

# Upper School Curriculum

## Requirements for Graduation

Course	# of Semesters
English	8
History	8
Mathematics	8
Science	8
Foreign Language (in one language)	8
Speech	1
Fine, Creative and Performing Arts	8
College Counseling	2
Senior Project	1
Lifetime Fitness	8
Health	1
Community Service	90 hrs.

## English

The Upper-School English curriculum is a sequential study of grammar, composition, literature, literary criticism, vocabulary, research, and oral expression.

### *English 9*

Ninth-grade English surveys Western roots through a study of influential writers and philosophers in correlation with the ninth-grade ancient history course. Students read selections from ancient Sumeria and Israel, classical Greece and Rome, and from medieval and Elizabethan eras. This course introduces the concepts of archetypal and psychological criticism as students observe common themes and techniques used throughout our literary heritage. Composition studies emphasize levels of diction and sentence styling; interdisciplinary, expository, reflective, and creative writing; research paper design, process, and product. The instructor, in turn, provides individual written feedback on each student's writing assignments both before and after students revise their work.

### *American Literature*

In alternate years and in conjunction with the American history course, this

tenth-and eleventh-grade English course focuses on American literature from colonial exploration narratives to contemporary poetry and prose. Students cover texts chronologically and explore parallels between the texts and the times in which they were written. Students practice the expository methods of comparison and contrast, cause and effect, drawing logical inferences, and making valid generalizations. The instructor, in turn, provides individual written feedback on each student's writing assignments both before and after students revise their work. Finally, students write a research paper in which they focus on transitions, coherence, and economy of language. In all their writing, students identify the appropriate audience and strive to develop an authentic voice.

### *European Literature*

In alternate years and in conjunction with the European history class, this tenth and eleventh grade English course focuses on European literature from the Middle Ages to the present. Students cover texts chronologically and explore parallels between the texts and the times in which they were written. Students practice the expository methods of comparison and contrast, cause and effect, drawing logical inferences, and making valid generalizations. The instructor, in turn, provides individual written feedback on each student's writing assignments both before and after students revise their work. Finally, students write a research paper in which they focus on transitions, coherence, and economy of language. In all their writing, students identify the appropriate audience and strive to develop an authentic voice.

### *Senior English*

Twelfth-grade English covers a wide span of works from the canons of both British and American literature.

The historical, philosophical, and cultural background of England and America is integral to the course. As they read, students consider and evaluate a work's structure, style, and themes as well as the author's use of figurative language, imagery, symbolism, and tone. In turn, the instructor provides individual written feedback on each student's writing assignments both before and after students revise their work. In addition, students must write a research paper, using the correct process of research, organization, composition, and documentation.

### *Advanced Placement English*

Advanced Placement English is available, enrollment permitting, to those seniors with high interest and strong writing skills and whose performance in previous English courses supports their placement. This course is designed to prepare students for the rigors of college writing and to take the Advanced Placement English Language examination offered each May by the College Board. Through close reading of the assigned texts and writing brief reaction papers, critical papers, and timed, in-class responses, students deepen their understanding of the ways writers use language to provide meaning for their readers. In turn, the instructor provides individual written feedback on each student's writing assignments both before and after students revise their work. Students read most of the same literature as in the Senior English course with additional readings in prose and poetry. Composition goals, including a research paper, likewise remain essentially the same as in the Senior English course with additional focus on the development of a personal style in the writing or creative and

analytic essays. Students will also practice for the AP Composition examination through timed-writing exercises.

### ***Speech***

Speech is a performance-oriented course designed to introduce students to the elements of oral communication and public speaking skills. Informative and persuasive skills are stressed. Other topics include speech phobia, critical listening, vocal dynamics, and gestures, and the college admissions interview. This course provides a more thorough treatment of oral communication than is possible in the regular English curriculum. Speech is a one-semester required course.

## **History**

### ***Ancient and Medieval History***

Ancient and Medieval History begins with a study of early civilizations and ends with an overview of medieval Europe. Students use primary and secondary source material to discover the political, economic, social, and cultural settings of Egypt, Mesopotamia, China, India, Greece, Rome, and Medieval Europe. Activities include class discussion, projects, debates, mock trials, tests, and quizzes. Students learn the fundamentals of historiography as they research, analyze, and compose historical essays.

### ***Modern European History***

The Modern European History course covers the events in the development of Europe from the high Renaissance to the present. Students explore the major political, economic, social, and cultural events that influenced the development of modern Europe. Students continue to develop their writing skills as they compose historical essays with each unit. This course complements the European literature course.

### ***Advanced Placement European History***

Advanced Placement European History is for the more motivated student who seeks an intensive

investigation of modern European history from 1450 to the present. Students must complete reading and writing assignments on the college level in preparation for the Advanced Placement European History Exam. Criteria for entrance into the course include performance in previous history classes, writing skills, and high interest.

### ***United States History***

The United States History course examines the development of this country from the time of European settlement in North America until the present. This course complements the American literature course. Students use a variety of primary and secondary sources as they discover the political, economic, social, and cultural trends of our past, and in turn, come to a better understanding of contemporary America.

### ***Advanced Placement United States History***

Advanced Placement United States History is for the more motivated student who seeks an intensive study of America's past from European settlement to the present. The course traces the development of this country in the context of world events and intellectual trends. Students must complete reading and writing assignments on the college level in preparation for the Advanced Placement United States History Exam offered by the College Board. Students use a variety of primary and secondary sources as they discover the political, economic, social, and cultural trends of our past, and in turn, come to a better understanding of America today. Criteria for entrance into the course include performance in previous history classes, writing skills, and high interest.

### ***United States Government***

The United States Government course is a one-semester, senior-level course devoted to the origins and structure of the American political system. Students examine

various key documents that have defined and established the republic, the branches and levels of government, civil rights, and civil liberties. The course prepares students for a Constitution test at the end of the semester.

### ***World Religions***

World Religions is a one-semester, senior-level course that introduces the student to the major religions of the world. College-level readings are complemented and enhanced by expert speakers from the community and field trips.

## **Mathematics**

### ***Algebra I***

Algebra I is the course designed to meet the needs of students who have a firm grasp of mathematical concepts and a satisfactory degree of competency in arithmetic. Students learn the standard algebraic topics while strengthening their basic math concepts and arithmetic.

### ***Geometry***

Geometry involves the study of measurements, properties, and relationships of points, lines, angles, surfaces, and solids using deductive and inductive reasoning. Students develop an understanding of the nature of mathematical proof and the relationship of mathematics and the physical world.

### ***Accelerated Geometry***

This geometry course also involves the study of measurements, properties, and relationships of points, lines, angles, surfaces, and solids using deductive and inductive reasoning. Students develop an understanding of the nuances of mathematical proof and the relationship of mathematics and the physical world. In addition, the

course introduces trigonometry, analytic geometry, and the language of mathematics.

### ***Algebra II***

Algebra II thoroughly reviews the concepts studied in previous algebra courses, covers them in greater depth, and presents additional topics of algebraic functions.

### ***College Algebra II and Trigonometry***

College Algebra II and Trigonometry reviews the techniques of the first-year course but in greater depth and then continues with the third-semester studies. Trigonometry is the branch of mathematics that deals with the relationships between sides and angles of triangles and the calculations based on them, particularly trigonometric functions.

### ***Probability and Statistics***

Probability and Statistics presents a connected introduction to elementary statistics, odds, probability, distribution, and samples. Statistics is the mathematics of the collection, organization, and interpretation of numerical data.

### ***Math Analysis***

Math Analysis is a pre-calculus course with equal amounts of time spent on college algebra, analytic geometry, and introductory calculus. The course integrates all previously studied math topics with emphasis on the logic of our mathematical system and proofs of theorems through direct, indirect, and mathematical induction methods.

### ***Advanced Placement Calculus***

Advanced Placement Calculus is the branch of mathematics that deals with limits, the differentiation and integration of functions of one or more variables, and various applications. This course presents both differential and integral calculus with the curriculum modeled upon the Advanced Placement Calculus AB curriculum. To be successful in this course, the student must have a strong background in algebra, geometry, and trigonometry. When enrollment permits, Calculus BC is offered for students who have

successfully completed Calculus AB. In addition to a quick review of AB, topics include sequences and series, slope fields, logistic growth, and applications of calculus to parametric, polar, and vector functions.

## **Science**

### ***Biology***

Biology is a ninth-grade foundation course in the study of living systems and their special ways of existing in relationship with their environment. Students study the main unifying processes of life built on chemical and physical principles. They explore some of the areas of the grand diversity found among living things. The course emphasizes the processes of life science and the methods, tools, and motivation which expand the knowledge of life.

### ***Chemistry***

Chemistry is a sophomore-level course which presents an introduction to the descriptive, symbolic, and quantitative language of chemistry. The basic theme of the course is that the properties of matter are a consequence of the structure of matter. The experiments chosen lead to conceptualization and deeper understanding.

### ***Physics***

Physics builds a conceptual base of the study of the rules of nature, and students use equations as guides to thinking rather than recipes for algebraic manipulation. Units of study include motion, electricity, light, sound, and heat. Students come to see physics as integral to everyday life.

### ***Environmental Science***

Environmental Science provides students with the scientific principles, concepts, and methods required to understand the interrelationships of the natural world. Goals include understanding the foundation of ecological processes and the Earth's biogeochemical systems, as well as

the role of cultural, social, and economic factors in environmental problems and their solutions. Field work and independent study are important elements in this course.

### ***Advanced Placement Biology***

Advanced Placement Biology is the second-year biology course with special emphasis on preparation for the Advanced Placement Biology test offered by the College Board. The AP Biology curriculum serves as a guide for the course, and students perform laboratory activities in the AP Biology laboratory manual. The organic chemical level of understanding is used in the study of the main concepts.

### ***Advanced Placement Chemistry***

Advanced Placement Chemistry is a second-year chemistry course with special emphasis on preparation for the Advanced Placement Chemistry test offered by the College Board. Success in the first chemistry course is a prerequisite. The course is the equivalent of the first-year, college-level general chemistry course. Emphasis is on theorization, the nature and variety of laboratory experiments, chemical calculations, and the mathematical formulation of principles.

## **French**

### ***French I***

French I is an introduction to the fundamentals of the French language in terms of vocabulary, grammar and structures, as well as an introduction to the French and francophonic culture, history, geography, and customs.

### ***French II***

French II continues the acquisition of vocabulary and basic structures begun in French I, giving emphasis on all aspects of comprehension. Students also continue to study the people and

cultures of the francophonic world.

### ***French III***

French III presents an overview of French history in addition to emphasizing increased acquisition of vocabulary and grammatical structures. Students continue to explore culture, and literature is introduced in novella style and abridged versions.

### ***French IV***

French IV continues the emphasis on skills and works students toward spontaneity in the language. Students explore culture in more detail and study works of literature in abridged and unabridged versions.

### ***French V and French VI (AP)***

French V and VI continue to explore areas of culture and literature more profoundly and, at the same time, continue to refine the previously acquired skills, with the objective of preparing for the Advanced Placement French Language exam and for advanced university classes.

## **Latin**

### ***Latin I***

Latin I encompasses the study of Latin grammar and vocabulary. Through composition and translation, students learn to apply the rules and principles of Latin. The Latin I course also covers Roman life, Roman history, classical mythology, and English word study.

### ***Latin II***

Latin II prepares students for the advanced classes in Latin literature. The coursework includes review of the vocabulary and grammar learned in Latin I and also more intensive advanced work in grammar. Students continue to build their Latin vocabularies and composition skills with emphasis on the forms and uses of the subjunctive mood. The major emphasis, however, is preparation for the reading and translation of Latin prose.

### ***Latin III***

Latin III is a translation course designed to develop the student's

proficiency in reading and understanding Latin. The course also serves as an introduction to Latin literature, presenting Latin writings of different authors, genres, and historical periods. Since the emphasis is on the craft of translating, the increasing difficulty of the texts determines the schedule. Readings include "made" and real Latin texts.

### ***Latin IV and V curricula are offered in alternating years.***

### ***Latin IV***

Latin IV continues a survey of Latin literature. Students study Roman drama through the comedies of Plautus. During the second semester, they study the letters of Pliny.

### ***Latin V***

Latin V introduces the student to Latin poetry of the Golden Age. The course centers on the first half of Vergil's *Aeneid* with reference to and discussion of all twelve books. Students also focus on meter and rhetorical devices, the historical and cultural background of the poem, and Vergil's life and works.

### ***Ancient Greek I and II***

Designed for students with serious interest in language study and high achievement in Latin, these courses serve as an introduction to the fundamentals of ancient Greek (Attic) grammar and the workings of the language. The courses are restricted to students who have studied Latin for a minimum of three years. Greek I and II are offered in alternating years and may not be used to satisfy the foreign language requirement.

## **Spanish**

### ***Spanish I***

Spanish I is designed for high school students who wish to begin

studying Spanish. It is an introduction to the fundamentals of the Spanish language: vocabulary, grammar, verbs, and idioms. The purpose of the course is to enable students to develop their ability to comprehend spoken and written Spanish, to carry on basic conversations, and to read and write basic Spanish. Students are also introduced to the culture, customs, geography, and history of Spanish-speaking countries.

### ***Spanish II***

Students review previously acquired fundamental vocabulary and verbs and continue expanding vocabulary, uses of verb tenses and grammar, and idiomatic uses of language. It emphasizes conversation, writing, and reading. Students work on carrying on extended conversations, writing short essays, and reading selections in Spanish, in addition to continuing their study of the peoples and cultures of the Spanish-speaking world.

### ***Spanish III***

Spanish III expands and elaborates upon the fundamentals of verb usage, grammar, and vocabulary acquired in preceding courses. It emphasizes more sophisticated use of the language in speaking, reading, and writing. Students read and discuss excerpts from Spanish literature and articles on history and contemporary culture, give oral presentations, and write brief essays in Spanish on topics of interest.

### ***Spanish IV***

Spanish IV begins by reviewing all important elements of the Spanish grammar and verb usage acquired previously, while emphasizing listening, speaking, reading, and writing at an advanced level. Students work on conversing extemporaneously as well as on acquiring vocabulary

necessary for discussion of current events and topics in Spanish literature and history. They do research, give oral presentations, and write essays on topics of interest.

### ***Spanish V***

Spanish V develops and refines listening, speaking, reading, and writing skills in Spanish. Students read and discuss works of literature as well as contemporary issues in Spanish and Latin American politics, culture, and economy. More nuances of Spanish grammar and verb use are studied inductively through the readings. Students engage in daily oral discussion and do frequent writing through essays and journals.

## **Art**

### ***Basic Design***

Basic Design is required of all ninth-grade students. Students explore a variety of media and develop skills with the media. Assignments for the course integrate the elements and principles of design: line, contrast, emphasis, movement, rhythm, and repetition. Quarterly homework drawings provide students with opportunities to strengthen their observational drawing skills.

### ***Drawing and Painting***

Drawing and Painting provides individualized instruction at both beginning and advanced levels. Students express ideas and develop skills in a variety of drawing and painting media including pencil, colored pencil, ink, marker, charcoal, pastel, watercolor, tempera and/or acrylic paints. Emphasis is on original composition and a variety of techniques. Quarterly homework drawings provide students with opportunities to strengthen their observational drawing skills. This course is for students in grades ten, eleven, and twelve and is offered in alternate years.

### ***Photography***

Digital photography is an introductory course in which students learn about camera features, image composition, transferring photos, editing,

presentation, and image manipulation. The overall emphasis of the course is on artistic expression, originality, and creativity in the use of digital photography. This course is offered in alternate years to students in grades eleven and twelve.

### ***Ceramics***

Ceramics provides an exploration of the properties of clay and an introduction to hand-building techniques: pinching, coil, strap, and combinations, as used in pottery and sculpture. Students learn the use of the wheel and spend one semester throwing the basic forms, which may include cylinders, bowls, plates, and bottles. Students work with surface treatments including paint, textures, colored slips, glazes, and non-firing stains. This course is open to all students in grades ten through twelve. On request and with instructor consent, students may enroll in a second year of ceramics study.

### ***Studio Art***

This course provides individualized instruction in both two- and three-dimensional artwork. Students express ideas and develop skills in a variety of media including ceramics, printmaking, photography, drawing, painting, fibers, and computer art. The class may be assigned a particular problem or area to study, explore, and use as a basis for a creative venture. In general, this course places more responsibility on the part of the student for the development and design of the projects. Quarterly homework drawings provide students with opportunities to strengthen their observational drawing skills. This course is offered to students in grades eleven and twelve.

### ***Yearbook***

Students in grades nine through twelve produce Keith's yearbook, *The Oracle*. They learn layout and journalism basics and produce their

pages using electronic programming.

## **Music**

### ***Upper School Chorus***

Upper School Chorus is open to all students in grades nine through twelve. It is a mixed chorus singing multiple part European, English, multi-cultural and American choral music. The choral literature chosen comes from a variety of styles and time periods. The course also includes the fundamentals of music theory and ear training.

### ***Upper School Ensemble***

Upper School Ensemble is for students in grades nine through twelve who wish to study a stringed instrument. After review of the student's experience and technique, the instructor places students in the appropriate level for instruction and performance. Students advance in their study of technique and music reading, gain additional experience in performance, and increase their repertoire of literature for the stringed instruments.

### ***Wind Ensemble***

Wind Ensemble is open to students in nine through twelve who play wind and/or percussion instruments. Students should have at least two years of instrumental training prior to enrolling in this course. The course stresses scales, and theoretical applications will focus on advancing technical skills and musicianship. Repertoire representing a variety of styles and periods will be utilized for instruction and performances.

### ***Advanced Placement Music Theory***

Advanced Placement (AP) Music Theory is offered in alternate years. It covers the same theoretical materials as in a first-year college course, including

melody, rhythm, harmony, form, and tone color. The course seeks to develop skills in listening, composition, and sight reading.

### ***Music History***

Music History surveys the major historical periods and styles of Western music from the Middle Ages to the present. The course also demonstrates the parallel trends in other art forms as well as the trends of society at large. Students will focus on listening and score study. The course is open to students in grades ten through twelve and requires only limited musical background. Music History is offered in alternate years.

### ***Select Choir (Dodecaphonics)***

Dodecaphonics is a small vocal ensemble open to students in grades nine through twelve by audition only. The group performs music of a more challenging nature with focus on music appropriate for the smaller ensemble. The group is limited in size. Members must also be concurrently enrolled in Upper School Chorus. Some selections performed by the ensemble may involve choreography. Good sight-reading skills and more advanced vocal skills are essential, since the performers must learn new music rapidly and must be independent vocally.

## **Theater**

### ***Theater I***

Theater I gives an overview of different aspects of theater, as well as continuing to develop students' performance skills. The students will analyze scripts and further their understanding of character development.

### ***Theater II***

Theater II builds on the knowledge attained in Theater I and includes the integration of all the aspects of understanding, interpreting, and producing drama. It continues the study of improvisation, monologues/scene work, and plays on an advanced level.

### ***Technical Theater***

Technical Theater gives students an opportunity to develop hands-on skills in building and lighting for the theater. Students will explore set, costume, and light design and apply these skills in the production of Keith shows. Students will serve on a running crew or participate in an approved performance production.

## **Physical Education and Health**

### ***Lifetime Fitness***

The Upper School physical education course encourages students to lead healthy lives and make healthy decisions. The course stresses active participation, individual improvement, and the importance of physical activity, giving students the tools necessary to remain active beyond their high school years.

### ***Health***

Health is a required one-semester course that seeks to identify and address many of the current health issues facing adolescents. These topics include drug and alcohol education, human anatomy, and sexuality. The course presents current information on each of these topics so that students can make well-informed decisions.

## **Additional Programs**

### ***Laptop Computers: Anytime, Anywhere Learning Program***

As part of the Anytime, Anywhere Learning Program, each student in grades 6-12 must have a laptop for daily school use. Computers may be purchased through the Technology Division of the school. Sixth-grade students are given direct instruction in computer applications. Older students new to Keith will be evaluated for their computer skills, and an individualized plan will be developed if needed.

### ***Learning Resources***

Learning resources is provided for students with identified learning and organizational differences. The primary goal is to provide coaching, remediation, and support for students who need skill enhancement. Testing may be required to determine achievement levels.

### ***College Counseling***

The College Counseling course meets once a rotation for second-semester juniors and first-semester seniors. For the junior-level class, students learn about SAT and ACT exams, the components of an admission application, how to visit a college, how to conduct a college search and to evaluate their interests, strengths, and academic and career aspirations. Juniors take a field trip to tour a college campus each spring semester. By the end of the semester, each student will have enough information to generate a list of potential colleges.

The senior-level college course emphasizes the college application process. Students refine their college lists, seek recommendations, write essays, complete testing, develop activity resumes, and meet application deadlines. Students become familiar with the federal financial aid process and learn about college scholarship searches. The process of selecting the college of matriculation and the transition from high school to college is the focus of the end of the semester.

Freshmen and sophomores receive general information about the college application process through notices of college fairs, admission representative visits, and announcements of the seniors' college acceptances and scholarships. The college placement coordinator visits sophomore classes prior to the PSAT and PLAN testing. Freshmen, sophomores, and

juniors take a field trip to tour a college campus every other year.

### ***Senior Project***

Senior Project meets during the second semester of the senior year. Students have the unique opportunity to assess their skills and talents and to plan a project that investigates a career or area of personal interest. The class culminates in the project itself: a carefully designed, four-day excursion into the world outside the school's walls. A faculty advisor oversees each student's project, and written and oral reports are required.

### ***Advisory Groups***

Each student in grades 6-12 is assigned an advisor who will meet with the advisory group each morning during the homeroom time slot. Advisors will also meet with students and their families as the need arises. The advisor acts as a home-school liaison to review grades and to plan the academic program.

### ***Leadership Forum***

Leadership Forums are held quarterly and address issues important to adolescents. The usual forum is a speaker, followed by discussion in advisory groups. Values, ethics, health, and character development are among the major concepts covered in these forums.

### ***Community Service***

Each Upper School student must fulfill 90 hours of community service as a requirement for graduation. This service requirement follows the group-based Service Learning program in the Middle School. Goals of Keith's community service program are:

- to develop character by providing services to those in need
- to appreciate the diversity of the global community and to accept responsibility for the development of that community
- to foster the spirit of volunteerism as an integral part of the American way of life

- to share one's resources and talents while acquiring new skills as a volunteer.

*This curriculum guide is subject to change as Keith School seeks continually to improve its academic program.*

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