students read *Romeo and Juliet* in order to appreciate the play's literary and dramatic significance. Students also give their first formal persuasive speeches: they research a topic about which they are passionate, write a paper and deliver it in speech form to their classmates. Grammar and writing skills are taught throughout the year, and students experiment with both expository and creative writing forms. Our small, seminar-style classes encourage students to improve their ability to express themselves articulately in a supportive and positive atmosphere.

History

History 8: Foundations in Global History

At the heart of this class is the question, "How did the world get to be the way it is today?" By engaging in a global, world systems, "Big History" approach, students in this course gain an understanding of the larger patterns of human history: interaction and exchange, increasing interconnectivity and increasing complexity. Within a chronological context, students investigate these patterns and explore how they increasingly brought about the political, economic and social evolution of societies around the world and formed the "web of interaction" between the world's civilizations. Beginning with human prehistory and ending in our own era, we study the factors that transformed human societies and humanity's relationship to the environment laid the foundations of the modern world. In addition to the study of historical concepts and themes, students will develop their reading, writing, research and analytical skills. Collaboration and discussion are emphasized as essential aspects of collective learning in this class.

World Languages

French 8

This course is designed for students who have successfully completed French 7. French 8 builds on the oral and written communication skills acquired during seventh grade. Students continue to improve their vocabulary, grammar, pronunciation, listening comprehension and writing skills through the use of songs, stories, skits, short novels and journal writing. Classes are conducted primarily in French, with the exception of grammar explanations. Both historical and present-day culture of French-speaking countries are embedded in the curriculum. Students are encouraged to express themselves creatively through a variety of projects and presentations as well as regular communication with pen pals in France.

Mandarin 8

Mandarin 8 continues to build students' abilities and confidence in the integrated skills of listening, speaking, reading and writing. Students will learn more grammatical structures and vocabularies that enable them to express themselves through more complex dialogues. Building on their knowledge of Chinese characters from Mandarin 7, students learn to read and write 200 new characters. Students also explore a deeper understanding of Chinese culture through festival celebrations, calligraphy, research projects and documentaries. In this course, we also use technology to enhance and share our learning and appreciation of the Chinese language and culture. Prerequisite: Mandarin 7.

Spanish 8

This course is designed for students who have successfully completed Spanish 7. Spanish 8 builds on the oral and written communication skills acquired during seventh grade. Students continue to improve their grammar, pronunciation, listening comprehension and writing skills through the use of songs, stories, skits,

short novels and journal writing. Classes are conducted primarily in Spanish, and a strong emphasis is placed on students speaking Spanish as much as possible. The curriculum also includes some geography and culture of Spanish-speaking countries. Students are encouraged to express themselves creatively, both orally and in writing, through a variety of projects and presentations. Students successfully completing Spanish 8 will be well prepared to proceed to Spanish II in the Upper School.

Mathematics

Algebra 8A

This course provides students with their first formal course in algebra, covering topics typically associated with a theoretical Algebra I class. Topics covered include writing and solving linear equations, graphing, operations with polynomials (including factoring, solving and completing the square), powers and exponents, absolute value, inequalities, quadratic functions, exponential functions, rational functions and an introduction to radical expressions.

Algebra 8B

This course covers the same topics as Algebra 8A but does so with a greater level of abstraction and a greater complexity of problems. Algebra 8B requires students to make connections and process material with a high degree of independence and self-initiative. Conducted at a more rapid pace than a standard Algebra I course, Algebra 8B is designed for students with a true passion for mathematics and the desire to engage in higher-level thinking. Departmental approval required.

Science

Science 8: Human Biology

This eighth-grade science course continues students' exposure to quality scientific inquiry and experimental design primarily in the context of the human organism and its interaction with the larger world. The course is primarily designed around five unifying concepts of biology: homeostasis; energy, matter and organization; reproduction and inheritance; and development and ecology. Each of these large ideas is explored through inquiry-based instruction with an emphasis on the relevance of these concepts to human beings. Students are asked to research topics, conduct experiments, synthesize information from multiple sources and demonstrate their knowledge in a variety of project and performance-based assessments. A central component of the course is a class journal that serves as a permanent record of the learning process and is used on all assessments. Assessments in this course serve as a means to demonstrate knowledge and as a learning experience in themselves. This course challenges students to reach new heights of critical thinking, become scientifically literate citizens and to develop confidence in their ability to "do science!"

Middle School Visual and Performing Arts (Grades 6-8)

The middle school arts program nurtures artistic growth at all levels. Through an array of arts offerings, teachers and students work together to help each student find their individual voice in a safe and caring environment. Students explore various arts genres through these foundational classes. Exposure to world cultures and the broadening of student perspectives both within and beyond our local community are integral elements of the middle school arts experience.

A student in Middle School (Grades 6-8) will experience two blocks of music, visual arts and theater every academic year. Beyond the required arts rotation, each child will have an opportunity to take more specialized courses in the arts through the Middle School electives program. (See further details below.) Additionally, in the fall, seventh and eighth grade students have the option of participating in the Middle School Fall Play and, in the winter, the Middle School Musical. Descriptions for these options can be found in Additional Offerings.

Below you will find the order of blocks offered for the current academic year.

SEMESTER 1

Block 1 = Aug 23-Sept 30

Music - 7th Grade

Theater - 8th Grade

Visual Art - 6th Grade, One Rotation 8th Grade

Block 2 = Oct 3 - Nov. 4

Music - 6th Grade, One Rotation 8th Grade

Theater - 7th Grade

Visual Art - 8th Grade

Block 3 = Nov 7 - Dec 16

Music - 8th Grade

Theater - 6th Grade, One Rotation 8th Grade

Visual Art - 7th Grade

SEMESTER 2

Block 4 = Jan 3 - Feb 10

Music - 7th Grade

Theater - 8th Grade

Visual Art - 6th Grade, One Rotation 8th Grade

Block 5 = Feb 13 - April 14

Music - 6th Grade, One Rotation 8th Grade

Theater - 7th Grade

Visual Art - 8th Grade

Block 6 = April 17 - May 26

Music - 8th Grade

Theater - 6th Grade, One Rotation 8th Grade

Visual Art - 7th Grade

Middle School Electives (Grades 6-8)

The Middle School Electives program provides students the opportunity to explore areas of interest not otherwise available. These multi-age offerings are, by design, creative and content-rich, encouraging investigative and experiential learning. In contrast to extracurricular offerings, these courses are fundamentally academic in nature. This program is designed to uphold and further develop Kent Denver's core values of Community, Wisdom and Personal Growth.

Various offerings will be available to students who either take two semester-long courses or a yearlong course. Specific offerings vary year-to-year.

Middle School Athletics/Health and Wellness (Grades 6-8)

Sixth-Grade Physical Education

The sixth-grade physical education program is designed to be noncompetitive. The program is co-educational and develops basic skills and teamwork in a wide variety of sports activities.

Seventh- and Eighth-Grade Sports

Seventh- and eighth-grade students participate in a sport activity or interscholastic sport each season of the school year. We believe every student should participate in a sports experience that is both meaningful and successful. Because we feel all students should be able to compete at their own level, we have instituted, wherever possible, a seventh- and eighth-grade schedule of competition. Competition exists in baseball, basketball, cross-country, field hockey, football, lacrosse, soccer, track and field, volleyball and tennis. Our programs are supplemented at times with various sports-related electives offered in the athletic period.

Assuming sufficient enrollment, Kent Denver offers the following activities:

	FALL	WINTER	SPRING
Boys	Cross-Country Football Soccer Tennis 7th-/8th-Grade Fall Play	Basketball Outdoor Education/Lifetime Sports Conditioning 7th/8th-Grade Musical Yoga	Baseball Lacrosse Track and Field Intramural Tennis
Girls	Cross Country Field Hockey Tennis Volleyball 7th-/8th-Grade Fall Play	Basketball Outdoor Education/Lifetime Sports Conditioning 7th-/8th-Grade Musical Yoga	Lacrosse Soccer Track and Field Intramural Tennis

Middle School Co-Curriculum

Advisor System

Students in Grades 7-8 are assigned to an advisor group composed of approximately nine seventh-graders and nine eighth-graders. Students usually have the same advisor for two years. Advisors meet with advisees in assembly, study hall or specific advisor time. The advisor is the person who monitors each student's progress at school and is the first line of communication with the student's parents or guardians in academic and social matters. Sixth-grade students are assigned to an advisor group of 17 students. The advisor is the student's homeroom teacher.

Community Service

The sixth grade staffs and financially supports a meal site for the homeless in downtown Denver. Each Wednesday, one advisor group helps prepare, serve and clean up a meal for the homeless. Students raise funds to support Capitol Hill Community Services.

All seventh- and eighth-grade students participate in one of a variety of community service projects offered through advisory groups. Past offerings have included working with autistic children at a local school, volunteering at a homeless shelter and working with nursing home residents. Students work with the various organizations four times during the year.

Field Trips and Interim

Sixth-grade students participate in a variety of field trips throughout the year. These trips provide learning experiences outside the classroom that support the curriculum inside of the classroom. Visits to the Denver Zoo, Denver Museum of Nature and Science and Downtown Aquarium are a few of our past field trips.

In the fall, sixth-graders go on a three-day camping trip to the Buena Vista area to build class unity. In the spring, they take a four-day trip to the YMCA's Camp Shadybrook in Sedalia. Students celebrate the year's achievements and further develop class unity through hiking and group-building activities.

Each fall, the seventh- and eighth-grades travel to the Fairplay area for a two-night camping experience. The goals of this trip are largely interpersonal: the incorporation of new students into Middle School and the chance for advisor groups to work together.

In the spring, seventh-graders participate in an ecological study in Rocky Mountain National Park in early May. Topics examined include glaciation, stream erosion and an examination of the history of the Park. This trip is the focus of the final quarter of work in seventh-grade science.

At the conclusion of final exams, eighth-graders travel to the Moab, Utah area for hiking, white water rafting and mountain biking. This trip serves as the culmination of the Middle School experience.

In addition, in February all Middle-Schoolers sign up for a two-day mini-course entitled "Interim." Middle School faculty offers a variety of non-traditional learning experiences to be examined in-depth during the two days. Past offerings have included cross-country ski instruction, an advanced painting experience, a backcountry ski trip to a 10th Mountain Division hut and a behind-the-scenes look at various Denver-area attractions. While students designate preferences among the various options, top choices cannot be guaranteed.

Information and Innovation

Information and Innovation skills taught in the Middle School extend student knowledge of basic computer operation and information evaluation skills. All students in Grades 6-8 are required to bring a laptop. Through Middle School, students are exposed to the Google Applications Suite (including email, calendaring, documents, presentations, spreadsheets, site building, chat and video conferencing), mobile applications, research databases, ebooks, basic logic, computer ethics and social media ethics in academic classrooms, advisory settings and online videos and documents.

UPPER SCHOOL PROGRAM

Course Choice and College Counseling

The course offerings for Kent Denver's Upper School can fulfill the course requirements for admission to the most demanding U.S. colleges and universities. Students should exercise care in selecting their courses so they can both satisfy high school graduation requirements and college admission requirements. Most college candidates will pursue a four-year high school course of study that has, at its base, the academic pillars of English, World Languages, History, Mathematics and Science while also exploring the wide array of elective courses. When in doubt as to how choices of courses might affect eventual college admissions, students should check in with a member of the School's college counseling staff before making final decisions.

College counseling begins on a formal basis in the winter of the junior year. However, the College Counseling team is available to answer questions about college preparation at any time.

Details of Scheduling

Students consult with their teachers, advisor, and class dean on course selection. Eighth-, ninth- and 10th-graders should write out a full program plan for graduation to be sure they have enough credits when June of their senior year arrives.

After students have submitted their course requests, a master schedule is created. Student preferences receive highest priority, but the School cannot fulfill every student's request due to the limitation in periods and the wide variety of course offerings. The master schedule for each academic year is constructed to meet the needs of as many students as possible.

The Academic Program

Students are required to take at least five courses in a given semester. In exceptional circumstances, students may reduce their course load with the permission of the grade-level Dean of Students and the Head of Upper School. Minimal distribution requirements are listed below.

Graduation Requirements

English	Four years
Electives	Two electives
History and Social Science	Three years, which must include ninth grade required history and U.S. History
Mathematics	Four years
Science	Three years, including one year each of Biology, Physics and Chemistry
Visual and Performing Arts	Two years
World Languages	Three years

Additional Requirements

Athletics/Health and Wellness	<ul style="list-style-type: none">• Freshmen: 2 seasons of interscholastic sports or Health and Wellness (1 season must be a sport)• Sophomores: 2 seasons of interscholastic sport or Health and Wellness (1 season must be a sport)• Juniors: 1 sport or 2 Health and Wellness• Seniors: 1 sport or 2 Health and Wellness
Career Intern Experience	Required in senior year
Community Service	All students are required to independently complete service hours outside of school. These individual volunteer projects completed with pre-approved organizations must total a minimum of 80 hours. Of these hours, at least 40 must be completed with a single organization.

Upper School Academics

Computer Studies (CS)

Chair: Michael Ehrenfried

The Computer Studies department offers elective coursework to students in the areas of technology and computing. Courses in this discipline develop computational thinking, programming and computer science skills through algorithmic development, collaborative thinking and creative expression. Though topics such as web development, electronics and digital citizenship, courses are anchored in real world problems, content and ideas. Students choose to begin their CS sequence with a computational thinking or programming course. Computational thinking offers a broad understanding of algorithms, information and data, and current technology concepts. Programming applies computational thinking to a formal coding language, diving deeper and learning to navigate and write code. Finally, other computer science skills including design, data storage and optimization provide students a foundation for a college major in computer science.

FALL ELECTIVES

The Internet of Things (0.5 credits, Grades 9-12; fall semester)

This course focuses on the technologies and skills used to create smart devices, colloquially referred to as the Internet of Things. Students will learn how to programmatically interact with different data services and give users feedback based on that data. They use microprocessors to blur the line between software and hardware, creating their own smart devices that can enrich our lives through seamless integration with the wider web. Students will learn basic programming techniques and electronics and explore the ethical questions surrounding the Internet of Things.

Technology, Ethics, and Society (0.5 credit, Grades 10-12; fall semester)

This course engages social ethics and how technology brought new and uncharted territory to that field. It explores how technology shrunk the world by providing an increased access to information. Topics covered include Internet privacy, digital property, crime and security, artificial intelligence and virtual reality. Students learn how to examine and defend a position through the writing of position papers and policy problem statements. Students also learn how to develop technology recommendations in light of the mission of an institution and how to present those recommendations in written and oral form to a board, CEO or other decision makers. Finally, students examine their own use of technology and the presuppositions they bring to the table as they learn general computational thinking skills using the Scratch environment.

Advanced Topics: Data Structures (0.5 credits, Grades 10-12; fall semester)

This course is designed to be a foundation for all advanced work in computer science through familiarizing students with a broad range of ways to store information in computer science. Students will explore commonalities in data structures among languages, discuss algorithm and program design based on problem requirements, and they will come to understand how to use data-structure selection to optimize program runtime and storage.

Prerequisite: AP Computer Science A or AP Computer Science Principles.

SPRING ELECTIVES

Computational Art (0.5 credits, Grades 9-12; spring semester)

This course teaches students how to incorporate computing into their artistic practice. Modern artists routinely employ graphics design programs, electronics and even custom code in their work. Students will explore the technical underpinnings of these tools and techniques, writing code to create and manipulate images, control and articulate sculpture, and tessellate designs. After exploring fractals, image manipulation, and animation, students will emerge from this course with an understanding of fundamental computational thinking principles and a deeper appreciation for the underlying complexity of art and nature.

Own the Web (0.5 credits, Grades 9-12; spring semester)

This course introduces students to the fundamentals of web design and development through the process of creating their own blog. Students will learn HTML, CSS and Javascript as well as hone their writing skills while they design their blog. In addition, they will learn how to deploy and maintain their own Wordpress server. Students will emerge from this course with a fully customizable blog, as well as a deeper understanding of how the web and their computers work.

Advanced Topics: Servers and Data (0.5 credits, Grades 10-12; spring semester)

This course engages with the rapidly changing world of servers and data through the lens of games, distributed computing and APIs. Students will cover topics including threading, asynchronous requests and HTTP as they learn how computers communicate over the Internet. They will then apply these skills to implement their own servers, build games and use APIs to access and provide computer-readable data.

Prerequisite: Advanced Topics: Data Structures

FULL-YEAR ELECTIVES

AP Computer Science A (1 credit, Grades 9-12; full-year)

This course uses the Java programming language as a tool for understanding the main principles of object-oriented software design and programming. Students learn how to write logically-structured, well-documented computer programs in preparation for the Advanced Placement exam. Topics include methodology, data structures, searching and sorting algorithms, file handling, testing and debugging techniques and social and ethical issues. Students will also complete the required AP Computer Science A laboratory work and accompanying exercises and questions provided by The College Board. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam.

Prerequisite: Permission of instructor. Co-requisite: Algebra II

AP Computer Science Principles (1 credit, Grades 9-12; full-year)

This course prepares students for the AP Computer Science Principles through the study of computational thinking through mobile computing. Students consider big ideas in computational thinking, including concepts of abstraction, algorithms, information storage and processing, and the software development cycle using MIT's app inventor. Additionally, students will tackle understanding the basics of programming including control structures such as branching, iteration and methods and data structures such as primitives, Strings and arrays. The programming topics will be taught in the Python language. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam.

AFTER SCHOOL COMPUTER STUDIES SKILLS AND DESIGN COURSEWORK

The computer studies department offers after school coursework on topics around computer programming, robotics, design, media and engineering. These 0.5 credit courses may be taken for passing credit. Topics and times vary from year to year and will be published closer to the beginning of the academic year. Each course represents 60 hours of academic work and requires a lab notebook, final product and oral defense of skills learned. Once a student has completed and passed all of these requirements, he or she may elect to earn a "P" on his or her transcript.

English

Chair: Loni DesJardin

Structure of English Courses for Grades 9-10

The foundation of each grade-level course is a reading list that follows a theme or survey, as appropriate. In addition to literature, students will study a range of writing modes, grammar, vocabulary and various reading strategies. Although there will be common lists at each grade level, composed of perhaps 12 works or units, there will be latitude for individual teachers and classes to add or substitute some works to accommodate a given theme or interest.

English 9 (1 credit)

English 9 emphasizes both literature and language while examining themes of identity, expectations, resilience and family. Works range from short-story and poetry selections to *Macbeth*, *Oedipus Rex*, *The Catcher in the Rye* and two modern novels. Students study literary selections as contributions to our cultural heritage and as representatives of a genre. Students continue to develop their powers of expression through speaking, reading and writing. The goals of the course include mastery of core grammar, basic writing skills and an increase of students' vocabulary.

English 10 (1 credit)

English 10 builds on the foundational skills established in ninth grade and emphasizes the development of critical-thinking skills. Reading in the fall continues to reflect on identity questions raised in English 9 while exploring inclusion and exclusion of individuals from community in the texts of *The Bible* (primarily *Genesis*), *Frankenstein* and *The Merchant of Venice*. While students will practice several types of writing, there is a focus on crafting cogent analytical arguments. The first semester culminates with a comparative paper. Reading in the spring semester focuses on the iconic American texts *Adventures of Huckleberry Finn* and *The Great Gatsby*. Further readings may include Toni Morrison's *Sula*, Tennessee Williams's *Cat on a Hot Tin Roof* and August Wilson's *Fences*, along with poetry selections. The second semester ends with another comparative paper. Analytical writing, vocabulary and grammar are integral to the course throughout the year as students prepare for the seminar courses of junior and senior year.

Advanced Literature Analysis with Critical Communication (1 credit; full-year)

This yearlong English course can be taken during sophomore (in addition to regular English 10), junior and senior years. The course has a curriculum that will require the reading of books, plays, short stories and poetry. Students will analyze the literature and provide character and plot analysis as well as oral interpretation of the literature for the class. Students will also research and write original oratorical and informative speeches. The students will work on perfecting their communication and public speaking skills. This will be a student-centered learning environment in which students will teach and guide other students and provide feedback and analysis of others' speaking and performances. There will be a weekend commitment attached to the course. Students will be required to go to six speech tournaments throughout the year. This course can satisfy one of the junior/senior English requirements for graduation. For other years, it is an English elective. It can be taken multiple years but does not have to be taken consecutively.

Prerequisite: Students must compete at a minimum of three speech tournaments and attend weekly speech practices the prior year and obtain permission from the Director of Speech and Debate.

Seminars for Grades 11-12

Juniors and seniors will select four semester-long classes during their 11th- and 12th-grade years. Advanced Placement English, offered only to seniors, is a two-semester course. All juniors and seniors must enroll in an English class every semester. If space allows, students may add an extra elective class to their schedules. Students in every English course will be expected to write different types of essays along with a minimum of two analytical papers per semester, complete nightly reading and/or writing assignments and participate in classroom discussions. Most classes will read from a variety of genres—poetry, novels, short stories and plays. Seminars afford students the opportunity to study a period, author or theme in depth. Students move well beyond just theme- and characterization-study to develop an aesthetic appreciation of language—the

artistry of writing—while exploring the creative possibilities of analytical thought. Seminar students will also continue their study of vocabulary and grammar.

AP English Literature (1 credit; full-year)

Advanced Placement English is designed for committed, talented seniors who care enough about literature and language to want to read more, ponder further and write more trenchantly than other interested students of English. The reading list, the writing schedule and the expectations are demanding. We focus on tragedy in the first semester and address ideas on art and the artist in spring semester. Texts may include *Hamlet*, *The Sound and the Fury*, *Tess of the d'Urberville*, *Equus*, *To The Lighthouse*, *The Sun Also Rises*, *English Romantic Poets*, *The Metaphysical Poets*, *The Theban Plays* and other selections. Students must apply and be approved by the English department in order to enroll in this course. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam.

FALL SEMINARS

After the Fall (0.5 credit)

It's an old story; in fact, it's *the* old story in the Western tradition: the perfection of the Garden of Eden; Adam and Eve's disobedience; their expulsion from Paradise. We had perfection, and we lost it. Among the things we have instead: mortality, pain, hardship, loss and longing. No one, least of all artists and writers, has gotten over it. Are we still trying, in life and literature, to "get ourselves back to the garden," as Joni Mitchell puts it in her Sixties anthem *Woodstock*? Are we human beings built for perfection, or are we ennobled—even fulfilled—by our struggling to live well in the face of loss and limits? Can we—should we?—hope for redemption? Is writing itself a bid for meaning and redemption? We will read texts that interpret, interrogate, echo, spoof, lament or otherwise reckon with our famous fall from grace. Our texts will likely come from this list: Dante's *Inferno*, *Sir Gawain and the Green Knight*, Voltaire's *Candide*, Hemingway's *The Sun Also Rises*, Willa Cather's *A Lost Lady*, Kurt Vonnegut's *Slaughterhouse-Five*, Tennessee Williams' *The Night of the Iguana* and short works by Wordsworth, Yeats, James Baldwin and Sherman Alexie.

Detective Fiction (0.5 credit)

Stories featuring detectives have been popular since the detective-hero was introduced to readers over a century ago. We will make a survey of detective fiction, from the stories of Edgar Allan Poe and Arthur Conan Doyle, to the hard-boiled romanticism of Raymond Chandler's *The Big Sleep*, to the post-modern strangeness of Thomas Pynchon's *The Crying of Lot 49*. Perhaps detective stories appeal in part because detectives and readers of fiction do the same work: they discern, decode and deduce. They read the world set before them. Other writers we may read: Walt Whitman, Jorge Luis Borges, Dashiell Hammett, James M. Cain, Walter Mosley, Rex Stout and Sue Grafton. We might even go way back to Sophocles' *Oedipus Rex*, which presages aspects of the modern detective story. Students will have opportunities for independent reading and for writing detective fictions of their own.

Experiments in Writing (0.5 credit)

No matter the genre, if writing isn't a process of discovery then why venture the effort? Writing is hard work, and the reward for the sincere writer should always be surprise and delight. Using Phillip Lopate's ideas from *The Art of the Personal Essay*, we will craft a range of personal narratives before moving on to the genres of poetry and fiction. Workshop meetings and techniques will help us polish our pieces into accomplished work. In this course we will come to form a supportive community of writers! Reading for the course will include Ernest Hemingway's *On Writing*, Dean Young's *Skid* (poetry) and Tobias Wolff's *A Night to Remember*.

Imagining the Future: The Power of Politics (0.5 credit)

What is the perfect society? Is it possible to achieve such a society? What is the proper role of government in it? Will dominant governments or corporations crush individual freedom? Will we become slaves to technology? What will the future look like? In this course, students will examine their ideas about the way society should be constructed and their place in it through the political literature of utopias and dystopias. Exploring topics from individualism to government intrusion to population control to book banning, students will reflect on their own beliefs and behaviors and self-reflect on their own views. Additionally, students will use a variety of rhetorical strategies to develop their analytical writing and critical thinking skills.

Participation in class discussion and extensive journaling will be expected. Readings may include the following: *1984* and *Animal Farm* by George Orwell, *Fahrenheit 451* by Ray Bradbury, *Brave New World* by Aldous Huxley, and *The Circle* by Dave Eggers.

Many Voices, Many Visions (0.5 credit)

In order to be good friends, good students and good citizens, we must pay attention to a multiplicity of voices and visions. How can we thoughtfully attend to so many stimuli? How can we each add our own voice and vision to the conversation in a meaningful way? In this course, we'll bring conscious thought to how we process and synthesize the information we receive. We'll practice the close reading of a wide variety of texts, from contemporary advertising to classical essays. We'll evaluate news sources and write editorials and reviews. We'll look at social media and experiment with blogging and podcasting. Because it's an election year, we'll analyze the most current forms of campaign rhetoric as well as review effective political speeches from history and literature. And to master the art of communication, we'll study rhetoric itself. We'll engage in a cooperative study of negotiation strategies and end the semester by writing a *New Yorker*-style profile of a member of the Denver community. By cultivating our curiosity and our understanding of the elements of civil discourse, we'll gain a greater appreciation of the power of language to influence thinking and action.

The Odd Couple: Austen & Hemingway (0.5 credit)

You couldn't ask for two more distinct voices than Jane Austen and Ernest Hemingway, and both have devoted—even cult-like—followings today. Why? Jane Austen died nearly 200 years ago, yet she has never been more popular. She is renowned for her humor, her incisive observation and her memorable characters. In stark contrast to Austen, Hemingway has become synonymous with sparse prose and courageous, confident heroes who do not let fear get in their way. The Hemingway Hero is a macho, yet flawed, man. The Austen Heroine is a sharp-eyed, often sharp-tongued, young lady who faces social problems. And she, too, is flawed. What happens when an Austen Heroine meets a Hemingway Hero? That's what we will find out in this course.

Reading Shakespeare (0.5 credit)

Shakespeare is widely considered to be the greatest playwright, the greatest poet of the English language. How many other writers born 452 years ago (this April) still have yearly summer festivals of their work held by popular demand? This course will look at his work as poetry on the page as much as lines of drama to be performed. We will read and study, watch and act, recite and write—all to understand, enjoy and revel in the language and stories of this grand master. We will read plays and sonnets, focusing on *A Midsummer Night's Dream*, *Othello* and *Twelfth Night*. It's a feast of language and drama not to be missed!

Shakespeare: Page to Stage (0.5 credit)

In this course we will concentrate on Shakespeare as a writer for the stage. We will study two plays in depth, applying techniques appropriate to performance: character studies, character histories and scene analysis. We will be up and moving in the classroom every day, taking roles, reading and interpreting. We will watch performances not only as a supplement to our understanding of the text, but critically, with an eye to understanding actors' and directors' choices. Students will be expected to memorize speeches and scenes and to act them for their classmates. Please be aware that students who sign up for this class will not be excused from reciting before an audience (though a small and nonjudgmental one of people in the same boat).

Word Play (0.5 credit)

Are you interested in the craft of crafting crafty compositions? Language can be playful and still pack a powerful punch—that is, if you know how to use it correctly. Proper writing and communication skills are desired (even demanded) in college and in the real world across all fields. The course begins with the parts of a sentence and progresses through verbals, clauses, sentence types, punctuation and usage. In a workshop setting, you will demonstrate your knowledge of the rules and patterns by writing and revising descriptive, narrative, expository and persuasive essays that employ different points of view and scholarly analysis. Are you ready to play?

Writing Fiction Workshop: The Short Story (0.5 credit)

This class will give students interested in creative writing a chance to practice the craft of writing and consider what the writing lifestyle consists of. We will examine the elements of fiction, including brainstorming, story form, plot, structure, characterization, setting and time, point of view, theme and revision. We will use selected short stories as models and inspiration. Although this class involves quite a bit of reading, we will primarily be focused on using the technique of workshopping to examine the writing of class participants. We will work together to help the members of the class create writing that is self-contained, lyrical and that most precisely conveys the writer's vision.

SPRING SEMINARS

Author Meets Auteur (0.5 credit)

Popular knowledge says the book is always better than the movie. So why do studios and moviegoers continue to clamor for movie adaptations of books? Students in this course will explore the intersections between words and images and consider the joys and challenges of transforming books into films. We will examine faithful recreations, re-imaginings, and peer-generated adaptations. Possible texts include *Pride and Prejudice*, *A Midsummer Night's Dream*, excerpts from *The Wizard of Oz*, *A Streetcar Named Desire*, *Pygmalion* and *Wuthering Heights*.

Based on Actual Events: Legit Lit. (0.5 credit)

To call something *legit* is a form of praise, but what do we mean, quite, when we say it? And how do we know when something is legit? In this course we will examine the legitimacy, the authenticity of voice across multiple genres. We will ask ourselves how necessary is the truth, and even how possible, in forms ranging from poetry to personal narrative to fiction. We will spend time writing creatively as well as analytically, attempting to understand legitimacy through recreation as well as reflection. Readings will include *In Cold Blood*, by Truman Capote; *Double Shadow*, poems by Carl Phillips; *Beloved*, by Toni Morrison; excerpts from Ernest Hemingway; short stories by Flannery O'Connor and Gabriel Garcia Marquez.

1925 (0.5 credit)

F. Scott Fitzgerald's novel *The Great Gatsby* is part of the tenth-grade curriculum for all Kent students. It was first published in 1925. Taking *The Great Gatsby* as a reference point, this course explores works from that remarkable year, which saw revolutionary changes in society and the arts in the wake of the trauma of the First World War. We will read selections from the anthology *The New Negro*, which was published in 1925 and is widely regarded as the dawn of the Harlem Renaissance. We will also read Virginia Woolf's seminal modern novel, *Mrs. Dalloway*, and Stefan Zweig's (the writer credited by Wes Anderson as inspiring *The Grand Budapest Hotel*) novel, *The Post-Office Girl*, which was written in 1925 but published posthumously. Among the great poetry of that year was T.S. Eliot's *The Hollow Men*, and Gershwin's *Rhapsody in Blue* was only a year old, ushering in the jazz age for mass audiences. We will also view and discuss two movies made in 1925 that profoundly influenced the future of film: Charlie Chaplin's *The Gold Rush* and Sergei Eisenstein's *The Battleship Potemkin*.

The Memoir (0.5 credit)

This course will focus on the power of writing in the lives of *ordinary* people. The memoir is an art form in which authors try to make sense of themselves, who they once were and what values shaped them. Memoirs are for remembrance. Students will write chapters of their own memoirs and will read and analyze various memoirs and essays. Readings may include *The Glass Castle* by Jeannette Walls, *The Other Wes Moore* by Wes Moore, along with several essays, poems and pieces of other memoirs.

Nature vs. Nurture: Literary Adventures into the Wild (0.5 credit)

In this course, we will immerse ourselves in the natural world as it is imagined and recreated by language and stories. We will examine the conflict between nature and nurture, the meditative and restorative power of nature, and how the natural world shapes us as humans. Readings will include the following: *Into the Wild* by Jon Krakauer, *Call of the Wild* and *To Build a Fire* by Jack London, short stories by Pam Houston and selections by Ralph Waldo Emerson, Henry David Thoreau, Annie Proulx and Mary Oliver.

Origins of English (0.5 credit)

Did you know that *scop* (pronounced *shop*) was the Old English word for a storyteller, a bard, a minstrel? Do you know how the words *war* and *guerre* or *guard* and *warden* are related? Do you know why everyday words are often so different than the vocabulary you study in books? Do you know the difference between Old English, Middle English, Early Modern English and Modern English? You will. In this seminar, we will take a fascinating trip through the history and development of the English language and its literature. Don't be intimidated! You'll learn of changes over time, such as how *thou and ye* used to parallel the use of *tu et vous* in French and *tu y usted/ustedes/vosotros* in Spanish. Our survey will comprise a study of the lands and peoples of England, the mixing of language forms and structures and the growth and changes in the literary tradition. Our reading will include *Beowulf*, parts of *The Canterbury Tales* and Shakespeare's *Henry V*. We will end with a work in Modern English, perhaps *Dr. Jekyll and Mr. Hyde*, *A Month in the Country* or *Life of Pi*. Don't graduate knowing more about French, Spanish or Mandarin than you know about English!

Rhyme and Its Reasons (0.5 credit)

Poetry is a magical art that transforms ordinary language into song, into incantation, into revelation. No wonder many find it difficult to read! But a reader's patient study is always rewarded. Perhaps a poem will *turn silences and nights into words*, will *make the whirling world stand still*, will *change the shape of the universe*, will explain *what it means to be on earth at this moment*. A poem reaches us through the eye when we understand its imagery, through the ear when we understand its patterns of sound, and through the heart when we recognize the experience of the poem as our own. We'll explore the elements of poetry in order to become more insightful, intuitive readers. Readings will include an international selection of both traditional and contemporary poetry. Students will respond to the work through discussion, journal and essay writing, a bit of creative writing, and the making of an anthology that is guided by each student's interest. Text: Frances Mayes's *The Discovery of Poetry*.

Stories of School (0.5 credit)

What is the purpose of education? And how do we achieve such aims? In this course, students will begin to hone their personal beliefs about the role of education and the role of teachers and learners in society through fiction and nonfiction literature, current articles, and film. Using a variety of modes of writing, including persuasive, narrative and analytical, students will reflect on their own education and the various influences shaping it. Participation in class discussion and writing about personal and community educational experiences will be hallmarks of the course. Readings may include the following: *Teacher Man* by Frank McCourt, *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life* by William Deresiewicz, *Experience and Education* by John Dewey, *How Children Succeed* by Paul Tough, *Doing School* by Denise Pope, *Prep* by Curtis Sittenfield, excerpts from W.E.B. DuBois and Ralph Waldo Emerson and other educational articles.

The Writing Life (0.5 credit)

On some level, all writing is *about* writing. It is bound to be because it *is* writing. But some writers of fiction bring questions about writing to the fore. Their protagonists are writers, or they take writing as their subject, or they can't help expressing—directly or indirectly—their feelings about writing. We will read works that seem acutely aware of the problems, pleasures, perils and possibilities in writing, in doing that banal and awesome thing: putting words on a page. Texts will likely include Ian McEwan's *Atonement*, Valeria Luiselli's *The Story of My Teeth*, Brian Friel's *Translations*, Kurt Vonnegut's *Slaughterhouse-Five*, Melville's *Bartleby the Scrivener* and poems and short stories by various authors.

History and Social Science

Chair: Ginna Halverson

GRADE 9

Global History of the Modern World (1 credit- required)

The Global History course introduces all ninth-graders to the study of historical processes interconnecting nations, regions and civilizations across space and time. Students will engage with six key frameworks: human potential, human movement, power, innovation, conflict and humans and the environment. These frameworks will shape our study of foundational events, issues and perspectives during the early-modern to modern periods of world history while also connecting to current events. This course emphasizes critical thinking, analytical writing and effective public speaking. Student-centered lessons and activities are designed to foster collaboration, stimulate creativity and encourage intellectual risk-taking. Skill development culminates in an extensive research project that compels students to direct their own learning and demonstrate responsible historical inquiry. Most importantly, the classroom dynamic nurtures the development of students' nuanced and flexible understanding of the world in which we live.

GRADE 11 OR 12 (1 credit-either AP U.S. History or U.S. History required)

AP U. S. History (1 credit)

This course is offered to students who have keen interest and strong ability in the reading and writing of history. Eligibility is determined by application to the History department in February. Students analyze and interpret social, economic, political and cultural events in American history. Teachers emphasize students' ability to understand multiple interpretations of primary and secondary documents throughout the year. A major research project assigned in the second semester offers students a formal opportunity to pursue their own course of study while demonstrating mastery of the skills necessary to conduct independent historical research, interpret historiography and produce a written historical argument. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam.

U. S. History (1 credit)

This course offers students a challenging analytical examination of the role of political, social and economic factors in United States history from the pre-Colonial period to the present. Instruction emphasizes in-depth research using primary and secondary sources, a variety of oral and written assignments, and opportunities for more open discussion. Students are encouraged to develop their ability to interpret sources and to form an individual understanding while tests and analytical essays ensure the development of a fundamental appreciation of issues in American history. A major research project assigned in the second semester offers students a formal opportunity to pursue their own course of study while demonstrating mastery of the skills necessary to conduct independent historical research and produce a written historical argument.

ELECTIVES (1 credit required)

Yearlong Electives

Revolution and Conflict in the Modern World (1 credit, Grade 10 only)

This History elective for sophomores will examine how societies survive and evolve in the face of political, economic, ethnic, religious and cultural conflict. The course will be structured around a series of intensive case studies in the non-Western world. Areas of study will include the following: Vietnam, Rwanda and the Congo Wars, and the Middle East. We will also spend time considering the role of the United States in current regional conflicts. A number of ethics units will be woven into the course of study. Students will read a variety of primary and secondary sources and examine literature, autobiographies and films that pertain to

each unit. The course will also focus on developing and strengthening critical reading and thinking skills and on the improvement of analytical writing.

Global Politics in the 21st Century (1 credit, Grades 10-12)

This course offers students the opportunity to analyze and create foreign policy to address issues currently under deliberation by states and major international organizations, providing them with insight into the real-world practice of international relations. Students will study the history, structure and function of the international system, including sovereign states, disputed territories, the United Nations, international law and banking systems, and international aid and human rights organizations. Students will learn how to apply political theory to foreign policy by evaluating the actions of states using realism, liberalism and constructivism as theoretical models. Students will take on roles as diplomats, research current international issues and work with others to draft resolutions offering collaborative solutions. This course will also provide support to students interested in participating in local, national and international Model United Nations conferences as well as serve students seeking to broaden their understanding of global politics.

AP European History (1 credit, Grades 11-12)

This survey course examines the political, economic, social, religious and intellectual aspects of European civilization from the Renaissance to the present. Models of government, industrialization, revolution and the evolution of the modern world will be considered through extensive secondary and primary source readings, seminar discussions and workshops. Critical essay writing and the analysis of documents will be stressed in preparation for the advanced placement exam in May. Eligibility is determined by application to the History department. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam.

AP Economics (1 credit, Grades 11-12)

The goals of AP Economics at Kent Denver are to enable students to master the fundamentals of economics and prepare students to take the AP Microeconomics and AP Macroeconomics exams in May. This class covers the following broad economic concepts: the production possibilities frontier, comparative advantage, supply and demand, measurements of economic performance, national income and price determination, the financial sector, inflation, unemployment, stabilization policies, business cycles, economic growth and productivity, and international trade and finance. We will combine exposure to classical economic concepts via a core economic text, as well as discussions of current domestic and international economic events and developments via sources such as *The Wall Street Journal*, *The Economist* and *The New York Times*. The course also features micro-market simulations—including the exciting Breakfast Wars—to allow students the opportunity to merge economic theory with business skills. This course is open to juniors and seniors, with preference given to highly qualified senior applicants. Eligibility is determined by application to the History department and in collaboration with the mathematics department. Per Kent Denver School policy, students are required to take the corresponding AP exams in the spring. There is an additional fee for the exam.

AP Art History (1 credit)

If you've ever wondered why a building looks the way it does, what motivates artists to create, or how those in power use various images and objects to control others, this class is for you. The newly-revised AP Art History curriculum surveys the history of world art from cave paintings to the present. Daily discussions will focus on developing students' awareness of how religion, politics, technology and social development all combine to produce changes in works of art, architecture and decorative objects. Learn why similar ways of image making simultaneously emerge on opposite sides of the world. See how various forms of belief create very different looking places of worship. Learn how kings and dictators borrow traditions and ideas from past cultures as a means to remain in power. Biweekly chapter exams are designed to prepare students for the AP Exam in May. This course cannot be used to satisfy the Fine and Performing Arts graduation requirement. Eligibility is determined by application to the history department. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam.

Advanced Debate (1 credit, Grades 10-12)

The yearlong Advanced Debate course will have a curriculum that will require research, writing and analytical thinking as well as practice in public speaking. The course will also require students to attend a

minimum of six tournaments throughout the school year. Students will work together in groups and evaluate as well as instruct each other on how to be more effective analytical thinkers and communicators. Students may take this class multiple years, either in a row or non-consecutively. This course is worth 1 credit; only a student's first year in Advanced Debate counts toward the three History classes required for graduation.

Prerequisite: Students must compete at a minimum of three speech tournaments and attend weekly speech practices the prior year. Permission of the Director of Speech and Debate required.

Semester Electives

Business Economics and Ethics (0.5 credit, Grades 11-12; fall and spring semesters)

Business Economics and Ethics covers the essential financial, economic, ethical and business factors that will help students to thrive both in college and as they start their careers. The philosophical and theoretical foundations of economics are blended with the fast-paced realities of business in a lively and engaging way that includes simulations, game theory, behavioral economics, videos, case studies and guest speakers. Personal finance topics include savvy short- and long-term decision-making, basic financial self-defense, FICO credit scores and lifestyle considerations of "being on your own." The language and guiding principles of business, ethics and leadership are covered in a very practical manner that is essential for personal success but rarely appears in textbooks. Students are invited to explore and analyze their strengths and personal growth opportunities as they reflect on the daily tasks and demands of different careers.

Power and America Today: What's Dividing The Nation? (0.5 credit, Grades 10-12; fall semester)

American society is filled both with freedoms and barriers to opportunity that at times seem to conflict. Is it possible that America's greatest strengths also present some of its greatest weaknesses in the 21st century? This course will look at the social and historical roots of these oppositions, using current events as a lens to measure their impact our everyday life today. We'll consider an America that is seemingly opening its arms in one place and closing them in another, expanding its economy while promoting dramatic economic divisions between Wall Street and Main Street, graduating more women than men from universities, stumbling politically due to partisan gridlock and suffering from deepening racial tensions and divergent beliefs on policing policies. The intersection of opportunity, prejudice, identity and power in America is the main focus if this one-semester course.

Business of the Entertainment Industry (0.5 credit, Grades 10-12; fall semester)

The entertainment industry is a multi-billion dollar business that showcases the work, services, talent and creativity of a cross-section of the international workforce. To better understand the inner workings of business, we discuss the industries of music, movies, television, radio, Internet, video games, theater, art and merchandising as a template to further our awareness and knowledge of entrepreneurship. Real-world analysis of current issues will be a focus of the course as well, including both landmark and recent copyright infringement lawsuits, marketing campaigns and trademark litigation. The course culminates with the creation of a business plan and presentation to the class and possible investors. Guest speakers will include industry professionals, such as Grammy Award-winning musicians, advertising executives, TV news anchors, artist management for internationally-known acts and CEOs of local/national media conglomerates, among others.

Technology, Ethics, and Society (0.5 credit, Grades 10-12; fall semester)

This course engages social ethics and how technology has brought new and uncharted territory to that field. It explores how technology has shrunk the world by providing an increased access to information. Topics covered include Internet privacy, digital property, crime and security, artificial intelligence and virtual reality. Students learn how to examine and defend a position through the writing of position papers and policy problem statements. Students also learn how to develop technology recommendations in light of the mission of an institution and how to present those recommendations in written and oral form to a board, CEO or other decision maker. Finally, students examine their own use of technology and the presuppositions they bring to the table regarding them as they learn general computational thinking skills using the Scratch environment.

Wisdom of Ancient Traditions (0.5 credit, Grades 10-12; spring semester)

Have you ever met a Buddhist monk with the ability to control his reincarnation, or Jewish rabbis and Islamic imams who've developed deep friendships? This class will look at the wisdom that has given such people the

will to do these things, and it will give us the opportunity to meet and talk with some of them in person about the ancient and modern wisdom they possess. This class is great for devout believers and skeptics alike. By reading about these traditions, talking with deep thinkers and visiting sacred places, each person will take their own journey toward understanding and experiencing various facets of ancient, global wisdom regardless of personal faith. Primary focus will go to Buddhism, Daoism, Hinduism, Judaism, Christianity and Islam.

Music, Culture, and Society (0.5 credit; Grades 10-12; spring semester)

This course will focus on the history of the United States in the 20th century and how culture, art and music affected politics, economics, crime, and military conflicts of the time and vice versa. Discussions will include the Cuban Missile Crisis, the Vietnam Conflict, World War II, the LGBT movement, Prohibition, the Great Depression, the Civil Rights Movement, the Great Migration, the Harlem Renaissance, the counterculture movement of the 1960s and other areas of interest as chosen by the class.

History and culture do not exist in a vacuum; class discussions will explore the connective tissue between these historic events and the cultural environment that surrounded them. For example, what would have happened if gospel great Mahalia Jackson hadn't urged Dr. King to "tell them about the dream, Martin?" What effect did the era of Prohibition have on the music and art of that time? How have the music, art and food of the Caribbean and Central America influenced large demographic swaths of the United States? These are only some of the questions we'll examine.

Guest speakers will include local, nationally- and internationally-known artists, authors, chefs and musicians to help provide us with a remarkable inside look at the history and the radical changes brought about by the social interplay between our history and culture.

Mathematics

Interim Chair: John Kuntz

Algebra I (1 credit)

This first-year algebra course emphasizes the fundamental skills necessary for students to develop confidence in using variables and solving equations. It includes the concepts and applications of linear and quadratic equations, inequalities, polynomials, exponential functions, word problems and the language and patterns of reasoning used in all branches of mathematics.

Geometry (1 credit)

Topics in this course include inductive and deductive reasoning, congruence and similarity, properties of polygons, right triangle trigonometry, geometric probability, surface area and volumes of solids, and properties of circles. Formal proofs will be introduced early and will be utilized throughout the year, but they are not a main focus of the course.

Geometry Honors (1 credit)

This course covers the same topics as Geometry, but in greater depth and with more abstraction. Formal proofs are heavily emphasized, and students will solve problems with greater levels of complexity. Departmental approval required.

Algebra II S (1 credit)

This course will essentially cover the same topics as Algebra II, but will allow students more time for review, reflection and practice. The course is designed for students who have taken Algebra I and Geometry but need more opportunity to hone their algebra skills.

Algebra II (1 credit)

This second-year algebra course is a continuation of algebraic concepts; it reinforces and builds upon the skills and problem-solving techniques learned in Algebra I. Its emphasis is on the relationship between functions and their graphs. Topics include linear systems; exponential, logarithmic and quadratic equations; polynomial functions; conic sections; and sequences and series.

Algebra II Honors (1 credit)

This course will cover the same topics as Algebra II, but does so with a greater level of abstraction and a greater complexity of problems. Conducted at a more rapid pace than Algebra II, this course is designed for students with the desire to engage in higher-level thinking who demonstrate persistence and confidence in their mathematical abilities. Departmental approval required.

Functions, Statistics, and Trigonometry (1 credit)

This yearlong course is for students who have completed some level of Algebra II; it will prepare students for Pre-Calculus, AP Statistics or a college level mathematics course. The course will revisit and expand upon Algebra II topics such as exponential and logarithmic functions, transformations of graphs and sequences and series. Additionally, students will study data collection and analysis, probability, descriptive statistics with many practical applications, and trigonometric functions and graphs.

Pre-Calculus (1 credit)

The first semester of this course will revisit and extend upon concepts from Algebra II. Topics include solving advanced equations; polynomial, exponential and logarithmic functions; and analytical geometry problems with graphing techniques. The second semester of the course will focus on trigonometry. Topics will include trigonometric functions, equations, applications, identities and graphs.

Pre-Calculus Honors (1 credit)

The first part of this course will cover trigonometry topics including trigonometric functions, equations, applications, identities and graphs. Then, after a short review of important algebraic concepts, students will

delve into calculus topics including limits, differentiation and applications of differentiation. Departmental approval required.

Calculus (1 credit)

Topics in this differential and integral calculus course include: review of pre-calculus topics, limits, continuity, related rates, derivatives, slope fields, optimization, business applications in calculus, Newton's Method, differentials, Riemann sums, definite integrals, integration, exponential and logarithmic functions—differentiation and integration, differential equations (growth and decay), area between curves and volume—and solids of revolution (disk and shell method).

AP Calculus AB (1 credit)

This differential and integral calculus course follows the AP Calculus AB syllabus designed by the College Board AP Program. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Departmental approval required.

AP Calculus BC

This course is designed for students who have successfully completed the AP Calculus A content through the Honors Pre-Calculus curriculum. Subject matter includes review of the AP Calculus A curriculum then moves into the syllabus from the AP Calculus BC designed by the College Board AP Program. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Departmental approval required.

AP Statistics (1 credit)

This non-calculus-based course will follow the AP Statistics syllabus designed by the College Board AP Program. It includes exploring and measuring data, observing patterns, using probability and simulation, producing and confirming models. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Departmental approval required.

Advanced Course options: These may include Honors Multivariable Calculus, Number Theory and Linear Algebra

Prerequisite: AP Calculus BC (Exam grade of 5) and departmental approval. For students who have successfully completed AP Calculus BC, options for further extension in mathematical courses exist contingent upon offerings through Kent Denver's membership in Global Online Academy, through availability at local colleges and/or through the possibility of independent study with Kent Denver faculty. Students interested in this option should consult with their class dean and the Chair of the Mathematics Department.

Note: Any math course taken out of sequence or concurrent with another math course must have the approval of the chair and division head.

Science

Chair: Jeff Caulfield

Molecular and Cellular Biology (1 credit, Grade 9)

This course explores the fundamental principles of biological systems from the microscopic to the macroscopic. From the molecular details of photosynthesis, cellular respiration and genetics to the large-scale processes of evolution and ecology, this course exposes students to foundational material at all levels of biological organization through lecture, collaborative learning and laboratory activities. Students will explore the capture and conversion of energy, how organisms utilize this biological currency in a dizzying array of strategies to survive and reproduce, and how time and space shape the whole of the biological community. Once equipped with this foundational understanding of seminal biological processes, students will explore how perturbations at all levels of biological organization—from mutation to the introduction of invasive species—result in notable consequences that impact the world in which we live. Through relevant, hands-on experimental investigation, this course reinforces foundational elements of biology and provides students with a firsthand appreciation for these processes in action. Pragmatic skills in numeracy, data analysis and presentation, and scientific writing are also emphasized throughout this course.

Newtonian Physics (1 credit, Grade 10)

From the whirling turbine in an energy-generating power plant, to a roller coaster at Six Flags, to the static tensions on the Golden Gate Bridge, physics is everywhere. With that notion firmly in mind, this laboratory-based course uses real-world examples, laboratory investigations and design-and-build projects to illustrate the physics concepts at work in the world around us. Specific attention will be devoted to classical mechanics, including forces and kinematics. Energy, waves, optics and circuits will also be explored through a multitude of learning modalities including lecture, demonstration, projects and labs. While mathematical analysis and modeling is an integral component of this class, Newtonian Physics does not require the same degree of mathematical confidence and acumen that is expected in Physics. While this laboratory-based class provides a comprehensive introduction to fundamental topics in physics, it does not serve as a qualifying pre-requisite for AP Physics C: Mechanics. Co-requisite: Geometry or higher.

Physics (1 credit, Grade 10)

This laboratory course explores mechanics including the nature of motion, forces, gravity, momentum, work, energy; wave phenomena including sound and electromagnetic waves; optics using mirrors and lenses; and electricity including static charges and simple circuits. Students have the opportunity to refresh and develop their mathematical skills by applying methods they have learned in Algebra I to the solution of interesting, real-world physical problems. The course also incorporates several engineering challenge projects that will be analyzed and assessed using the concepts mastered in class. The class extends mathematical concepts with the introduction of vectors and basic trigonometry. Students use graphing calculators, Excel software and Vernier computer-based probeware and software for laboratories, problem solving and demonstrations. This course provides students with all the requisite knowledge for AP Physics C: Mechanics. Co-requisite: Geometry or higher.

Physics Honors (1 credit, Grade 10)

In addition to those concepts addressed in Physics (see above), this laboratory course explores additional concepts involving two dimensional vector addition and utilizes increased algebraic complexity. Students in Physics Honors will be expected to demonstrate greater academic independence, be more fluent in the language of mathematics, and have high, internally motivated goals for the study of physics. Students use graphing calculators, Excel software and Vernier computer-based probeware and software for laboratories, problem solving and demonstrations. This course provides students with all the requisite knowledge for AP Physics C: Mechanics. Co-requisite: Algebra II or higher and departmental approval.

Chemistry (1 credit, Grade 11)

Everything around you—all the people and all the material things that fill the world—involves chemistry in one-way or another! The air you breathe, the clothes you wear, the medicines you take—all involve chemicals and chemistry. In all, Chemistry studies the composition of matter and the changes that matter undergoes. In

this context, it is clear to see why chemistry is central to modern science and to almost all human endeavors. Principal topics of this laboratory course include atomic structure, chemical bonding, chemical quantification, chemical reactions, thermochemistry, chemical periodicity, as well as acid and base interactions. In the extensive laboratory work of the course, close attention is given to both quantitative and qualitative data collection and analyses. Social issues such as environmental chemistry are interwoven throughout the course as well.

Chemistry Honors (1 credit, Grade 11)

In addition to those concepts addressed in Chemistry (see above), honors designation for this laboratory course is offered to excellent and committed students who wish to engage in a more detailed and challenging pursuit of course concepts. At the discretion of the instructor, Honors students may have to complete a research or laboratory project to be jointly determined by the instructor and student. This course provides students with all the requisite knowledge for AP Chemistry.

SCIENCE ELECTIVES

Anatomy & Physiology (0.5 credit, fall and spring semesters, Grades 11-12)

The human body is an amazing machine that works in perfect harmony, most of the time. This class will explore the organization of the human body and how its diverse systems function to sustain life. Select organ systems will be studied to understand their structure, location in the body and function. Furthermore, the course will explore how disease states and environmental factors, including exercise, affect their function. Students should anticipate dissection opportunities!

AP Biology (1 credit, Grades 11-12)

AP Biology is an introductory, college-level biology course designed to review and extend concepts typically addressed in a first-year college biology course. Students cultivate their understanding of biology through study, research and active investigations as they explore the following topics: evolution, the cellular processes of energy use and communication, genetics, information transfer, ecology and organismic interactions. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Prerequisite: one full year of Biology.

AP Chemistry (1 credit, Grade 12)

AP Chemistry moves from the wealth of chemical concepts and processes presented during the first year of Chemistry to an advanced understanding of this scientific discipline. Specifically, this course investigates the multifarious aspects of stoichiometry, thermochemistry, atomic periodicity, thermodynamics, chemical kinetics and equilibria, acid/base relationships and electrochemistry. A strong emphasis will be placed on developing the informational and laboratory skills necessary to be successful on the mandatory, year-end AP Chemistry exam. Advanced Placement level work necessitates a fusion between highly-motivated students and dedicated teachers. As such, the course facilitates a collaborative spirit and self-supporting learning environment; provides advanced lectures, laboratory investigations and demonstrations; emphasizes student presentations of problem solutions; and structures assessments to prepare students for the AP Chemistry exam. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Prerequisite: Chemistry or Chemistry Honors and departmental approval.

AP Physics C: Electricity and Magnetism (0.5 credit, spring semester, Grade 12)

Electricity and Magnetism is divided into eight units covered between mid-January and the administration of the AP Exam. Concepts and problem-solving techniques are introduced through a combination of lectures, demonstrations, lab experiments, question-answer sessions, assignments from Mastering Physics and tutorials. Calculus is used throughout and where appropriate. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Previous or concurrent enrollment in Calculus and AP Physics C: Mechanics is required.

AP Physics C: Mechanics (1 credit, Grades 11-12)

The second-year physics course significantly extends concepts and principles developed in Physics or Physics Honors. The course is intended for juniors and seniors who wish to pursue physics, engineering or other physical science programs in college. As such, students can expect to be fully prepared to take and succeed on the mandatory Advanced Placement “C” Mechanics exam. Students will also find the course an ideal companion to Pre-Calculus or Calculus because it affords them an opportunity to apply differentiation and integration to the solution of physical problems at a level of complexity that could not be approached by algebraic techniques alone. This course covers mechanics, including both linear and rotational kinematics, dynamics, momentum and energy. A graphing calculator is used on homework, all assessments and the AP exam. Half the labs use lab equipment and Vernier probes and software, while the other half use physics computer simulation software to conduct experiments. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Prerequisite: Physics or Physics Honors. Co-requisite: Pre-Calculus or higher and departmental approval.

AP Psychology (1 credit, Grades 11-12)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Topics explored include: biopsychology, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, and developmental, abnormal and social psychology. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam.

Engineering: Design & Build (0.5 credit, fall and spring semesters, Grades 11-12)

Have you ever wondered how a mechanical device works? Do you have a desire to build something of your own design with your own hands then have a project competition with your classmates? At a time when you can't even open your cell phone to change a battery, do you have a desire to see how something actually works? If so, then this course might be for you. This is a project-based course that will study some basic concepts of civil, mechanical, electrical and aerospace engineering. We will design, build, test, modify and compete with one another in a variety of different projects. Where applicable, we will use computer aided design software to help with our projects. Possible projects may include: radios, woodworking projects, trebuchets, mousetrap cars and gliders.

Forensics (0.5 credit, fall semester, Grades 11-12)

While the popular TV-show CSI has glamorized forensics, it is exceptionally serious work. Just ask anyone at the Colorado Bureau of Investigation. Drawing on multiple scientific disciplines (genetics, entomology, chemistry, microscopy and physics, to name a few), this laboratory-intensive discipline seeks to draw connections, justify conclusions and yield conclusive answers to questions where the outcome can literally mean life or death. In this class, you will explore and utilize the techniques available to identify individuals, analyze assorted biological samples and generate the data necessary to solve a host of mysteries, not all of which are crime-based. Ideal candidates for the course are inquisitive, organized, engaged and meticulously attentive to detail. Just like in a real forensics lab, there is no room for sloppy procedures, assumptions and half-hearted dedication to figuring out just who dunnit. Are you in?

Infectious Disease and Epidemiology (0.5 credit, fall semester, Grades 11-12)

Infectious diseases remain a leading cause of morbidity and mortality worldwide, with HIV, tuberculosis and malaria estimated to cause 10% of all deaths each year. New pathogens continue to emerge in animal and human populations, as demonstrated by the emergence of SARS in 2003, swine flu in 2009 and the Zika virus in 2016. Additionally, other viruses re-emerge occasionally to create epidemics in infected regions (i.e. Ebola in 2014). In this course, students will be able to identify the basic characteristics and properties of bacteria, viruses, fungi and parasites including their structures, chemical composition, metabolism and replication; and demonstrate knowledge of: the diseases they cause in humans, the mechanisms by which they cause disease and any differences in manifestation based on age, gender or ethnicity.

Marine Science (0.5 credit, spring semester, Grades 11-12)

As a survey course, Marine Science will focus on, primarily, the diversity of life in the world's ocean as well as the diversity of marine ecosystems. In addition, we will gain an understanding of the physical, chemical and geological processes that affect the major features of the ocean. Such topics include plate tectonics, ocean circulation, tidal cycles and shoreline processes. In addition, various aspects of applied ecology, which may include commercial fisheries, mariculture, marine pollution and human impact will be discussed.

Molecular Gastronomy (0.5 credit, spring semester, Grades 11-12)

This seminar is designed to be an experimental, hands-on approach to applied chemistry, as seen in cooking. Cooking may be the oldest and most widespread application of chemistry—and recipes may be the oldest practical result of chemical research. We will perform cooking experiments to illustrate chemical principles including diffusion, spherification, denaturation and phase changes. We will examine chemical principles and also explore biochemical, biological and microbiological processes of certain foods.

Visual and Performing Arts

Chair: Sarah Mitchell

PERFORMING ARTS: MUSIC

AP Music Theory (1 credit, Grades 10-12; offered every other year)

The ultimate goal of AP Music Theory is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score or on a recording. This course will cover a full-year, introductory, college-level course emphasizing aural and visual understanding of musical structure and compositional procedures, part writing, composition/arranging, melodic and harmonic dictation and sight-singing. In addition, computer programs such as Finale, Auralia and ProTools will be key components to the class. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. *This class will not count toward the two-credit requirement in Visual and Performing Arts.* Prerequisite: Enrollment in a Kent Denver music ensemble for two years or permission of the instructor. Must be able to sing or play an instrument.

Business of the Entertainment Industry (0.5 credit, Grades 10-12)

The entertainment industry is a multi-billion dollar business that showcases the work, services, talent and creativity of a cross-section of the international workforce. To better understand the inner workings of business, we will discuss the music, movies, television, radio, Internet, video games, theater, art and merchandising industries as a template to further our awareness and knowledge of entrepreneurship. Real-world analysis of current issues will be a focus of the course as well—including both landmark and recent copyright infringement lawsuits, marketing campaigns and trademark litigation. The course culminates with the creation of a business plan and presentation to the class and possible investors. Guest speakers will include industry professionals such as Grammy Award-winning musicians, advertising executives, TV news anchors, artist management for internationally known acts and CEOs of local/national media conglomerates, among others.

Concert Choir (1 credit, Grades 9-12)

This yearlong course is designed for students who would like to participate in a vocal ensemble. The repertoire is chosen from a wide variety of styles of choral music, including classical, traditional, Broadway, jazz and pop music. The chorus performs at least two evening concerts per year. Assemblies and off-campus performances will be at the discretion of the instructor. No audition is required.

Guitar, Level I (1 credit, Grades 9-12)

This is a fully integrated ensemble performance class. Music styles covered include traditional and modern acoustic blues, folk, pop, among others. Ensembles emerge from the class to accommodate varying playing abilities in class, as well as vocals from each class and the student body. Students perform several times during the school year. Students learn basic chording, strumming technique and finger style guitar. Proper playing technique is stressed to ensure continued success on the guitar. Students learn to read standardized guitar sheet music. Students wishing to repeat Guitar I & II to further develop basic skills are encouraged to do so. Students pursuing electric guitar styles should contact Mr. Holley for an audition for Jazz Combo, Jazz Ensemble, R&B or Latin Jazz.

Guitar, Levels II-III (1 credit, Grades 9-12)

Guitar students continue developing their skills to a greater level. Concepts explored include a more in-depth look at chord structures, strumming techniques, finger picking and soloing. Music styles covered include traditional and modern acoustic blues, folk and pop, among others. Ensembles emerge from the class to accommodate varying playing abilities in class, as well as vocals from each class and the student body. Students perform several times during the school year. Enrollment is with the permission of the instructor. Students new to Kent Denver should contact Mr. Reece for proper level placement.

Guitar, Level IV (1 credit, Grades 10-12)

This course introduces students to a higher level of acoustic guitar finger picking and plectrum style. Students will review the styles covered in levels I-III, and they will explore more advanced playing such as Gypsy Jazz, Flamenco Fusion, guitar tunings and other areas, depending on student interest. Permission from the instructor is required to enter this class, as completion of lower levels does not guarantee entrance into Level IV.

Jazz Combo (0.25 credit, Grades 9-12)

The Jazz Combo class is comprised of the top jazz musicians at Kent Denver to study various significant periods, styles and/or artists in jazz history. While the combo exposes students to a wide variety of artists and styles, combo members are encouraged to develop their own arranging and composing skills and to use the ensemble as a vehicle for their own creative efforts. The Jazz Combo performs four on-campus and numerous off-campus concerts during the year. Students may repeat this course each year. Admission with permission of instructor.

Jazz Ensemble (1 credit, Grades 9-12)

The Blackmer Big Band is one of the principal instrumental ensembles at Kent Denver. The focus is the study of the performance practices and history of the music of the Big Band era from Louis Armstrong to Count Basie, and from Duke Ellington to Charles Mingus. The ensemble also serves as a laboratory for new arrangements and compositions by students and faculty. The ensemble discusses theory, arranging, history and ensemble techniques in order to involve both the creative and the academic aspects of the medium. The ensemble performs four on-campus and numerous off-campus concerts during the year. Audition is required. Students may repeat this course each year. Admission with permission of instructor.

Latin Ensemble (1 credit, Grades 9-12)

The Azucartones is a Latin/salsa/reggae group that utilizes vocalists, a horn section, and rhythm section players. The focus of this ensemble is the study of the history and performance practices of popular music styles of the Caribbean, Latin America and South America. These styles include salsa, reggae, mambo, cha cha, New Orleans and rock/Latin fusion. The ensemble also serves as a laboratory for new arrangements and compositions by students and faculty. The ensemble discusses theory, arranging, history and ensemble techniques in order to involve both the creative and the academic aspects of the medium. The ensemble performs four on-campus and numerous off-campus concerts during the year. Audition is required. Students may repeat this course each year. Admission with permission of instructor.

Private Lessons (Grades 9-12, no credit)

Students may elect to sign up for weekly private lessons. Instruments offered will depend on enrollment. Sign up will occur at the beginning of the school year with lessons commencing the first week of October. Lessons can be scheduled at a variety of times, including before school, during a free period/study hall or after school. Scheduling preference is given to students currently enrolled in an ensemble. An extra lesson fee (dependent upon length and frequency) will apply.

R&B Ensemble (1 credit, Grades 9-12)

The Quincy Ave. Rhythm Band is a pop/rock/soul group that utilizes vocalists, a horn section and rhythm section players. The focus of this ensemble is the study of the history and performance practices of popular music styles including soul, funk, R&B and blues. The ensemble also serves as a laboratory for new arrangements and compositions by students and faculty. The ensemble discusses theory, arranging, history and ensemble techniques in order to involve both the creative and the academic aspects of the medium. The ensemble performs four on-campus and numerous off-campus concerts during the year. Audition is required. Students may repeat this course each year. Admission with permission of instructor.

PERFORMING ARTS: THEATER**Acting I-II (1 credit for each level, Grades 9-12)**

This two-year, conservatory-style sequence introduces and extends basic techniques in acting through

movement, physical and vocal exercises, improvisation, script analysis, scene work, monologues and short plays. Emphasis will be placed on ensemble work, communication through effective speaking and meaningful gesture, concentration on stage, and listening skills. A sampling of the methods and techniques of the masters (including Stella Adler, Antonin Artaud, Michael Chekhov, Uta Hagen, Bobby Lewis, David Mamet, Sandy Meisner, Mary Overlie, Richard Schechner, Viola Spolin, Constantine Stanislavski, Lee Strasberg and Loyd Williamson) will be practiced and explored. Note: Acting I is a prerequisite for Acting II.

Guerrilla Repertory Theater (1 credit, Grades 11-12)

This course is designed for the advanced acting student. Guerrilla Rep students will work in ensemble to collaboratively devise and stage original theatrical pieces for performance. Following the creation of a long form improvisational structure, subsequent shows may be developed through improvisation, literary adaptation and student playwriting. Ensemble members will be responsible for all creative and technical elements of production. Non-traditional narrative forms and staging will be encouraged and explored. Prerequisite: Acting I and permission of the instructor.

Technical Theater Workshop, Levels I - IV (1 credit, Grades 9-12)

This yearlong course will train students on the various technologies available in the Student Center for the Arts. The class will be broken into three sections: Scenic Workshop, in which the student will learn basic carpentry and painting skills needed to build a set; Lighting Workshop, in which the student will learn basic skills in electrical systems, lighting instruments and color theory which is necessary for illuminating sets and actors; and Design, in which students will work in groups using carpentry, paint and electronics to create art. Students will be highly encouraged, although not required, to work as a crewmember on extracurricular productions.

VISUAL ARTS

Ceramics, Level I (1 credit, Grades 9-12)

This course explores the medium of clay through wheel-throwing and hand-building techniques. The class focuses on developing students' understanding of the principles of composition in three dimensions as well as conceptual skill building. Students begin working on simple clay slabs then move to more complex constructions. Throwing on the wheel is introduced as an assignment early in the year and students may build upon those skills when solving subsequent assignments. Throughout the year, students learn about surface treatments, steps of firing clay and glaze application. Students typically work with high-fire stoneware clay but will be introduced to the traditional Japanese raku firing process.

Ceramics, Levels II - IV (0.5 credit, Grades 10-12; fall and/or spring semester)

This course allows students who have a basic understanding of clay processes to explore their work in a more personal and challenging environment. Students are exposed to a variety of techniques, artists and firing methods. Emphasis is placed on developing students' personal interest and individual strengths. As students progress to the next level, they will begin working with glaze formulations, kiln preparation and procedures, and mold-making techniques. Students are encouraged to investigate form through the elements and principles of art, and to research the work of contemporary and historical artists to enhance their concepts. Prerequisite: Successful completion of Ceramics, Level I and department permission.

Digital Art–Photoshop, Levels I - IV (0.5 credit, Grades 9-12; fall semester)

This course will focus on exploring the tools and techniques of the computer program Adobe Photoshop. Students will learn how to repair and optimize scanned images or images downloaded from the Internet. Students will also learn to use layering and blending modes to create seamless collages assembled from a variety of sources. Students will learn the tools and techniques for optimizing output in print.

Digital Art–Graphic Design, Levels I - IV (0.5 credit, Grades 9-12; spring semester)

This class will focus primarily on the use of the computer program Adobe Illustrator and the particular advantages it offers to graphic designers. Students will explore how to communicate ideas effectively to specific target audiences through the use of text and images. Possible assignments include designing

advertisements, logos, posters, packaging, T-shirts, board games and publications.

Drawing, Levels I - IV (0.5 credit, Grades 9-12; fall semester)

This course will focus on the use of line, value and texture using drawing media such as pencil, ink, and charcoal. Skills covered include contour line drawing, value studies and shading, one-, two-, and three-point perspective, life drawing, composition and the development of content and narrative. Advanced students will concentrate on developing a personal point of view and investigating specific media and techniques.

Filmmaking, Level I-IV (1 credit, Grades 9-12)

Filmmaking students will learn to write, direct, act in, film and edit their own movies using digital video cameras and the editing program Final Cut. Early projects will be silent, simple exercises designed to develop the students' abilities to plan shots and describe actions and scenarios to a viewer without confusion or disruptive cuts. Later, students will learn to use lighting, camera angles, settings, pacing and shot construction to convey a story that is not only understandable, but full of character and dramatic themes as well. Students will study both Hollywood features and independent films to gain an understanding of how filmmaking techniques affect the viewer's reading of a story. Students should expect to work on group projects outside of class two-to-three weekends each quarter. Advanced students will explore increasingly challenging assignments that will require more mastery of pacing and plot construction. They will also be asked to experiment with more outlandish shooting and editing techniques to enliven their films.

Metals, Level I (1 credit, Grades 9-12)

This course strengthens students' imaginative spirit and design capabilities by allowing them to explore the medium of metal using a variety of techniques. Emphasis is placed on understanding the foundational skills and technical aspects of the medium as well as the use of composition and content. Students explore methods of construction with sheet metal, surface textures, basic stone setting, lost wax casting, forming and forging using copper, nickel, brass and silver. Students may construct wearable objects, functional objects and small-scale sculptures. (Lab fee \$40)

Metals, Levels II - IV (0.5 credit, Grades 10-12; fall and/or spring semester)

This course allows students who have a basic knowledge of metalworking to explore more complex constructions. Students refine their basic techniques through the use of sophisticated fabrication methods. Emphasis is placed on building one's technical abilities as well as developing conceptual ideas through research and design work. Students have the opportunity to learn advanced techniques such as fold-forming, gemstone setting, raising, forging, casting, fabrication of links and hinge mechanisms, hollow form and assemblage constructions. Students are encouraged to develop a personal voice using the medium. (Lab fee \$40) Prerequisite: Successful completion of Metals, Level I and department permission.

Painting, Levels I - IV (0.5 credit, Grades 9-12; spring semester)

This course will focus on conceptual and technical skill-development using a variety of painting media including acrylic and mixed media. Specific areas to be covered include color theory and mixing, paint application, composition and development of content and narrative. Through the production of original works of art, students will gain knowledge about art history, aesthetics and criticism. Advanced students will concentrate on developing a personal point of view and investigating specific media and techniques.

Photography, Level I (1 credit, Grades 9-12)

This course provides an introduction to the technical and conceptual aspects of black-and-white, film-based photography. Emphasis is placed upon learning basic shooting, processing and darkroom skills. Students will develop their conceptual skills using the camera as a means to achieve creative and expressive works of art. This includes the discussion and application of elements of composition, point of view, narrative and critical thinking. An introduction to intermediate processes such as solarizations, toning and manipulated imagery will be included. *Students must provide their own 35 mm (film) SLR camera, film and photographic paper.* (Approximate semester cost for paper and film is \$150.)

Photography, Levels II - IV (0.5 credit, Grades 10 – 12; fall and/or spring semester)

The purpose of advanced coursework in photography is to further refine students' technical skills as well as develop individual strengths and areas of interest. Students will be introduced to digital imaging in Photo II. Students in their third and fourth years will be challenged with creating more individually-based projects and the development of their own unique style and preferred mode of representation. Advanced Photo classes use both traditional and nontraditional media. Students will also explore a variety of presentation methods and large-scale works. Students will be expected to complete both visual and written work. *Students must provide their own 35mm SLR camera, film and photographic paper. A digital SLR camera is recommended, but not required.* (Approximate semester cost for this class is \$100.) Prerequisite: Successful completion of Photography Level I and department permission.

Sculpture, Levels I - IV (1 credit, Grades 9-12)

The purpose of this class is to introduce and develop students' problem-solving skills using 3-D works as a means of creative expression. Although the focus will be primarily on contemporary forms of art, students will be introduced to historic and cultural backgrounds of sculpture at the beginning of each project. Students will learn how the 3-D form can alter the physical environment through the display of individual works and sculptural installations. Throughout the class, students will learn the safe operation of hand and power tools while working with wood, metal, found objects and wax. Each year will conclude by creating a large-scale group installation and/or work of public art.

World Languages

Chair: Eric Dawson

FRENCH

French I (1 credit, Grades 9-12)

This beginning course emphasizes listening comprehension, conversation and elementary writing skills. Grammar lessons follow a carefully integrated progression. Students use a range of technology and person-to-person interaction to reinforce speaking. The course combines texts, use of the Internet, videos and a variety of culture projects for a varied approach.

French II (1 credit, Grades 9-12)

This course continues the development of the four essential skills in world language learning: reading, writing, listening and speaking. There is an emphasis on major grammar tenses beyond the present tense. Meaningful activities are designed to engage students and help make grammar and vocabulary acquisition easier. By the end of French II, students have studied the major grammatical structures of the language, increased their comprehension and speaking ability, and read French prose of general interest. Classes are taught in French with the occasional exception of grammatical explanations. Prerequisite: French 7 and 8 or French I.

French III (1 credit, Grades 10-12)

This course reviews and expands the grammar learned in the previous years through written and oral practice in the classroom and in the multimedia language center. Reading, writing and speaking are reinforced through tasks based on thematic units. Students learn to communicate meaningfully through various activities mixing reality, make-believe, critical thought and social concern. The course also introduces the students to French literature. Readings, songs, films, video clips and television continue to broaden the students' awareness of the Francophone world. Classes are taught in French with the occasional exception of grammatical explanations. Prerequisite: Two years of French.

French III Honors (1 credit, Grades 10-12)

Conducted at a faster pace, French III Honors expands grammatical concepts in order to allow students to express more advanced thoughts. The course also introduces the students to French literature. In addition, listening comprehension, speaking, reading and writing are reinforced with considerable rigor. Readings and films increase students' awareness of the diverse cultures of the Francophone world. Writing activities include descriptive narratives, dialogues and formal essays. Classes are taught in French with the occasional exception of grammatical explanations. Prerequisite: Two years of French and department permission.

French IV (1 credit, Grades 10-12)

The work of French IV develops students' ability to speak and write clearly and correctly in French. This is done through the study of important details of French grammar and through ample practice. Texts are read to increase analytical abilities, to increase vocabulary and to provide a springboard for classroom discussion that is conducted entirely in French. Films, songs, video clips about current events and thematic units increase students' awareness of the diverse cultures of the Francophone world. Classes are taught in French. Prerequisite: Three years of French and department permission.

AP French Language (1 credit, Grades 11-12)

French AP language improves ability to read rapidly for comprehension and to write and to speak clearly in French. Texts are drawn from fiction and from the press and other contemporary media. The perfecting of language skills is achieved through the reading of varied texts, writing on and discussing contemporary issues, and through constant use of technology. Stress will be placed on the building of a broad, working French vocabulary. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Prerequisite: Three years of French and department permission.

Advanced French Conversation and Culture (1 credit, Grades 9-12)

This course will focus on the discussion of current events and issues in the Francophone world. Students will regularly watch and discuss French news and read newspaper and magazine articles. They will also watch a variety of films as well as read and discuss excerpts of famous Francophone works. The curriculum will also include a unit on business French, in which students will learn to apply for a job, write their résumé and interview. Another aspect of this course will include the study of cultural perspectives and cross-cultural perceptions. To that end, students will correspond regularly with Francophone high school students. The final component of the course will involve student choice. Since students at this level will already have acquired an in-depth knowledge of important grammatical concepts, no formal grammatical study will be required. References to grammatical concepts will be made in the course of normal conversation. Prerequisite: Students need to have successfully completed French IV or AP French Language.

MANDARIN

Mandarin I (1 credit, Grades 9-12)

Mandarin I will introduce students to the fundamentals of the Chinese language with an integrated approach of listening, speaking, reading and writing. Students will learn useful grammar patterns and vocabulary that would allow them to conduct conversations in Chinese. By the end of the year, the students will have learned to read more than 300 characters and write 160 characters from memory. The students will also learn about Chinese culture through festivals, arts and crafts, calligraphy and food making. This course also employs various online technological tools to enhance students' interest and learning.

Mandarin II (1 credit, Grades 9-12)

Mandarin II continues to build students' abilities and confidence in the integrated skills of listening, speaking, reading and writing. Students will learn more grammatical structures and vocabulary that will enable them to express themselves through more complex dialogues and discourses. Building on their knowledge of Chinese characters from Mandarin I, students will learn to read and write 300 new characters while exploring a deeper understanding of Chinese culture through festival celebrations, calligraphy, research projects and discussions on documentaries on contemporary China. In this course, we will also utilize technology to enhance and share our learning and appreciation of the Chinese language and culture. Prerequisite: Mandarin I or Mandarin 7.

Mandarin III (1 credit, Grades 9-12)

Building on the foundation of their previous two years of study in Chinese, Mandarin III allows students to consolidate and further master the use of the language and understanding of the culture. This course expands on their grammar and vocabulary and introduces students to a variety of new topics, such as asking directions, dating, sports and travel. Reading, writing, listening and speaking skills are reinforced through task-based assignments and activities, allowing students to function in various real life situations. Students will also engage in independent research projects that integrate their language skills and cultural knowledge. Prerequisite: Mandarin II or Mandarin 8.

Mandarin III Honors (1 credit, Grades 9-12)

With similar content to Mandarin III, this course will be conducted at a faster pace. In addition, more challenging assignments will reinforce reading, writing, listening and speaking skills. Students will also be required to write weekly journals, read short stories, perform oral presentations and explore intercultural communication topics. At this level, students will have learned to read and write 900+ Chinese characters. Classes are taught entirely in Mandarin with the exception of occasional grammar explanations. Prerequisite: Mandarin II or Mandarin 8.

Mandarin IV (1 credit, Grades 10-12)

This course will build upon the foundation of Mandarin III. Mandarin IV continues to consolidate grammar and pronunciation as well as expand vocabulary. Students will read chapter books, write creative stories, engage in role-plays, perform oral presentations and produce projects that reflect their understanding of various Chinese cultural topics. Classes are taught entirely in Mandarin with exception of occasional grammar explanations. Prerequisite: Mandarin III or Mandarin III Honors.

Mandarin IV Honors (1 credit, Grades 10-12)

Building on the foundation of Mandarin III and III Honors, Mandarin IV Honors expands grammatical concepts to allow students to express more advanced thoughts in oral and written forms. We will revisit some topics that were discussed in previous Mandarin courses, but this time, adding more depth. We will also learn new topics such as contemporary life in China, Chinese education and Chinese geography. Students will be exposed to essays on traditional and contemporary Chinese culture, feature films, documentaries, news, podcasts and other authentic materials to expand their understanding of the modern usage of the language in real life contexts. They will be required to write weekly journals and engage in writing assignments on the topics of discussion, recordings, video and research projects to further hone their language skills. At this level, students will have learned to read and write 1200+ Chinese characters. Prerequisite: Mandarin III or Mandarin III Honors.

Mandarin V (1 credit, Grades 10-12)

Designed for students coming from Mandarin IV (or IV Honors for those not going on to AP Chinese Language and Culture), this course will allow students to continue to explore more nuanced aspects of Mandarin language and culture but with greater curricular flexibility than AP. All four major skills will be practiced every day, and students will be able to explore Mandarin through a range of projects, readings, and discussions about current events.

AP Chinese Language and Culture (1 credit, Grades 11-12)

In this course, students will continue to increase their range of Chinese vocabulary to solidify grammar and pronunciation and strive for higher spoken/written fluency. In addition to enhancing language skills, heavy emphasis will be placed on expanding knowledge of Chinese cultural products, practices and perspectives while increasing the ability to make comparisons to that of their own culture and society. Additional topics that will be covered include customs, entertainment, family, environment and economy. Students will also engage in debates, role-plays, presentations and research projects to further hone their language skills and intercultural competence. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Prerequisite: A minimum of four years of Mandarin and department permission.

SPANISH**Spanish I (1 credit, Grades 9-12)**

The emphasis in this course is on learning language structure and on gaining facility in understanding, reading, writing, and speaking Spanish. While most of the material focuses on the mechanics of the present tense, some exposure to upcoming grammar is a priority. The course uses both formal testing as well as projects as a means of assessing language acquisition. Highlights include creative writing assignments, performing dramatic skits and presentations, reading authentic materials and using Spanish in real-life situations.

Spanish II (1 credit, Grades 9-12)

This course continues the development of the four essential skills in World Language learning: reading, writing, listening and speaking. There is an emphasis on grammar tenses beyond the present tense, and meaningful activities are designed to engage students and help make grammar acquisition easier. By the end of Spanish II, students have studied the major grammatical structures of the language and increased their comprehension and speaking ability. Classes are taught in Spanish with the occasional exception of grammatical explanation. Prerequisite: Spanish I or Spanish 7 and 8.

Spanish III (1 credit, Grades 10-12)

This course reviews and expands the grammar and vocabulary learned in previous years. Reading, writing, listening and speaking skills are reinforced through various task-based assignments and activities. Students learn to communicate meaningfully through various activities mixing reality, make believe, critical thought

and social concerns. Readings, films and television strengthen the students' awareness of the Spanish-speaking world's culture. Prerequisite: Two years of Spanish.

Spanish III Honors (1 credit, Grades 10-12)

Spanish III Honors introduces students to literature, culture, folklore and current events while simultaneously reviewing and expanding both vocabulary and grammar. Listening, reading, writing and speaking skills are honed nearly every class period, and classes are conducted in Spanish—giving students ample opportunity to converse, express opinions and analyze materials. Prerequisite: Two years of Spanish and department permission.

Spanish IV (1 credit, Grades 10-12)

This course includes a review and in-depth study of all verb tenses through contextualized activities. An emphasis during the second semester is placed on listening and writing in preparation for AP or college-level courses. All activities are realized in Spanish. This course also includes a cultural focus on Southern Cone literature, Spanish theater, Mexican culture, indigenous populations, autobiography, as well as specific topics that relate to the environment and immigration. Prerequisite: Three years of Spanish and department permission.

Spanish V (1 credit, Grades 10-12)

This course is designed for students who have successfully completed Spanish IV. While students will review grammar, the focus of the course will be on advanced composition and conversation. To that end, students will be exposed to a range of literature, current events, cultural topics and history from the Spanish-speaking world.

AP Spanish Language and Culture (1 credit, Grades 10-12)

In this course, students further develop and refine reading, writing, listening and speaking skills. Texts focus on the literature, art and culture of Hispanic countries. Activities in the multimedia language center sharpen aural and oral abilities. Use of podcasts, television, music, periodical literature and film further brings the Spanish-speaking world to the students. Because a certain level of fluency is expected in this course, students are strongly encouraged to maintain continual contact with Spanish over the summer through reading, conversation, film and/or music. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Prerequisite: A minimum of three years of Spanish and department permission.

AP Spanish Literature and Culture (1 credit, Grades 11-12)

This course helps students develop a deeper understanding and appreciation of Spanish and Latin American prose and poetry. Literary analysis strengthens written control of the language and understanding of the literature. The class operates as a seminar where students are responsible for teaching the works of major authors, and it is conducted entirely in Spanish. All students prepare for the Advanced Placement examination in Spanish Literature. Per Kent Denver School policy, students are required to take the corresponding AP exam in the spring. There is an additional fee for the exam. Prerequisite: Four years of Spanish and department permission.

Spanish Advanced Topics (1 credit, Grades 10-12)

This course allows students who have completed the entire Spanish curriculum (through AP Literature) to continue fine-tuning and polishing their skills through news, literature, creative presentations and advanced-level composition. Prerequisite: Spanish IV or AP Spanish Language and Culture.

Athletics/Health and Wellness

Interscholastic Athletics

Kent Denver offers the following Varsity athletic programs:

	FALL	WINTER	SPRING
Boys	Cross-Country Football Golf Soccer Tennis	Basketball Ice Hockey	Baseball Lacrosse Track and Field
Girls	Cross-Country Field Hockey Volleyball	Basketball Swimming and Diving	Golf Lacrosse Soccer Tennis Track and Field

Freshmen and “C” Teams: All members should have a chance to play in each game. Players earn the privilege to play increasing amounts of time.

Junior Varsity Teams: Earning the privilege to play applies to Junior Varsity teams. Skill development is especially important since the main objective of the Junior Varsity program is to prepare for future Varsity play. Team membership does not guarantee more than limited game time.

Varsity Teams: Team selection is based on fitness, ability, attitude, effort, knowledge of fundamentals and commitment. A player earns the privilege to play. The best players play as much as necessary to win the game. A team member might play every minute or sit on the bench the entire game.

Participant Restrictions: Due to restrictions on facilities and available competition, the following sports have limits on the number of participants:

Golf (Girls and Boys): 12

Basketball (Girls and Boys): 15 for Grade 9; 25 for Grades 10-12

Extra Fees: For ice hockey and swimming, rental fees for practice and game facilities are incurred. The school and the participants share the cost. Students participating in swimming are required to purchase their own team swimming suits.

Health and Wellness Courses

Fitness

This course is designed for the student who wants to prepare his or her body to be fit for sports activities or overall conditioning. Areas of concentration will be aerobic and anaerobic training, muscular strength, muscular and cardiovascular endurance, and flexibility. Specific emphasis will be given to improving power, speed and prevention of injuries. This course will include the components of a healthy lifestyle that includes sound principles in nutrition. Fitness testing will be done in the class, and body fat testing is also available to those students wanting this component of fitness.

Other Health and Wellness Course Options

Mountain Biking (1 sports credit, Grades 9-12; spring season)

Meeting weekdays after school from 3:30-5:30 p.m. during the spring season, this course introduces new mountain bike riders to basic skills and sharpens the skills of experienced riders. Time is devoted to conditioning on and off the bike, bike skills and safety, and bike maintenance. Students must provide their own bike in good working order, appropriate clothing, a helmet and a simple breakdown kit.

Yoga (1 health/wellness credit, Grades 9-12; fall, winter and spring seasons)

The practice of yoga has been around for thousands of years but has recently grown in popularity due to the realization of its immense benefits. Through this physical *asana* (posture) practice, students will learn to improve their breath, strength, flexibility and endurance. This class teaches students full awareness through the connection of body and breath. Students will learn patience, discipline, and both mental and physical engagement. Yoga is a great way to de-stress from your day while getting more comfortable in your own body. This is a non-competitive, yet challenging physical activity available to all experience levels, and is a great way to cross-train for other sports seasons. Yoga meets every Monday and Wednesday from 3:30-5 p.m., and is offered every sports trimester.

Independent Sport Proposals

Independent sport requests are for those students who participate in an athletic activity that Kent Denver School does not offer during the school year. The activity must be one that they have participated in for more than three years and in which they have reached a highly competitive level. In addition, the health and wellness curriculum is designed to complement a student's interest and pursuit of a sport not offered at Kent Denver. Therefore, the need for an independent sport for credit is not encouraged and is dealt with on an individual basis by the Athletic Director. To be considered, a proposal must meet the following minimum standards:

- 1) Instruction by a qualified instructor/coach approved by the Athletic Director
- 2) Comparable hours of instruction to a Kent Denver team
- 3) A schedule of competitions and/or performances.

Kent Denver School does not encourage academic or sports specialization at the high school level. A Kent Denver education is a well-rounded liberal arts education of students both physically and academically. *The athletic, health and wellness department discourages students from requesting independent sports at the cost of a well-rounded athletic experience.*

Digital Learning and Online Coursework

Partner Online Coursework

The Director of Digital Learning at Kent Denver identifies, evaluates and endorses partner online coursework that contains exceptional individualized content, fosters strong connections with the global community of learners and provides maximum benefit to Kent Denver participants. This online coursework is approved for either placement, transcript acknowledgement and/or credit and conferred upon the student by the appropriate division head. Overviews of each of our partnerships are below. Students may propose coursework outside of this for placement or prerequisite consideration.

Global Online Academy

The mission of Global Online Academy is to “replicate in online classrooms the intellectually rigorous programs and excellent teaching that are hallmarks of its member schools; to foster new and effective ways, through best practices in online education, for students to learn; and to promote students’ global awareness and understanding by creating truly diverse, worldwide, online schoolroom communities.” Geared toward the top independent schools in the country, Global Online Academy serves approximately 50 schools worldwide. All courses are capped at no more than 18 students. Kent Denver provides a site director who works with students enrolled in the program. Courses and final grades for semester and full-year coursework are represented on the Kent Denver transcript. Students may enroll in any course not offered at Kent Denver School. A current course catalog is located at <http://www.globalonlineacademy.org/the-go-experience/courses/>.

The Virtual High School (VHS) Collaborative

Our partnership with the Virtual High School Collaborative (VHS) allows us to expand the number of courses that Kent Denver School can offer to our students while still providing a small teacher-to-student ratio. All VHS online courses are capped at 25 students. The Office of Digital Learning at Kent Denver School also provides a site coordinator that is a resource to him or her. Students may apply through the Office of Digital Learning to take any AP course VHS offers, or other non-AP courses with permission from the Director of the Upper School. Courses and final grades for semester and full-year coursework are represented on the Kent Denver transcript. Additional fees may apply.

Entrepreneurial Opportunity Network (EON): *Ideas into Action*

EON formally weaves together present Kent Denver opportunities for the student exploration of entrepreneurialism while also creating new possibilities for that exploration. Under the chairship of Phil Klein, Kent Denver’s Director of Development and AP Economics teacher, EON is a resource for students who are interested in pursuing the study of entrepreneurship or are looking for support and recognition of their own entrepreneurial projects. The opportunities include the following:

Courses

AP Economics
Business Economics and Ethics
Business of the Entertainment Industry

Clubs

Sports Business
Entrepreneurship
Finance

Other Programs

Independent Study
Career Internship Experience—Senior Project

Students who want to explore entrepreneurialism or entrepreneurial ideas or projects should meet with Mr. Klein to learn about Kent Denver’s opportunities.

Other Program Offerings

These offerings are available to students in Grades 9-12. Credit may be given in the course, but these offerings do not fulfill any specific departmental requirements.

Career Intern Experience (CIE) (Grade 12, required for graduation)

The Career Intern Experience is a special opportunity for seniors during the last three weeks of the school year. Students gain valuable, on-the-job experience working alongside professionals in possible career settings. They work six hours per day, write journals and submit exit papers for future students to analyze. A Kent Denver faculty member visits them while they are at work.

Community Service Program (Grades 9-12, required for graduation)

All students are required to independently complete service hours outside of school. These individual volunteer hours must be completed with pre-approved organizations and must total a minimum of 80 hours. Of these hours, at least 40 must be completed with a single organization. Documentation of hours needs to be completed by the students through an online community service form. Students can begin accumulating hours toward this requirement at the beginning of their freshman year. All service hours and documentation must be completed by spring break of senior year.

Yearbook Publication (0.25 credit, Grades 9-12)

This course involves the in-depth study of the processes and procedures involved with the media of publications. All students are exposed to photojournalism, copy writing, layout design, and blue-line proofing. Students use InDesign software in generating spreads and signatures, and they learn and apply the financial aspects of publications. The final product of this course is the annual Kent Denver yearbook. Applications to join the staff are available in the spring.