

KIRBY SCHOOL GRADES 6 THROUGH 12

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CURRICULUM CATALOG **2016-2017**

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CURRICULUM CATALOG

OVERVIEW

THE VISION

With the rich variety and abundance of independent elementary schools in the Santa Cruz area, there had long been a dream of a comprehensive, non-sectarian, independent college-preparatory middle and high school to meet the needs of bright, motivated students in the Santa Cruz community. In the fall of 1994, Georgiana Bruce Kirby Preparatory School opened its doors.

Kirby was founded on the belief that students who are respected and encouraged to explore their potential as unique human beings achieve at a higher level and with greater enthusiasm for the learning process. We want our students to find their education exciting, challenging, and rewarding. Expectations are high at Kirby, but we provide a caring climate, encouraging students, teachers, and parents alike to see themselves in a mutually supportive “partnership for excellence.”

MISSION STATEMENT

Georgiana Bruce Kirby Preparatory School provides an education of the highest quality in both academics and the arts. Kirby prepares middle and high school students to succeed in college, to become informed and engaged citizens, and to lead active, healthy lives of on-going inquiry. Our distinguished Faculty challenges students through rigorous coursework while cultivating an enthusiasm for learning within a friendly, caring, and safe environment. The School recognizes students as unique human beings and fosters an inclusive and diverse educational community based upon mutual respect.

DIVERSITY STATEMENT

The Kirby School embraces both the concept and the embodiment of diversity within its educational community. Beyond the ethical imperative to create opportunity for a full range of families in the greater Santa Cruz area, the School believes that diversity fundamentally enhances the quality of education for all students. Diverse socio-economic backgrounds, races and ethnicities, opinions, genders, sexual orientations, physical abilities, religious beliefs, and learning styles not only enliven the academic environment but serve vital imperatives of the School's mission and strategic plan:

- To support the School's fundamental value of mutual respect within an inclusive environment
- To collaborate with persons of varying perspectives
- To instill multi-cultural awareness and global literacy
- To foster a sense of world citizenship
- To prepare students for the diverse higher education, employment, and cultural environments of the present and future

Kirby believes that the creation of a diverse community is not a destination, but, rather, it is a conscious, ever-deepening process of:

- Infusing diverse voices and perspectives within the Curriculum
- Ensuring that all students' voices are respected and respectful when expressing social, political, or religious perspectives
- Fostering curiosity about and respect for others within our community
- Creating a safe space where differences are not only accepted at the surface level but explored and understood in depth
- Challenging preconceptions and prejudices within a respectful academic environment
- Allocating effort and financial resources to admit and retain students who will enrich the diversity of the student community
- Allocating effort and financial resources to recruit and retain teachers, administrators, and staff who will enrich the diversity of the community

PRINCIPLES OF OPERATION TO FULFILL THE MISSION

The school embraces the following principles and statements in fulfilling the School's mission:

“Education of the Highest Quality in both Academics and the Arts”

- Graduation requirements meet or exceed UC requirements.
- Small classes are taught by an exceptional faculty.
- A carefully developed scope and sequence in every division sets high standards, which allows for flexibility to meet the needs of each student.
- The curriculum offers a rich variety of electives (both specialized coursework and interdisciplinary study).
- Teachers are empowered to infuse their classes with texts, materials, and methods about which they are passionate.
- The Arts are respected as coequal with all other Academic Divisions.

“Preparation for Success at College”

- Students acquire in-depth knowledge in academic subjects.
- Higher order thinking skills are cultivated.
- Creativity is nurtured.
- Excellent writing skills are taught and developed.
- A passion for learning is inculcated in every student.
- Work ethic and independent learning are ingrained.
- Students experience a variety of teaching styles (seminar, lecture, and project-based and service learning).
- Leadership skills are mentored, and opportunities for leadership are created.
- Self-advocacy, independence, and resilience to adversity are instilled.

“Informed and Engaged Citizens”

- Citizenship is taught on the local, national, and global levels.
- A school-wide Community Service Learning Program partners students, parents, and teachers with local organizations.
- Sustainability (global responsibility and personal practice) is taught and valued.
- A historical knowledge base for effective citizenship is foundational.
- A multiplicity of political and social viewpoints are encouraged, presented, and respected.

“Distinguished Faculty”

- Thoughtful, articulate, passionate, and well-educated professionals are hired and retained.
- Teachers employ methods that engage and inspire learning.
- The faculty is balanced with credentialed teachers and those with advanced degrees.
- Faculty are dedicated to the success of each student.
- Teachers are collegial and mutually supportive.
- Outside professional development and endeavors are encouraged and honored.

“Active, Healthy Lives”

- The athletics program provides an opportunity for students to pursue victory with honor on a competitive stage.
- Student athletes gain foundational skills in collaboration, sportsmanship, and teamwork.
- Health, wellness, and fitness are taught and valued as an integral part of each student's educational experience.
- Students acquire the knowledge, skills, and confidence to enjoy a lifetime of rewarding physical activity.
- Psychology and Wellness classes foster empathic relationships with self and others.
- The curriculum promotes healthy decision making in relation to physical, mental, and emotional wellness.

“Lives of Ongoing Inquiry”

- Philosophical inquiry is valued as much as knowledge.
- Ethical questioning is incorporated into the curriculum.
- Challenging of assumptions is encouraged.
- Curiosity about the world and its people is instilled.
- The desire to lead meaningful lives is fostered.

“Rigorous Coursework”

- Students are respected by challenging them to reach their full potential.
- Academics require perseverance, commitment, and focus.
- Students are held accountable for quality work.

“Enthusiasm for Learning”

- Learning is valued beyond grades.
- The learning process is enjoyable.
- The learning process is demystified so that students see the life benefit of their studies.
- Students experience satisfaction from their best effort.
- Real-world projects and applications stimulate enthusiasm.

“Friendly, Caring, and Safe Environment” and “Inclusive Community”

- Students are enjoyed and appreciated.
- Every student is important; efforts ensure that no student “falls through the cracks.”
- The disciplinary system is used to inspire students to make good choices and to instill community values.
- The school fosters a student culture that minimizes cliques, eliminates bullying, and allows students to be themselves.
- The physical safety of every student and employee is vigilantly prioritized.

“Students are Recognized as Unique Human Beings”

- Students’ intellectual and emotional intelligence are seen and appreciated regardless of age.
- Each student’s learning style is embraced.
- A variety of means of assessment are designed to meet the needs of all students.
- Choice is incorporated into the curriculum.

“Diverse Community”

- The school actively strives to achieve diversity in terms of race, culture, religion, economic status, sexual orientation, and political viewpoint.
- Diversity is embraced for its inherent value to the educational community.
- On-going education on diversity and equity issues is provided to the community.
- Students from diverse backgrounds are ensured support within the school community.

“Mutual Respect”

- The faculty embodies and teaches empathy (and finds means to incorporate this into the curriculum).
- Respectful interactions among all members of the community are expected and prioritized.

MIDDLE & HIGH SCHOOL OVERVIEW

Middle and high school education at Kirby is characterized by active, personalized learning that fosters curiosity, creativity, and critical thinking. Students thrive in small classes where knowledgeable and enthusiastic faculty guide their intellectual and personal development.

MIDDLE SCHOOL: GRADES 6 TO 8

Kirby's middle school provides a well-balanced and developmentally appropriate transition from elementary school to the challenges of a rigorous college preparatory high school program. Our sixth, seventh, and eighth graders are provided with a strong academic foundation and mentorship to explore their creative, intellectual, and physical potential in a lively and supportive environment.

Middle school students build their educational foundation with courses in English, history, mathematics, science, foreign language, and the arts, and develop mind-body awareness through fitness and wellness and athletics programs. Faculty help students develop important critical-thinking and problem-solving skills and teach them how to work effectively, both independently and in groups. Homework averages 1½ to 2 hours per night.

To succeed in a demanding college preparatory environment, students need to develop solid study skills. Sixth through eighth grade students participate in a focused study skills workshop embedded in the Fitness and Wellness class. The middle school study skills curriculum breaks down the various skills into organization and time management, planning, note-taking techniques, and test-taking strategies. Self-advocacy is also developed with the purpose of taking responsibility for one's learning.

The sixth grade is designed as a bridge between elementary and middle school and provides a foundation for the rest of their middle school and high school experience. Sixth graders work and study together as they move through their core curriculum, joining other middle school students for mathematics and fitness classes. They may also join the school Chorus and participate in theater productions.

In seventh and eighth grades, students explore art, drama, dance, and music. They may also begin to tailor their individual education by beginning the study of a high school-level foreign language.

Through parent/teacher conferences and other regular communication, teachers work closely with middle school students' families to build the critical parent/teacher partnership.

HIGH SCHOOL: GRADES 9 TO 12

Balanced and innovative curricula fuse traditional academics, the arts, and technology. An extensive range of electives across all disciplines affords opportunities for comprehensive study and prepares students for the social, political, and economic realities of the twenty-first century. All courses share common goals: reading analytically, writing clearly, questioning actively, and thinking critically.

Students may pursue a general college preparatory path or may focus their study through a unique program of Intensive Paths in one of the four disciplines: the Humanities, Science and Technology, Languages, or the Arts. Homework averages 2 to 3 hours per night. Advanced study is available through honors and Advanced Placement courses. With a few exceptions, Kirby's high school level courses are certified to meet "a-g" admission requirements of the University of California system, and graduation requirements exceed University of California admission prerequisites. The innovative elements of Kirby's program ensure a rich educational experience and prepare students for success at the colleges of their choice.

DISTINCTIVE FEATURES OF OUR PROGRAM

Kirby's college preparatory educational program has several distinctive features:

Small classes (averaging twelve students) provide flexible pacing and individual attention and afford teachers and students the opportunity to forge close working relationships. Teaching is vibrant, innovative, project-based, and student-centered.

We believe that creative expression is fundamental to the human experience and that work in the arts enhances learning in other areas. Visual and performing arts are an integral part of the academic curriculum, offering students the opportunity to broaden their horizons and gain new skills.

Study of high school level foreign language begins as early as seventh grade.

Math placement is based upon level of mastery (not grade level), enabling students to work at a pace appropriate for them.

Optional high school Intensive Path programs provide guidance for in-depth study in the humanities, science and technology, languages, or the arts. Information on each is available in this catalog in the respective academic division.

High school students choose from an array of rotating electives and advanced coursework; juniors and seniors are offered a wide range of specialized, semester-long English courses to complete their English requirements.

Learning goes beyond the classroom, engaging students' natural enthusiasm and creativity. Journalists chronicle issues important to our community in *INK*, the award-winning school newspaper. Music students have the opportunity to work in Kirby's recording studio. Students with computer technology expertise apply their skills to maintain Kirby's network and our online interface. Art and music students perform in multiple school and community productions and competitions. These are just a few examples of the many ways that students demonstrate and apply their learning.

INTENSIVE PATH PROGRAM OVERVIEW

High school students with a passion for the humanities, science and technology, languages, or the arts can choose an Intensive Path of study. Graduation requirements differ from the General Path, but all Path requirements meet or exceed UC entry requirements. Further details about each path are outlined under their respective academic division sections in this catalog. A comparison of the Graduation Requirements is provided on page 9. For all Intensive Paths, completion of the program is noted on the student's transcript.

THE HUMANITIES INTENSIVE PATH (HIP)

The Humanities Intensive Path (HIP) enables students who are passionate about history, writing, and literature to explore those areas in more depth. With the guidance of the academic counselor, HIP students plan an interdisciplinary course of study and identify a focus that leads to a senior project.

THE SCIENCE AND TECHNOLOGY INTENSIVE PATH (STIP)

The Science and Technology Intensive Path (STIP) provides a program of study for students wishing to pursue more in-depth study of science, math, and computer sciences and reach a level of mastery in these areas that will position them for advanced college-level work. Each STIP student works closely with a faculty mentor to develop and implement a rigorous and comprehensive course of study, including a senior project.

THE LANGUAGES INTENSIVE PATH (LIP)

The Languages Intensive Path (LIP) offers high school students intensive study of foreign languages and cultures. Students completing this intensive path graduate exceptionally prepared for life in a multicultural and multinational world, having developed both advanced linguistic abilities and a greater understanding of other cultures.

THE ARTS INTENSIVE PATH (AIP)

The Arts Intensive Path (AIP) emphasizes the study of fine or performing arts. AIP students acquire the background, skills, and knowledge necessary for entering a college fine or performing arts program. Under the mentorship of a faculty advisor, students choose a general arts program or concentrated study in a specific discipline.

GRADUATION REQUIREMENTS

To graduate, students must fulfill at least 94 units of academic credit in grades 9-12. The normal high school course load is six academic courses. Students wishing to take summer or evening courses elsewhere, or to pursue alternative learning opportunities for credit, must receive prior approval from the Academic Dean.

UNITS¹

	General Path	HIP Path	STIP Path	LIP Path	AIP Path	NOTES
ENGLISH	16	16	16	16	16	
HISTORY	12	16	12	12	12	
MATHEMATICS	12	12	16 ²	12	12	Completion through Algebra 2, or Pre-Calculus if Algebra 2 is taken in 9th grade
LABORATORY SCIENCE	12	12	16	12	12	Must include Biology
LANGUAGES	8	8	8	24 ³	8	All in one language, except for LIP students
VISUAL ARTS	4	4	4	4	4	Art 1 is a prerequisite for all Art courses
PERFORMING ARTS	4	4	4	4	4	4 units in Music, Theater, and/or Dance
FITNESS/WELLNESS	4	4	4	4	4	Contract Fitness is 1 unit per semester ⁴
HEALTH	2	2	2	2	2	One semester
ELECTIVES ⁵	20	12	6	8	4	
ELECTIVES WITHIN INTENSIVE PATH		6	8		18	
SENIOR PROJECT		2 ⁶	2 ⁶		2 ⁶	
TOTAL	94	98	98	98	98	

1. Typically, yearlong courses earn 4 units and semester courses earn 2 units. However, some yearlong music and dance courses meet only two days a week and, therefore, earn only 2 units.
2. Must include Pre-Calculus. Any math completed beyond Pre-calculus can be counted toward STIP electives.
3. LIP students must complete six years of high school language with one language through Level 4 AP. High school level language taken in Middle School is credited.
4. Students must engage in 3 hours per week of approved activity for one unit of contract fitness credit.
5. Any course in any discipline that is above and beyond the graduation requirement may fulfill the elective requirement.
6. 2 units are equal to 60 hours of student academic work.

SAMPLE MIDDLE & HIGH SCHOOL COURSE SEQUENCE

(This is an example. An individual student's course sequence may vary based upon interest and previous academic background.)

MIDDLE SCHOOL				HIGH SCHOOL				
SUBJECT	GRADE 6	GRADE 7	GRADE 8	STANDARD COLLEGE PREP GRADUATION REQUIREMENTS*	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	ENGLISH 6	ENGLISH 7	ENGLISH 8	4 YEARS, TAKEN GRADES 9-12	ENGLISH 9	ENGLISH 10	ENGLISH 11: CHOICE ²	ENGLISH 12: CHOICE ²
HISTORY	GEOGRAPHY	HISTORY 7: ANCIENT CIVILIZATIONS	HISTORY 8: U.S.	3 YEARS, TAKEN GRADES 9-12	HISTORY 9: WORLD HISTORY	HISTORY 10: MODERN WORLD (HONORS OPTION)	HISTORY 11: U.S. (HONORS OPTION)	HISTORY 12: CHOICE ²
MATH¹	ADVANCED MATH FUNDAMENTALS	PRE-ALGEBRA	ALGEBRA 1	3 YEARS (ONE YEAR EACH OF ALGEBRA 1, GEOMETRY, & ALGEBRA 2)	GEOMETRY	ALGEBRA 2	ELECTIVE ³	ELECTIVE ³
SCIENCE	SCIENCE 6: EARTH SCIENCE	SCIENCE 7: LIFE SCIENCE	SCIENCE 8: PHYSICAL SCIENCE	3 YEARS LAB SCIENCE, TAKEN GRADES 9-12	BIOLOGY	CHEMISTRY	PHYSICS	ELECTIVE ³
FOREIGN LANGUAGE¹ / ELECTIVE	STEAM	LATIN 1	LATIN 2 , ASL 1, OR SPANISH 1	2 YEARS OF THE SAME LANGUAGE, TAKEN GRADES 9-12	FOREIGN LANGUAGE	FOREIGN LANGUAGE	ELECTIVE ³	ELECTIVE ³
ARTS	WORLD ART, WORLD DANCE, & IMPROV	FINE ART & MUSIC APPRECIATION	DANCE & DRAMA	2 YEARS, TAKEN GRADES 9-12 (4 UNITS OF BOTH VISUAL AND PERFORMING ARTS)	ARTS CHOICE ²	ARTS CHOICE ²	ELECTIVE ³	ELECTIVE ³
FITNESS & WELLNESS⁴	FITNESS & WELLNESS ⁴	FITNESS & WELLNESS ⁴	FITNESS & WELLNESS ⁴	HEALTH AND 4 UNITS OF FITNESS	HEALTH / SPORTS / CONTRACT FITNESS ⁴	SPORTS / CONTRACT FITNESS ⁴	SPORTS / CONTRACT FITNESS ⁴	SPORTS / CONTRACT FITNESS ⁴

*This reflects Kirby's "standard" high school graduation requirements. Intensive Paths are offered in the Humanities, Science/Technology, Languages, and the Arts.

NOTES:

1. Math and language placement is by level of mastery, not by grade. Students are placed in the appropriate level after a placement test. Taking Algebra 1, Geometry, or Algebra 2 in middle school applies toward the three-year high school math requirement.
2. "Choice" indicates that a class in that subject area is required, but students may choose from the electives offered within that discipline.
3. "Elective" means the student must take a class, but may choose from any "non-required" course in any subject area, providing overall graduation requirements are met.
4. Fitness & Wellness class is required in middle school. Health is required in grade 9. High school students are required to complete 2 years of fitness and may participate in after-school sports or "Contract Fitness" to meet this requirement.

MIDDLE & HIGH SCHOOL COURSE LIST 2016-2017

English

English 6
English 7
English 8
English 9
English 10

English 11-12 choices:

AP English Literature and Composition
Journalism*
Film Studies (s)
Global Perspectives (s)
Heroes, Monsters, and Fools (s)
Philosophy (s)
Playwriting (s)
Public Speaking (s)
The Short Story (s)

History

History 6: Geography
History 7: Ancient History
History 8: Ancient History †
History 9: World History of the Middle Ages
History 10 Choice: Modern World History
or Honors Modern World History
History 11 Choice: U.S. History or
Honors U.S. History Practicum
Applied Economics (10th-12th) (s)
Macroeconomics (10th-12th) (s)
Honors U.S. Government (11th-12th)

Science

STEAM (6th)
Science 6: Earth Science
Science 7: Life Science
Science 8: Physical Science
Biology (9th)

Grade 10-12 choices:

Chemistry or Forensic Chemistry (10th*)

Organic Chemistry (s)
Human Biology (s)
Marine Biology (s)
Honors Environmental Science
Physics or Honors Physics (11th*)
AP Physics C

Computer Science (9-12)

Intro to Programming: Graphics and
Mini-games (s)
Intro to Computer Science (s)
Programming for the Internet (s)

Multimedia Electives (9-12)

Audio Engineering: Recording Studio (s)
Audio Engineering: Mixing Studio (s)
Digital Media (s)
Video 1 (s)
Video 2 (s)
Yearbook ^

Mathematics

Grade 6-8 choices:
Advanced Math Fundamentals
Pre-Algebra

Grade 6-12 choices (H.S. Credit):

Algebra 1
Geometry
Algebra 2
Pre-Calculus
AP Statistics
AP Calculus BC
Honors Differential Equations (s)
Honors Linear Algebra (s)

Foreign Languages

Grade 7: Latin 1
Grade 8-12 choices (H.S. Credit):
American Sign Language 1, 2, 3, and 4

French 2, 3, 4, and AP
Spanish 1, 2, 3, 4, and 5
Latin 1, 2, 3, and 4

Middle School Arts Rotation (6-8)

Grade 6: Improv (s)
Grade 6: World Art & Dance (s)
Grade 7: Music Appreciation (s)
Grade 7: Visual Art (s)
Grade 8: Drama (s)
Grade 8: Dance (s)

Visual Arts (9-12)

Art 1: Foundation ◇
Photography 1
Art 2: Intermediate 2-D Art
Ceramics: Portfolio Preparation
Photo: Portfolio Preparation
Art 3 and 4: Portfolio Preparation
AP Studio Art: Drawing, 2-D Design, or
3-D Design
Book Arts 1, 2, and 3

Theater Arts (9-12)

Drama 1: Fundamentals
Drama 2

Dance (9-12)

Introduction to Dance
Dance Company (2 days/wk, by audition) ^
Dance Company (4 days/wk, by audition)

Music

Grade 6-12 choices:
Chorus^

Grade 8-12 choices:

Treble Choir (by audition) ◇
Orchestra (by audition) ^
Jazz Ensemble (by audition) ^

Grade 9-12 choices:

Chamber Choir (by audition)
Jazz Choir (by audition) ^
AP Music Theory

Fitness, Wellness & Human Dev.

Middle School Fitness & Wellness 6/7
Middle School Fitness & Wellness 8
Health & Wellness (9th*) (s)

Grade 9-12 choices:

High School Fitness (s)
Contract Fitness
Introduction to Psychology (s)

Special Programs

Drama Productions
Guided Research (STIP Science Fair and
National History Day)
International Student English Program
Teaching Assistantship
Independent Study
External Courses

List of Honors & AP Courses

Honors History 10
Honors U.S. History Practicum
Honors U.S. Government
Honors Physics
Honors Environmental Science
Honors Differential Equations
Honors Linear Algebra
AP English Literature and Composition
AP Physics C
AP Calculus BC
AP Statistics
AP French
AP Studio Art: Drawing, 2-D Design, or
3-D Design
AP Music Theory

* typically taken in this grade (s) semester-long course (2 units) ^ 2-unit yearlong course "H.S. Credit" = High School credit even if taken in middle school
† History 8 will transition to U.S. History beginning with the 2017-2018 school year ◇ Grade 8 students may apply to take in place of Middle School Arts Rotation

HUMANITIES DIVISION

The Humanities Division at Kirby includes the English and History departments. Both departments reinforce critical thinking skills, analytical reading skills, and expository and creative writing skills.

THE HUMANITIES INTENSIVE PATH (HIP)

The Humanities Intensive Path (HIP) enables students who are passionate about history, writing, and literature to explore those areas in more depth. With the guidance of the academic counselor, HIP students plan an interdisciplinary course of study and identify a focus that leads to a senior project. The graduation requirements for HIP students are:

- Four years of history (16 units)
- Four years of English (16 units)
- Six additional elective units in either English or history
- A Senior Project (2 units).

ENGLISH

The development of writing skills is a primary objective in every English course. In sixth grade, students learn to construct short essays, and by eighth grade students write 4-5 page essays. High school students practice and master a range of writing types, including literary analysis, timed writing, fiction, poetry, personal essays, and research projects. By graduation they produce meaningful, well-written, and well-developed papers. Teachers use multiple drafts, one-on-one conferencing, peer revision, and prompt, detailed feedback to develop each student's writing and critical-thinking skills.

Language skills are cultivated through the teaching of vocabulary, grammar, reading comprehension, and oral expression. All English courses teach vocabulary and grammar instruction is integrated with writing assignments in all grades. In addition to stressing writing and language skills, courses engage students in the study of great works of literature. The variety of literary genres—novels, short stories, plays, poetry, nonfiction, and essays—are explored in both traditional and modern works.

Eleventh and twelfth grade students choose from a number of rotating semester-long and yearlong courses, enabling them to study topics of interest. Course offerings are summarized in the Course List on page 11.

English 6

Students are introduced to a variety of experiences through literature while they develop writing skills and improve their vocabulary. Ample opportunity is provided to practice many forms of writing, including literary response and analysis, creative stories, personal narratives, persuasive essays, and informational essays. Projects and presentations allow students to demonstrate comprehension of literary themes. Class novels focus on how people are transformed through their relationship with others. The reading list includes *Wonder*, *Rules*, *Shipwreck at the Bottom of the World*, and *The Circuit*.

English 7

Literature in this course is focused on the American experience. In addition to reading and discussing books, students use separate texts to study grammar and vocabulary. Overall skill development includes close reading/annotating, gathering evidence, and active use of figurative language. Students write personal and analytical essays, give speeches, and complete creative projects that demonstrate comprehension of textual themes and historical context. Grammar study is intensive and is evaluated according to the students' own writing development as well as through quizzes and tests. The reading list includes *Touching Spirit Bear*, *Of Mice and Men*, *Fahrenheit 451*, *Farewell to Manzanar*, and *Illegal*.

English 8

Students explore an author's use of literary devices and practice implementing such techniques into their own writing to promote clarity, sophistication, and effectiveness. They read, discuss, and write extensively about *Lord of the Flies*, *To Kill a Mockingbird*, *March*, and *Speak*. Assorted short stories are studied in the second semester. Some of these stories are selected from a student-compiled list of favorite authors. In addition to the appreciation and analysis of texts, the course enhances students' ability to articulate their understanding of literature through vocabulary development, grammar study, and oral presentation.

English 9

The thematic focus of this course is the examination of self in relation to family, community, and culture. Students consider their place in the world and how they relate to characters of less familiar cultures, economic classes, time periods, and perspectives. The readings are connected by the immediate experiences of youth and coming of age. The reading list includes short stories by Toni Cade Bambara, Gish Jen, and Julia Alvarez, and longer works such as *Jellicoe Road*, *Romeo and Juliet*, *The Absolutely True Diary of a Part-Time Indian*, and *The Curious Incident of the Dog in the Night-Time*. Meets UC "b" requirement.

English 10

English 10 prepares students for junior and senior level coursework. Students practice a range of skills, including textual analysis, critical thinking, research, oral presentation, and writing for various purposes and audiences. Course texts span a range of genres including poetry, fiction, drama, memoir, and nonfiction. Beginning with a unit focused on diction, tone, and anecdote, the course widens its focus to examine three broader contexts: gender in literature and culture; socioeconomic status and U.S. national identity; and perspectives on the Vietnam War. Assignments provide opportunities to think and write creatively (poetry and short fiction), persuasively, and analytically (essays on literary texts). In addition, English 10 students practice information literacy in individual research projects. Students learn to identify and use rhetorical modes, literary techniques, and careful diction while building vocabulary and practicing clear and engaging writing. Texts include *The Art of the Short Story*, *A Doll's House*, *Death of a Salesman*, *When Heaven and Earth Changed Places*, and *The Things They Carried*. Meets UC "b" requirement.

ELEVENTH AND TWELFTH GRADE ENGLISH CHOICES

Eleventh and twelfth grade students choose two semester-long courses each year from a menu of electives that vary from year to year. While the themes and literary selections sometimes change, all courses prepare students for college-level writing and critical thinking. All English 11/12 electives meet UC "b" or "g" requirements.

Film Studies

This course helps students understand how films convey meaning and engage audiences. Students develop the skills to analyze, describe and enjoy film as both an art and entertainment form. Students learn the basic building blocks that make up a film as well as some fundamental principles of analysis, genre, style, performance and storytelling. The course material includes screenings and readings. The primary response mechanism for students is classroom discussion and a critical essay on each of the films shown. Films discussed are: *The Big Lebowski*, *Alien*, *North by Northwest*, *The Grand Budapest Hotel*, *Chinatown*, *Do the Right Thing*, *Annie Hall*, and *Pulp Fiction*. Meets UC "b" or "g" requirements as English 11/12 on transcript.

Global Perspectives

Global Perspectives is an interdisciplinary course focusing on the modern world beginning with the Cold War. Students study the literature, history, and arts of non-western cultures from Asia, Africa, and the Middle East. As a result, students gain a deeper understanding of global patterns, current events from multiple perspectives, and global citizenship. Overall course content is presented through the theme of globalization. Students explore and learn to think critically about topics such as culture, nationalism, conflict, cooperation, and global citizenship through discussions and writing in a variety of styles. Meets UC "b" or "g" requirements as English 11/12 on transcript.

Heroes, Monsters, and Fools

Students in this class examine the narrative paradigms and character archetypes that have shaped stories from ancient folklore to Hollywood blockbusters. Students explore these texts not only to identify these narrative trends, but to analyze them through various critical lenses. Course texts include theatrical scripts from Early Modern to Absurdist, novels from Victorian Gothic through contemporary Young Adult, and seminal films of the 20th and 21st centuries. Student also have the opportunity to creatively interpret the techniques identified over the course of the semester through original writings. Meets UC “b” or “g” requirements as English 11/12 on transcript.

Journalism (Prerequisite: A- or better in previous English class) (yearlong)

This class is designed as a media practicum, a course that both teaches the fundamentals of journalism and provides publication experience. Students study, imitate, and produce original pieces—including summary and feature news, personal columns, editorials, and sports writing—ultimately publishing the newspaper, *INK*, and producing an online edition. Additionally, the course covers tools used in the changing face of media: photography, audio/radio, video, social distribution, and writing for print and web. Course readings include discussions of current debates about media and ethics. One year of this course can be used to satisfy either the English 11 or English 12 requirement, but subsequent years may be taken for elective credit. Meets UC “b” or “g” requirements as English 11/12.

Philosophy: Contemporary Moral Problems

This course encourages students to think deeply about difficult and controversial moral issues such as torture, capital punishment, animal cloning, abortion, euthanasia, and assisted suicide. The goal of the course is to attain more carefully articulated positions on these issues without necessarily trying to determine whether one position or another is the correct moral choice. Achieving this goal requires both the cultivation of argumentation skills and learning about the process of moral reasoning. Students are expected to reflect verbally and in writing on their own views and the views of their fellow students in relation to the writings of professional philosophers on these moral problems. Meets UC “b” or “g” requirements as English 11/12 on transcript.

Playwriting

Theater has always been a crucial staple of culture and society. This course provides an engagement with theatrical texts which moves them beyond the printed page. A joint creative writing and theatre history/textual analysis course, playwrights will spend half the semester developing and workshopping their own dramatic material in a highly creative and dynamic environment, getting the opportunity to explore a range of dramatic techniques and different approaches to script writing and development. The remainder of the semester is spent experiencing some key texts from theatrical history, from Aristophanes to Shakespeare, from Oscar Wilde to Samuel Beckett, and beyond. Students in the class are expected to be prepared for inspiration, whenever and wherever it may strike, and to be ready to engage with a tradition that infamously can move people not only from laughter to tears, but from silent spectatorship to incensed rioting. Meets UC “b” or “g” requirements as English 11/12 on transcript.

Public Speaking

This course introduces students to public speaking as a craft that requires planning and effort, and emphasizes to students the importance of having an awareness of the world around them—current events and issues of ethics and justice will be constant topics of conversation. In addition to developing specific (tailored) strategies to cope with the anxieties most people have around speaking in front of others, students in this course will have the opportunity to improve their oral communication, their critical thinking, and their written communication skills. Meets UC “b” or “g” requirements as English 11/12 on transcript.

The Short Story

Can you be epic in three sentences? Can you interrogate the human experience in four pages? Does micro-fiction fit into the literary canon? What is the anti-story? How can a writer achieve brevity and totality at the same time? The short story is an intriguing and important genre in literary studies. Short stories are popular with many for their digestible size and the variety they offer; they can also serve as an excellent laboratory for studying literature and testing one’s own creative juice. In this class students read and analyze—in discussion, in writing, and in creative ways—short stories from a variety of cultures and traditions, such as the Americas, Asia, Europe, the Middle East, and Africa. The course considers the short story as a literary form and explores what short story authors must do to tell their tales. Meets UC “b” or “g” requirements as English 11/12 on transcript.

AP English Literature and Composition, with an American Literature emphasis (Prerequisite: A- or better in previous English class) (yearlong)

This course on Anglo-American literature explores the literature, culture, and national identity of the United States from settlement (seventeenth century) to the late twentieth century. By studying poetry, nonfiction, drama, and novels, students examine how literary texts reflect and shape debates over national purpose, Native American-settler relations, race and slavery, the roles of women in society, the “American Dream,” and what it means to be an “American.” Students write short responses and longer revised essays; they also do research on literary works (including Twain and Morrison) and the historical and social conditions out of which literary works emerge. In addition, students read, analyze, and write about poetry. Finally, students practice conceiving, planning, and composing brief timed essays in preparation for the AP Literature and Composition exam. Students will learn to identify and use rhetorical devices, literary techniques, and careful diction while building vocabulary and practicing clear and engaging writing. Through written work and discussion, students think and write analytically and persuasively (with a strong emphasis on literary analysis). Students read a variety of short works, including poems, essays, and speeches from the colonial period through the mid-nineteenth century, in addition to the following full-length works: *The Tempest*; *Narrative of the Life of Frederick Douglass, an American Slave*; *The Adventures of Huckleberry Finn*; *The Awakening*; *The Great Gatsby*; *As I Lay Dying*; *A Raisin in the Sun*; *Going to Meet the Man*; and *The Bluest Eye*. This AP course has College Board approval. Students enrolling in AP English must have received at least an “A-” in their prior English course. If a student receives a “B+,” he or she may petition for acceptance into the AP course. The petition must include a recommendation from the student’s current English instructor. The Academic Dean makes the final decision as to whether the student is admitted into the AP class. Meets UC “b” or “g” requirements.

INTERNATIONAL STUDENT ENGLISH PROGRAM

International Student English (yearlong)

International students develop the reading, writing, listening, speaking and grammar skills they need to thrive academically and socially at Kirby and beyond. Students read, discuss, and write about a range of authentic texts, which may include short stories, novels, biographies, textbook excerpts, scholarly journal articles, and poetry. They develop their own unique writing process and learn essential academic writing skills like appropriate grammar and punctuation use, paraphrasing, summarizing, writing essays and short responses, and documenting sources. The oral communication component of the course delves into group discussions and projects, formal presentations, and other on-campus communication skills. Strategies for academic reading and vocabulary building, efficient dictionary use, critical thinking, active listening, and time management are fully integrated into the course. Meets UC “b” or “g” requirements as English 9/10/11/12 on transcript.

College Writing Skills (yearlong)

This writing course prepares students for success in upper-level high school and college classes. Assignments will focus on description, narration, argumentation, and classification. Together we will build skills in gathering, analyzing, synthesizing, summarizing, paraphrasing and evaluating information. Strategies for building academic vocabulary, writing short responses and taking timed in-class essays will also be covered. Students in this class will work towards developing a unique writing process, style and voice, while continuing to build skills in grammar, punctuation, and spelling. Meets UC “b” or “g” requirements as English 10/11/12 on transcript.

HISTORY

The study of history at Kirby is global in its approach and grounded in the chronological study of human activities from ancient times to the present. History courses cover dates of battles and exploits of kings, but students also study the religious beliefs, philosophical values, aesthetic sensibilities, and the cultural mores of each era and place. Furthermore, the histories of those traditionally “without history”—the women, the children, the poor, and cultures outside of the mainstream—are studied to provide a fuller sense of human endeavor. Analytical and historiographical skills, such as recognizing the importance of historical context and identifying change and continuity over time, are stressed in all grades.

In sixth grade, students study world geography, both physical and human. In 2016-17 both History 7 and 8 focus on Ancient Civilizations, however History 8 will transition to U.S. History beginning with the 2017-18 school year. Middle school history along with History 9 and 10 offer an integrated chronological sequence of almost the entirety of world history. In tenth, eleventh, and twelfth grade, students are given the choice of regular or AP/Honors level courses. The history choices at the twelfth grade level ask students to use their foundational study of world and U.S. History to understand their rights and obligations as civically-engaged citizens and to understand both national and global economics.

Each year’s course comprises a survey of major movements and events combined with in-depth studies of selected areas of interest. At each level, students undertake individual research projects that develop valuable skills and add greater depth to the era. Class format includes lectures, discussions and seminars, group study activities, student presentations, debates, mock trials, slide shows, and films. In all grades, but especially during middle school years, assignments and course expectations are designed to give students opportunities to practice such skills as note taking, material organization, time management, test-preparation techniques, cooperative skills, and clear oral and written expression.

In almost all courses, a general text provides overall structure to the course content. Extra readings, such as primary sources, secondary articles, literature, mythology, and other voices from the past promote a more vivid understanding of remote historical ages. These readings train students to approach texts critically to identify bias and its effect upon the message, and to synthesize diverse voices and perspectives.

Geography 6

This course creatively challenges students to use the tools of geography plus broadly applicable academic skills to view, analyze, and understand the world around them. The mapping labs and case-study approach of the textbook leads students into becoming geographic thinkers and provides a solid framework for the additional readings, film documentaries, class activities, and projects that the students will also engage in. Whenever possible, the course is linked with work being done in other classes, including science, English, dance, and theater. This interdisciplinary work adds valuable depth and interest to the study of geography.

History 7: Ancient World

This course teaches both ancient history and historical inquiry. The year begins with the study of hominins and the development of culture and the slow establishing of small agrarian settlements, illustrating, in part, the often-forgotten fact that the majority of human existence was not within the organization of civilization. Next, students move on to explore what constitutes civilization. The remainder of the course focuses on ancient civilizations, with special emphasis on the Ancient Near East and Mediterranean societies. The focus on each civilization may include its geography, art, architecture, religion, social customs, inventions, laws, politics, writings, and important people. In this course, students practice public speaking, writing, and research skills through various projects and assignments. Students can expect several long-term research projects as well as mini-projects designed to improve their ability to think as historians.

History 8: Ancient World

This course teaches both ancient history and historical inquiry. The year begins with the study of hominins and the development of culture and the slow establishing of small agrarian settlements, illustrating, in part, the often-forgotten fact that the majority of human existence was not within the organization of civilization. Next, students move on to explore what constitutes civilization. The remainder of the course focuses on ancient civilizations, with special emphasis on the Ancient Near East and Mediterranean societies. The focus on each civilization may include its geography, art, architecture, religion, social customs, inventions, laws, politics, writings, and important people. In this course, students practice public speaking, writing, and research skills through various projects and assignments. Students can expect several long-term research projects as well as mini-projects designed to improve their ability to think as historians. *2016-17 is the final year that History 8 will have a world history focus. Beginning in 2017-18, History 8 will transition to a focus on United States History.*

History 9: World History of the Middle Ages

History 9 explores world history from ancient Rome to the dawn of the Renaissance. The six principal units of study focus on the Roman Republic and Empire, the rise of Christianity, the Han and Song Dynasties in China, the Mayan civilization, the rise of Islam, and medieval and Renaissance Europe. Each semester, students undertake an individual research project culminating in a written and oral presentation. The first-semester project focuses on aspects of Roman society, while the second-semester project explores a major figure of the middle ages or Renaissance. This research-writing focus is intended to give Kirby high school students a strong foundation in research techniques, proper attribution of sources, formation of well-supported arguments, and clear self-expression. The historiographic techniques of examining sources for bias and considering completeness and balance in the historical record are also stressed. Meets UC “a” or “g” requirements.

HISTORY 10 – STUDENT CHOICE: MODERN WORLD HISTORY OR HONORS MODERN WORLD HISTORY

History 10

This course covers the modern era from the Age of Exploration to the present. The course begins with an investigation of the causes and consequences of the European conquest of the Americas, in which students evaluate competing scholarly theories on the outcome of historical events using primary documents. From there students turn their attention to the European religious revolutions, the Age of Enlightenment and Revolutions (focusing primarily on France and Haiti), the onset of European global domination instigated by the Industrial Revolution, the World Wars, and the rise of ideological mass politics (liberalism, communism, and fascism) and its contribution to the political, social, and economic complexion of the modern world. The year culminates with an individual research project where students are responsible for determining the long-term causes of a current global issue. Meets UC “a” or “g” requirements.

Honors History 10

This course covers the modern era from the Conquest of the Americas to the present. The course begins with an investigation of the causes and consequences of the European Conquest of the Americas, in which students evaluate competing scholarly theories on the outcome of historical events using primary documents. From there students turn their attention to the European religious revolutions, the Age of Enlightenment and Revolutions, focusing primarily on France, as well as the onset of European global domination instigated by the Industrial Revolution. During the second semester, students choose a particular non-Western civilization or nation and complete research projects on the impact on this society as a result of the Industrial Revolution and 19th century European imperialism. The primary focus of our study of the Age of the World Wars is on the rise of ideological mass politics (liberal, communist, and fascist) and its contribution to the political, social, and economic complexion of the modern world. The development of modern political, economic, and social institutions undergirds the entire course, with a special emphasis on popular sovereignty, economic interdependence, and nationalism. The Honors section is distinguished from the standard section primarily by the rigor and frequency of primary source readings and the intensity of preparation for college-level analytical writing. Additionally, Honors students read portions of Jared Diamond’s *Guns, Germs, and Steel*, and Charles C. Mann’s *1491*, and write an essay applying these analytical frameworks to the conquest of Mexico or Peru. Meets UC “a” or “g” requirements.

HISTORY 11 – STUDENT CHOICE: U.S. HISTORY OR HONORS U.S. HISTORY PRACTICUM

United States History

This course surveys U.S. history from the establishment of the early American colonies to the changes of the early 2000s, considering how those facts fit into the broader themes and ideas that shape our history. While the main focus of the class is on major events and figures, attention is paid to daily life, social and political movements, and the experiences of a wide variety of Americans. Some people, time periods, and events will be looked at more closely than others as a way to illustrate the following themes. This approach encourages students to develop both depth and breadth in their understanding of our history. The class continues to develop the students' skills in using primary sources and being alert to possible bias. Research and writing skills are emphasized through the use of a variety of writing assignments, class presentations, and assessment of current news events and how they relate to U.S. history. Meets UC "a" requirement.

Honors United States History Practicum

This course provides a survey of the United States from pre-Columbian times to the present, with relatively equal emphasis on political, economic, and social history. Readings come from college-level textbooks, collections of primary-source documents, and scholarly articles. As this is an advanced course, students can expect a significant amount of reading, document analysis, and writing practice. Students are expected to engage in frequent seminar-style discussion and to take excellent notes from both lecture and reading. In addition to preparing students to take the AP U.S. History exam, the course strengthens historical, research, writing, and critical-thinking skills. Meets UC "a" requirement.

HISTORY ELECTIVES

Macroeconomics (semester)

This semester-long course examines selected topics in Macroeconomics, the study of the economy of a country. The course is designed to help students understand and interpret current economic events. In fact, one requirement of the course is for students to scan current economic news stories weekly and submit a brief commentary on one of them. The topics that are covered in the course are: a historical and political perspective on why some nations are wealthy and some nations are poor, the sources of the business cycle of economic upturns and downturns, the advantages and disadvantages of economic globalization, and the causes of the Great Recession of 2007 in the United States. Meets UC "g" requirement.

Applied Economics (semester)

This course uses simulations of real-world situations to turn students—even those with no prior experience or knowledge of personal finance—into competent financial decision-makers. Topics addressed include budgeting, investing, developing plans to meet short-term and long-term financial goals, using insurance to protect assets, accounting for the tax consequences of various financial decisions, and making wise choices about large purchases, such as the purchase of a car or a home. Meets UC "g" requirement.

Honors United States Government (yearlong)

This course is designed to provide students with an opportunity to learn about the premise, purpose, scope, and function of the United States federal government. Students explore the forces that shape American politics, as well as the complex nature of the issues shaping America's future. The goal is to enhance understanding of the American political scene and to empower students to become active and engaged citizens. The course begins by covering the foundational principles and documents of American government and its institutions, including a detailed look into the federal budgetary process and the federal bureaucracy. Included within this unit is an exploration of the basic economic principles which shape the American political agenda, including taxation, debt, and the role of government in the economy. Next, students focus on the role of federal courts, including the Supreme Court, and the complex nature of civil rights and liberties in our society. To conclude the course, students study the major social, economic, environmental, national security policies of the federal government and evaluate their efficacy. Throughout the course, students strengthen the essential academic skills needed in college and beyond—effective note taking and test taking, argumentative and explanatory writing, and critical analysis of documents. Meets UC "a" or "g" requirements.

SCIENCE, TECHNOLOGY, & MATHEMATICS DIVISION

THE SCIENCE AND TECHNOLOGY INTENSIVE PATH (STIP)

The Science and Technology Intensive Path (STIP) provides a program of study for students wishing to pursue more in-depth study of science, math, and computer sciences and reach a high level of mastery in these areas that will position them for advanced college-level work. Each STIP student works closely with a faculty mentor or the Academic Dean to develop and implement a rigorous and comprehensive course of study.

STIP students surpass the 94-unit minimum graduation requirement and complete the coursework in all disciplines necessary for admission to the University of California. STIP graduation requirements differ from the general requirements in five areas in that it requires:

- Four years of laboratory science, including: Biology, Chemistry, Physics, and one advanced-level elective (16 units)
- Four years of high school mathematics, including at least Pre-Calculus (16 units)
- A total of 8 additional elective units in science, math, or computer technology
- An independent research project and/or internship for 2 or 4 units (60-120 hours of academic work)
- Attendance at STIP seminars and events

While most STIP students will take science and computer electives offered by the school, they also have the opportunity to set up individualized Independent Studies programs supervised by Kirby faculty. The school expects STIP students to take all core science courses at Kirby during the regular school year rather than comparable courses elsewhere.

STIP students must request permission from the Academic Dean to receive credit for science and technology related coursework and activities pursued off campus, including those taken at Cabrillo College, UCSC, or extended hands-on internships or mentor/apprentice arrangements with individuals or companies.

SCIENCE

In the 21st century, science continues to play a powerful role in guiding the world's decision-making and its progress toward sustainability. Under this paradigm, middle and high school science courses incorporate a focus on the health of the planet and on the individual.

The curriculum consists of a three-year introductory sequence in middle school, followed by a three-year lab sequence in high school. The program is both skills and content based, ensuring that all students completing the program understand the methodology of science and have a strong foundation in science. Curricula incorporate traditional content enhanced by contemporary research with each course emphasizing unifying concepts, inquiry-based approaches, and use of technology. All are based on National Science Education Standards and California State Education Standards. Students also master the skills necessary to obtain scientific literacy in the modern world and are encouraged to use their skills and knowledge to make contributions to the local, national, and global community. Upon completion of the science program, students are able to explain natural processes using scientific evidence and knowledge, are proficient in writing both technical papers and those for a lay audience, and are adept at discussing scientific concepts relevant to current social and environmental issues.

Instruction in all science courses combines lectures with guided problem solving and hands-on lab work. Students spend approximately 25% of class time working on laboratory exercises while upper-

level science courses provide additional opportunities for original research. Many courses require longer-term research projects culminating in a usable process or product, community service, research paper, or oral presentation.

MIDDLE SCHOOL SCIENCE

The middle school science program establishes the foundation for high school science courses by providing a comprehensive introduction to the subject. Middle school students complete a three year sequence of integrated science; the sixth grade focuses on Earth Science, the seventh grade investigates Life Science, and the eighth grade concentrates on Physical Science.

STEAM

This yearlong course offers students in sixth grade the opportunity to develop a practice of tinkering and making, and moves toward the incorporation of computational thinking in tinkering environments during the second semester. STEAM blends both high and low tech tools with artistic expression. Students spend most of their time engaged in building, designing, collaborating, inventing, re-inventing, and using familiar materials in unfamiliar ways. Much of the content of this course is inspired by work of the Lifelong Kindergarten Lab at MIT, Carnegie Mellon's CREATE lab and the Exploratorium's Tinkering Studio. Some examples of explorations in STEAM include creating marble runs; building scribbling machines; working with circuits in a variety of contexts; designing and building cardboard automata; culminating in the application of students' knowledge of coding, electronics, and physical prototyping to build an interactive robotic pet.

Science 6: Earth Science

Sixth grade science is a hands-on, inquiry-based class. The year centers around a variety of earth science topics including: erosion, deposition, stream flow, topographic and bathymetric mapping, oceanography, climate change, plate tectonics and earth's structure, volcanoes and earthquakes. Each topic includes opportunities for students to interact with the content through messy activities, observe exciting demonstrations, engage in experimental design, problem solve, think critically, and practice literacy strategies to enable them to grow as thinkers and scientists.

Science 7: Life Science

This yearlong course is a complete introduction to life science with an inquiry-based approach to discovering the concepts of biology. The exploration of life through hands-on learning experiences, projects, and activities inspires a deeper appreciation for the content while developing a broad understanding of the many topics covered. The areas of focus are cellular biology, genetics and heredity, classification, organisms as they have evolved, and human biology. Some of the primary skill sets developed during this course are scientific reasoning, experimental design, scientific writing, modelling, and communicating science.

Science 8: Physical Science

In this course, students cover a range of topics in physical science, with an emphasis on the fundamentals of physics. The course continues to develop students' general academic skills as well as those more specific to the scientific context. In the spring semester, students explore the engineering process using robots. The central goal of this course is to develop a robust foundation of knowledge, skills, enthusiasm, and self-confidence in science upon which to build in future high school courses.

HIGH SCHOOL SCIENCE

The science curriculum has been carefully crafted to ensure that students have the prerequisite math skills as they advance. The traditional curriculum of freshman biology, sophomore chemistry, and junior physics is not rigid at Kirby; rather students are allowed to embark on the scientific path that aligns their interest and math ability to motivate and support student success.

All Kirby students are encouraged to study each of the following disciplines for one year: Biology, Chemistry, and Physics. Subject-specific exceptions can be made if advanced courses (AP or Honors)

are substituted. Our course offerings make it possible to fulfill this three-year requirement in a variety of ways. The flow of courses can be individualized, but is dependent on math readiness. Students transferring from other high schools who have taken their courses in a different sequence may have to follow a modified path through the curriculum in order to fulfill the requirement of three years of laboratory science.

Biology

In this introductory biology course, students develop scientific inquiry and literacy skills through hands-on laboratory investigations, including hypothesis development, data collection and interpretation, and written and oral presentations. Topics include cellular structure and function, cellular reproduction, protein synthesis, genetics, heredity, and an introduction to photosynthesis and cellular respiration, as well as evolution, classification, and ecology. Laboratory activities accompany major topics. Emphasis is placed on critical thinking, problem solving, and student collaboration on activities, labs, and research projects. Meets UC “d” or “g” requirements.

Chemistry (Prerequisite: Algebra 1)

In this introductory chemistry course, students hone scientific methods through hypothesis testing, experimental design, data collection, data analysis, report writing, and oral presentations. Topics include atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, and nomenclature. Laboratory activities accompany major topics. Class discussions and research projects encourage students to think critically about course material and develop connections between science and other disciplines. Research and public speaking skills are developed through independent projects and oral presentations. Groups work together to solve problems, complete labs, and share observations; this collaboration mirrors the professional collaboration that is integral to science. Meets UC “d” or “g” requirements.

Forensic Chemistry (Prerequisite: Algebra 1)

This yearlong chemistry course contributes to the development and expansion of students’ knowledge of the natural sciences. Forensic science is a multidisciplinary applied science encompassing several sub-fields of biology, chemistry, physics, and crime scene investigation (CSI). These subfields include toxicology, entomology, pathology, fire and trace evidence, genetics, serology, and more. This focuses primarily on the chemical aspects of forensic evidence and techniques used to analyze evidence. Students explore the ways in which chemical analyses and techniques as well as biological systems have changed and evolved over time. The course also focuses on problem solving within an interdisciplinary scientific, relevant context.

The main aim of forensic science is to apply scientific methods to substantiate legal investigations, thus highlighting the importance of following the scientific method accurately and communicating science effectively. The content of this course is taught using hands-on instruction such as examining mock crime scenes, analyzing evidence in laboratory activities, exploring presumptive and confirmatory tests, group and individual projects and activities, and more. Meets UC “d” or “g” requirements.

Organic Chemistry (Prerequisite: B or higher in Analytical Chemistry) (semester)

In this course, students develop deeper understanding of concepts covered in analytical chemistry. Organic chemistry is devoted to the study of carbon compounds and the emphasis of this course is on the nomenclature and properties of organic compounds, stereoisomerism, and reaction mechanisms. The course also covers acid/base chemistry as it relates to organic chemistry, aromaticity, and electrophilic and nucleophilic reactions and mechanisms. Additional topics may include the study of functional groups, spectrophotometry, and the chemistry of amino acids and their importance in the formation of biological compounds. Students are introduced to these basic concepts of organic chemistry and amino acid chemistry through content and laboratory simulations and demonstrations.

Human Biology (Prerequisite: Chemistry or teacher consent) (semester)

This course delves into the workings of the human body at the cellular, tissue, organ, and organism level of complexity. Each body system is covered with an emphasis on basic anatomical structure and physiology of key metabolic functions. Labs include microscopy of various tissue types and dissections of important mammalian structures (e.g. heart, lung, brain, etc.) as well as a whole organism dissection to put into perspective the interrelatedness of various body systems. Meets UC “d” or “g” requirements.

Marine Biology (Prerequisite: Chemistry or teacher consent) (semester)

In this course, students explore the organisms and ecosystems of the marine environment with an emphasis on the Monterey Bay. Topics of study include the physical and chemical nature of the marine environment, biology and ecology of marine organisms, marine ecosystem diversity and function, and marine resources and human impacts. Field trips provide an opportunity to experience marine organisms in their natural habitat and perform scientific investigations outdoors. Meets UC “d” or “g” requirements.

Honors Environmental Science (Prerequisites: Algebra 2 and Chemistry, may be taken concurrently)

This course provides students with scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, and to identify and analyze environmental problems that are natural or human-made. Through examination and analyses, students explore alternative solutions, resolution, or preventions of environmental hazards. Instruction includes lectures, discussion, demonstrations, labs, written work, and field trips. Topics include ecology and biodiversity, pollution, energy resources, climate change, sustainable agriculture, environmental hazards and human health, economics, politics, sustainability, environmental world views, and ethics. Meets UC “d” or “g” requirements.

Physics (Prerequisite: Geometry)

This is a traditional college prep physics course focusing on Newtonian mechanics and kinematics with some investigation of additional topics. The course emphasizes problem solving, hands-on lab investigation, and the application of concepts and skills through projects. Students work within various real-world contexts to develop strong problem-solving skills in designing and conducting experiments that are at times heavily reliant upon quantitative analysis. A non-exhaustive list of topics to be covered more or less extensively in the course includes motion in one and two dimensions, forces and acceleration, work and energy, momentum, circular motion, gravitation, thermodynamics, waves, electrical forces and fields, current and circuits, magnetism, and atomic and subatomic theory. Meets UC “d” or “g” requirements.

Honors Physics (Prerequisite: Algebra 2)

This is a rigorous introductory course in physics. The course covers the fundamentals of two main broad topics in physics: mechanics and electricity. In mechanics, students study kinematics, dynamics, simple machines, pressure, energy, work, and mechanical waves. In electricity, students cover electrostatics, magnetism, circuits, and electromagnetism (including the EM spectrum). In addition, several smaller topics of interest may be addressed (time permitting), including atomic physics as a gateway to modern physics.

This course requires strong mathematical skills and serves as good preparation for the AP Physics class. Honors Physics meets UC “d” or “g” requirements.

AP Physics (Prerequisites: Calculus and Physics)

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

This course requires strong mathematical skills. Calculus is a prerequisite, however the two courses may be taken concurrently. Rigorous lab work constitutes about 20% of class time, with reports to be done at home. This AP course has College Board approval.

COMPUTERS AND INFORMATION TECHNOLOGY

Students must acquire computer proficiency in order to succeed in the 21st century. A dedicated computer classroom is used for technology courses and is used to teach and incorporate technology by faculty of non-technology courses on a daily or long-term basis. Teachers also have access to over 100 chromebooks, which students can use for in-class research, paper writing, or online assessments. For independent student use, our Study Hall includes computer stations equipped with the latest software and technology, which students have free access to during school hours. In addition, a comprehensive

audio-engineering lab provides state-of-the-art technology for the Audio Engineering, Video, and Digital Media courses.

COMPUTER SCIENCE

Intro to Programming: Graphics and Mini-games (semester) (Prerequisite: Algebra 1)

This course teaches how to build expressions and functions that solve problems. Projects involve writing code to produce graphics and games, and the class is structured to maximize the time students spend writing programs (sometimes independently, and often with a partner) while learning how to go from a problem statement to tested, reliable code.

Programming for the Internet: Content, Presentation, and Protocols (semester) (Prerequisite: Intro to Programming OR Computational Geometry)

This course teaches how the Web, domain names, and email work, and how to write HTML, CSS, and programs that create and manipulate Web pages. Students will also study layout and typography on the Web. Projects may include a networked game and the development of a Web site.

Intro to Computer Science: Abstraction, Algorithms, and Data Structures (semester) (Prerequisite: Intro to Programming OR Computational Geometry, Algebra 2)

This course investigates two important fundamental questions in computer science: “How can we avoid writing the same code multiple times?” and “How can we compare one method of solving a problem to another?” Students will write an interpreter—a program that runs other programs—and look at alternative ways of organizing programs and data to solve problems such as searching, sorting, and finding paths.

MULTIMEDIA ELECTIVES

Audio Engineering: Recording Studio (semester)

Students learn the principles and practice of audio engineering in a recording studio. Topics covered in this course include studio setup, understanding signal chains, microphone principles and strategies, the purpose and application of studio effects including EQ and compression, DAW usage (Pro Tools), acoustic treatment, and skills related to working with client musicians. Students study the workings of the recording studio, develop a portfolio of recording projects, and take part in showcases of their work for the Kirby community. Students are empowered by competence in audio engineering to seek further study or work in recording or to improve the quality of personal music projects.

Audio Engineering: Mixing Studio (semester)

Working with tracks that have already been recorded, students learn to use the proper tools to mix and edit professional-grade music projects. This course covers ear training and techniques for rough mixes, compression, EQ, editing, tuning, timing, automation, reverb, gating, and transient shaping, along with project organization, monitoring, and listening strategies. Software tools include Ableton Live, Autotune, Melodyne, and Fabfilter plugins. Students in this course develop a portfolio of projects and take part in showcases of their work for the Kirby community.

Digital Media (semester)

During this semester-long course, students investigate: 1) Digital Media, Digital Media Distribution and Open Source Technologies 2) how digital media can be used to capture history(News Media), tell stories(Film and Video Media) and create art(Graphic Design and Animation). 3) Students will create individual projects that focus on a particular aspect of the Santa Cruz community: a graphic design project, an audio or video podcast and learn how to use open source technology to distribute their creations. To create these digital media projects, students learn the basics of the following programs: Adobe Photoshop, Adobe Premiere, Garage Band, FFmpeg, MLT-Framework, and Shoutcast.

Video 1 (semester) (Prerequisite: Art 1 OR Drama 1)

During this semester-long course, students investigate: 1) how to decipher a film/video's ideology (meaning); and 2) how a film/video's form (cinematography, editing, dialogue, mis-en-scene, lighting, sound and color) helps to tell a story and convey meaning. In addition to analyzing various short and feature length films/videos, students create 2-3 group projects that express an important ideology by using intentional elements of film form.

Video 2 (semester) (Prerequisite: Video 1)

During this semester-long course, students investigate advanced film/video production techniques used in modern cinematography and film making. Techniques like film dolly's, jib cranes, follow focus, time-lapse, visual effects, and green-screen will be analyzed and explained. In addition to analyzing short and feature length films/videos, students will write independent screenplays, vote on which screenplays to produce, and then work on a video crew to produce a 3-7 minute short film using the techniques learned.

Yearbook

The yearbook is designed for students interested in producing an annual containing memorable events of the school's year. The course includes planning, thematic development and follow-through, page layout and design, copy and caption writing, photography and photo editing, and proofreading. Selling senior tribute ads and distribution are also part of the course. Production of the yearbook is carried out by the students from the beginning to a completed product that is sold to the student populous. The book is built using a digital platform, fully on-line. During both semesters, students are responsible for producing completed layouts in order to meet publication deadlines.

MATHEMATICS

Students enter the mathematics program based on level of mastery, as determined by a placement test. Student grade level does not determine course level. Hence, math classes generally contain students from a range of grades.

The program is designed so that most students entering in middle school can complete AP Calculus BC before graduation. The mathematics program takes full advantage of our small class sizes, and instructors spend one-on-one time with students during regular problem-solving sessions.

The sequence of classes is fast-paced and taught primarily through problem solving by the students. Students are encouraged to work cooperatively with classmates to gain valuable skills for solving problems in a variety of areas. The courses include a rich mix of word problems oriented toward solving real-life problems through mathematics.

The Algebra 1-Geometry-Algebra 2 sequence follows a traditional math sequence with examples from SAT examinations incorporated into the standard curriculum. Fundamentals are supplemented by work in exponential and logarithmic functions, matrices, sequences, series, and probability.

Students who take required core math courses outside of Kirby, due to scheduling conflicts or other acceptable reasons, must succeed on the Kirby placement test before proceeding to the next level.

MIDDLE SCHOOL MATH

The middle school math program at Kirby is consistent with the California State standards for grades 6 through 8.

Advanced Math Fundamentals

This course helps students develop a foundation of math skills strong enough to support the structure of knowledge they will continue to build in future courses. Along with honing study skills, the course aims to develop a firm understanding of: arithmetic functions; negative numbers; coordinate graphing; basic geometric terminology and calculations; fractions; decimals; powers of 10 and scientific notation; ratios; percentages; unit conversions;

distance, rate, and time problems; problem-solving techniques; and a glimpse at some basic concepts of algebra. The content of this course is taught using hands-on instruction, problem solving, interactive individual and group activities and with a focus on understanding the application of the skills being developed in a real world context.

Pre-Algebra

Pre-Algebra builds upon students' knowledge of math fundamentals and integrates those concepts with algebraic expressions, graphing, geometry, measurement, probability, and statistics. Variables are used as abbreviations in formulas and as unknowns in problems, and they are used to generalize patterns and to represent data on the number line and the coordinate plane.

HIGH SCHOOL MATH

Algebra 1

Algebra 1 consistently places major emphasis upon problem-solving and real-life applications. Contexts include statistics, geometry, and probability, and major course concepts include linear equations, polynomials, fractions, ratios, percents, functions, systems of equations, rational and irrational numbers, quadratic equations, and exponential equations. Expressions, equations, and functions are described graphically, symbolically, and in tables. Meets UC "c" requirement.

Geometry (Prerequisite: Algebra 1)

This course is focused on proof, problem solving, and spatial reasoning. In addition to reviewing basic geometric concepts, students are introduced to the ideas of geometric constructions and proof systems. This course also introduces right-triangle trigonometry. Students perform constructions using compass and straightedge, paper folding, reflective devices, and computer software, and study a broad variety of geometric and logical problems and puzzles. Students state and prove or refute conjectures; study and perform geometric transformations; eyeball and estimate measurements; and refine their mathematical communication skills. Meets UC "c" requirement.

Algebra 2 (Prerequisite: Geometry)

Algebra 2 builds upon the foundation established in Algebra 1, with the following five core units of study: the language of functions, systems and matrices, quadratic functions and complex numbers, exponents and logarithms, and further polynomials and quadratic relations. Projects and problem sets accompany a somewhat conventional route of study and assessment of these units. Students are expected to purchase and learn to utilize a graphing calculator for this course, and this calculator will also be utilized in subsequent mathematical coursework. Meets UC "c" requirement.

Pre-Calculus (Prerequisite: Algebra 2)

This course covers functions, their various characteristics—graphical, numerical, and algebraic—and techniques for transforming and analyzing them; exponents and logarithms with their applications; and trigonometry including the unit circle, triangles, and functions. Students are also introduced to probability and counting techniques, polar coordinates, complex numbers, sequences and series, and vectors. In the final part of the course, students receive an introduction to calculus. This course is typically followed by AP Calculus BC or AP Statistics. Meets UC "c" or "g" requirements.

AP Calculus BC (Prerequisite: Pre-Calculus)

In the first semester of this yearlong course, students expand the applications of integration to the study of differential equations and are introduced to the variety of techniques used to compute integrals (partial fractions expansions, trigonometric integrals with identities, trigonometric substitutions and by parts). Another area of study is transcendental functions, such as the exponential and logarithmic functions initiated in Algebra 2. Students learn how to differentiate and integrate the various functions. Infinite series of constant terms are also investigated to prepare them for power series, Taylor series, and polynomials. In the second semester students conclude the study of single variable calculus with the study of parametric equations (and their relationship to two- and three-dimensional motion), polar equations, and infinite series. Elementary vector calculus including addition, subtraction, and multiplication (dot products and cross products) is also studied. Advanced differential equations and their solutions are investigated as well. The course concludes with a review of Calculus B and C in

preparation for the College Board AP exam in May. This AP course has College Board approval. Meets UC “c” or “g” requirements.

AP Statistics (Prerequisite: Algebra 2)

This yearlong course is a thorough and detailed introduction to elementary statistics. The goal is to learn and master the techniques necessary to successfully complete a statistics-based project and to understand the results and implications, recognize any shortcomings, and effectively communicate the results (conclusions/insights) to others. A key component to accomplishing this is the introduction and mastery of appropriate terminology and the language of statistics. The use of statistical tools (such as a calculator and computer) is required. The topics covered include graphical and numeric descriptions of data sets, normal distribution and z scores, correlation and linear least squares regression, data transformation for regression analysis, random samples and experiments, elementary probability, random variables (discrete and continuous), sampling distributions, the central limit theorem, confidence intervals, significance tests (one and two sample), Chi Square tests (goodness of fit, independence, and homogeneity), and inference for linear regression. This AP course has College Board approval. Meets UC “c” or “g” requirements.

Honors Differential Equations (Prerequisite: AP Calculus BC) (semester)

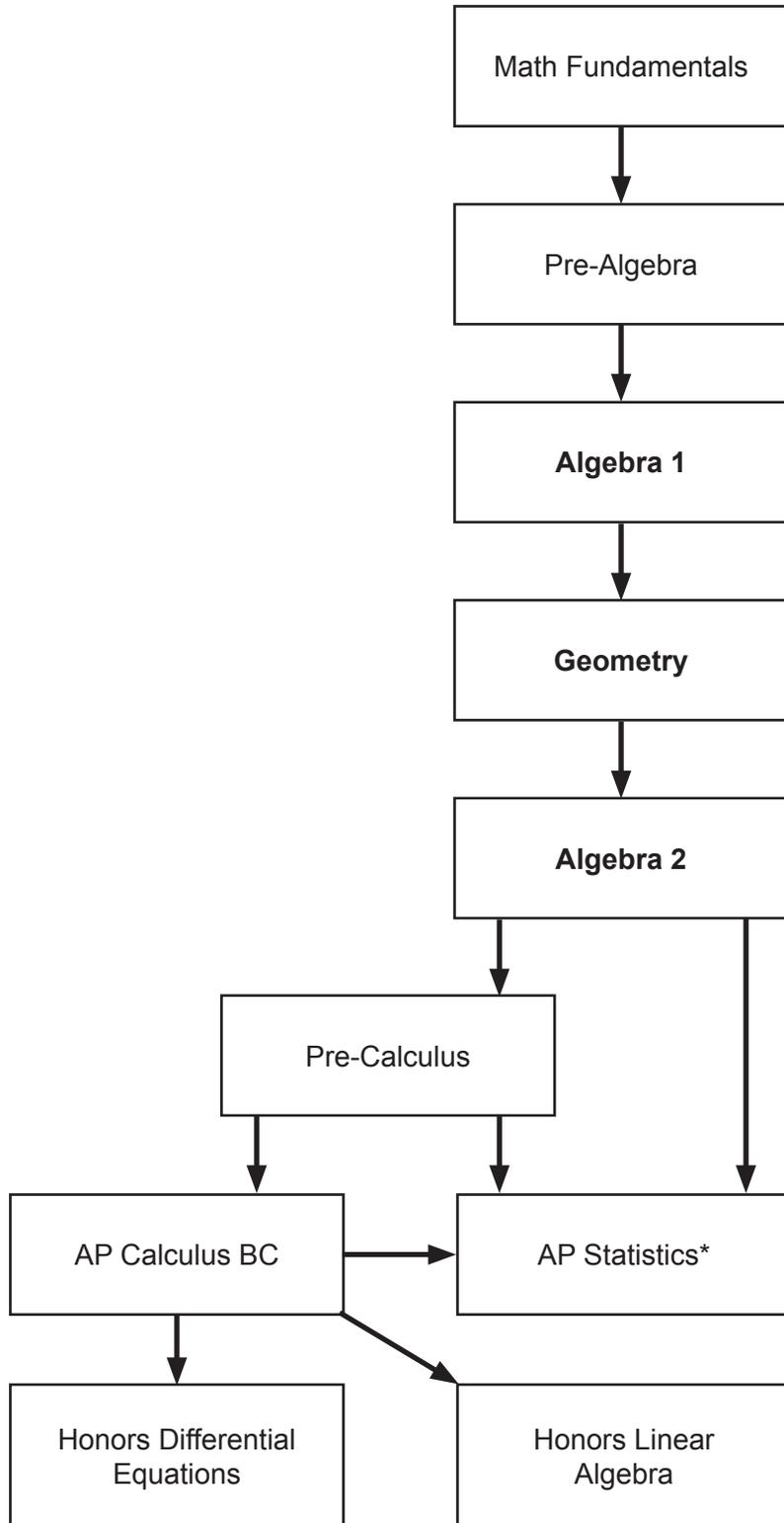
This semester-long class in differential equations begins with a brief review of the basic separable differential equations studied in AP Calculus, with more of an emphasis on applications. The class is based loosely on a one-quarter class offered through the UC (Math 24 in the UCSC course catalog). Because students have more time in this course than in its UC counterpart, there is a much larger emphasis on applications and projects while still focusing on important computational techniques. Meets UC “c” or “g” requirements.

Honors Linear Algebra (Prerequisite: AP Calculus BC) (semester)

This semester-long class in linear algebra begins with a brief review of basic matrix operations. Certain types of matrices, such as rotation and reflection matrices, are studied, as well as their applications mainly with regards to computer programming. The class also covers the concepts of vector spaces and bases and how they are used in practice. A large portion of the second half of the class focuses on determinants, trace, eigenvalues, and eigenvectors and the many applications such as Markov Chains. A semester-long project is collected at the end of the year where students are asked to thoroughly examine an application of linear algebra. The class is loosely based on the quarter long Linear Algebra class offered by the UC (Math 21 at UCSC). Meets UC “c” or “g” requirements.

MATH PROGRAM SEQUENCE

Kirby offers a comprehensive math sequence that includes middle school, high school, and college-level offerings. Courses in **bold** (Algebra 1, Geometry, and Algebra 2) are required for High School graduation.



*Students can enroll in AP Statistics at any point after completing Algebra 2.

FOREIGN LANGUAGE DIVISION

The ability to use a language other than English to communicate, present, and interpret information is essential to succeed in the 21st century. Additionally, it is important to have the knowledge and experience necessary for the understanding of other cultures and worldviews, in order to fully participate in multilingual and multi-cultural communities locally, regionally, and globally.

The Modern Language Program includes American Sign Language, French, and Spanish. American Sign Language focuses on developing both receptive and expressive signing abilities, while French and Spanish use communicative and integrative methods that develop listening, speaking, writing, and reading skills. All of our modern languages also emphasize cultural understanding as a part of language acquisition. Students acquire skills in employing the grammatical structures necessary to carry out the chosen communicative functions, learn a selected lexical content, and gain a cross-cultural perspective and insights into their own culture.

The Classic Language Program's goals differ because the study of Latin is strongly associated with its incidental benefits—the knowledge it gives one of English vocabulary and the structure of language in general. Its primary goal is to provide students with the knowledge that will allow them to read Latin literature. Its secondary goal is to move beyond the purely linguistic sphere to comment on questions of culture so that students gain an understanding of Roman history and institutions, which have shaped Western culture.

Students begin foreign language by taking Latin 1 in seventh grade. After Latin 1, students may choose any language. Students entering with a previous background in foreign language study may take a placement exam to demonstrate their level of language mastery for placement in upper-level courses.

THE LANGUAGES INTENSIVE PATH (LIP)

The Languages Intensive Path (LIP) offers high school students intensive study of foreign languages and cultures. LIP students are required to complete all general graduation requirements listed under “Graduation Requirements” on page 9 and use their elective options for focused language study. LIP students complete 24 units in languages, including at least one language through Level 4.

Students completing this intensive path graduate well prepared for life in a multicultural and multinational world having developed both advanced linguistic abilities and a greater understanding of other cultures. As with all Intensive Paths, completion of the program is noted on the student's transcript.

MIDDLE SCHOOL LANGUAGE STUDY

Seventh and Eighth Grade: Foreign Language Study

Middle school students begin foreign language study in seventh grade by taking Latin 1. Through the study of Latin, students develop a deeper understanding of the English language and how to think about language in general, which will prepare them for any world language. At the end of Latin 1, students may choose to enroll in Spanish or American Sign Language, or to continue their study of Latin.

LANGUAGE COURSE OFFERINGS

Open to all 8th-12th grade students

AMERICAN SIGN LANGUAGE

American Sign Language 1 (semester)

This semester-long course is designed for students who are brand new to American Sign Language (ASL). It is designed to develop two primary communicative language skills in ASL: “receptive” (the student’s ability to understand the language when someone signs TO them) and “expressive” (the student actually signing the language). Students also learn about Deaf society in general and about features of Deaf culture that influence the use of the language in daily life. Students learn a variety of useful expressions that will help them to communicate smoothly with native speakers even with limited vocabulary and structures. Students develop expressive and receptive abilities through various activities using the vocabulary and grammatical structures that they have been learning. This is an accelerated course, covering a year’s worth of content each semester. Meets UC “e” or “g” requirements.

American Sign Language 2 (Prerequisite: ASL 1 or equivalency) (semester)

This semester-long course is designed for students who have learned one semester of American Sign Language (ASL) at Kirby or in equivalent courses elsewhere. It is designed to develop two primary communicative language skills in ASL: “receptive” (the student’s ability to understand the language when someone signs TO them) and “expressive” (the student actually signing the language). Students also learn about Deaf society in general and about features of Deaf culture that influence the use of the language in daily life. Students learn a variety of useful expressions that will help them to communicate smoothly with native speakers even with limited vocabulary and structures. Students develop expressive and receptive abilities through various activities using the vocabulary and grammatical structures that they have been learning. This is an accelerated course, covering a year’s worth of content each semester. Meets UC “e” or “g” requirements.

American Sign Language 3 (Prerequisite: ASL 2 or equivalency) (semester)

This semester-long course is designed for students who have learned two semesters of American Sign Language (ASL) at Kirby or in equivalent courses elsewhere. It is designed to develop two primary communicative language skills in ASL: “receptive” (the student’s ability to understand the language when someone signs TO them) and “expressive” (the student actually signing the language). Students also learn about Deaf society in general and about features of Deaf culture that influence the use of the language in daily life. Students learn a variety of useful expressions that will help them to communicate smoothly with native speakers even with limited vocabulary and structures. Students develop expressive and receptive abilities through various activities using the vocabulary and grammatical structures that they have been learning. This is an accelerated course, covering a year’s worth of content each semester. Meets UC “e” or “g” requirements.

American Sign Language 4 (Prerequisite: ASL 3 or equivalency) (semester)

This semester-long course is designed for students who have learned three semesters of American Sign Language (ASL) at Kirby or in equivalent courses elsewhere. It is designed to develop two primary communicative language skills in ASL: “receptive” (the student’s ability to understand the language when someone signs TO them) and “expressive” (the student actually signing the language). Students also learn about Deaf society in general and about features of Deaf culture that influence the use of the language in daily life. Students learn a variety of useful expressions that will help them to communicate smoothly with native speakers even with limited vocabulary and structures. Students develop expressive and receptive abilities through various activities using the vocabulary and grammatical structures that they have been learning. This is an accelerated course, covering a year’s worth of content each semester. Meets UC “e” or “g” requirements.

FRENCH

French 2 (Prerequisite: French 1 or equivalency)

The objective in the second year of French is for students to build on the basic foundations established in French

1 by utilizing instructional language media, dialogues, and presentations to develop greater speaking and listening proficiency. Students develop greater reading and writing fluency, creating simple dialogues or paragraphs. They deepen their understanding of grammar and grammatical structures and apply basic French grammatical rules. In addition to the *D'accord* textbook, students read a number of French articles. Meets UC "e" or "g" requirements.

French 3 (Prerequisite: French 2 or equivalency)

In French 3, emphasis continues on speaking but with a greater focus on reading and writing skills. Advanced grammar and its oral and written use lead to communicative proficiency, if not near fluency. The objective is for the student to be able to understand spoken French in original situations using original sentences and mostly familiar vocabulary and respond appropriately by making statements, asking questions, or giving rejoinders. Students watch instructional language films, perform original dialogues or presentations, and recombine learned elements, primarily in a reactive mode. They read and comprehend semi-complex authentic texts, learning to infer meanings of words through context or from known word families, and demonstrate comprehension. They develop vocabulary and grammar through writing on familiar topics and personal experiences. Meets UC "e" or "g" requirements.

French 4 (Prerequisite: French 3 or equivalency)

At level 4, students have acquired a strong command of speaking, reading, and writing. The main objectives in their fourth year of instruction are to: thoroughly review all grammar, systematically build their vocabulary and practice speaking, read literature/texts and write essays that closely approximate what they are capable of in English, listen to and watch audio/visual materials of various genres in different francophone contexts, and continue their exploration of francophone cultures worldwide. Classes are conducted exclusively in French, in an immersion-type setting.

AP French (Prerequisite: French 4 or equivalency)

At level 4, students have acquired a strong command of speaking, reading, and writing. The main objectives in their fourth year of instruction are to: thoroughly review all grammar: systematically build their vocabulary and practice speaking, read literature/texts and write essays that closely approximate what they are capable of in English, listen to and watch audio/visual materials of various genres in different francophone contexts, and continue their exploration of francophone cultures worldwide. Classes are conducted exclusively in French, in an immersion-type setting. The course is intended to reinforce the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the 21st Century by the AP College Board. This AP course has College Board approval.

SPANISH

Spanish 1

Spanish 1 incorporates activities and exercises that focus on expanding students' ability to develop listening comprehension, to communicate orally and in writing, and to understand text through contextual reading. Grammatical concepts are learned and applied through these activities. Students are exposed to contemporary culture of the Spanish-speaking world and participate in activities that promote confidence as they speak. Student assessment is based upon a combination of written exams, quizzes, student presentations, projects, and nightly homework. Meets UC "e" or "g" requirements.

Spanish 2 (Prerequisite: Spanish 1 or equivalency)

Utilizing the text *Descubre Level 2* and the accompanying workbook, Spanish 2 builds upon the grammar and vocabulary learned the previous year and further expands grammatical concepts. Contemporary culture of the Spanish-speaking world continues to be featured via recordings, films, and music. An emphasis is placed upon speaking, listening, and reading comprehension activities. Students are expected to be active participants in order to gain the most from class sessions. Meets UC "e" or "g" requirements.

Spanish 3 (Prerequisite: Spanish 2 or equivalency)

Utilizing the text *Enlaces* and the accompanying workbook, this course develops students' linguistic ability to an intermediate level, enabling them to communicate in a grammatically correct manner that can be understood by a native speaker. This requires an in-depth exploration of vocabulary and grammar that enables students

to sustain conversation, reason abstractly, and begin to apply more complicated grammar. Students read and discuss selections from Spanish and Latin American literature and become familiar with idiomatic expressions and proverbs. An awareness of Spanish and Latin American cultures is enhanced with music, poetry, films, magazines, and newspapers. The textbook provides students with exposure to an extensive gallery of work by Latin American and Spanish artists. Meets UC “e” or “g” requirements.

Spanish 4: Advanced Spanish: Latin American Culture and Experience (Prerequisite: Spanish 3 or equivalency)

This course is designed for students who wish to enhance their oral communication skills. They acquire vocabulary, create oral narratives in all tenses, develop the ability to handle a variety of situations, negotiate differences of opinion, learn to make complex comparisons, and initiate and sustain a conversation. In addition, students acquire knowledge about life, problems, and current trends in Latin America and Spain. Students may enroll in this class either after the completion of Spanish 3. Meets UC “e” or “g” requirements.

Spanish 5: Advanced Conversational Spanish (Prerequisite: Spanish 4 or equivalency)

This course explores various Latin American and Spanish cultures through film. Students discuss the different lifestyles and cultural practices in countries such as Argentina, Mexico, Peru, Cuba, Uruguay, Colombia and Spain. The discussion-based course allows students to expand their worldviews by engaging in thought provoking exchanges while keeping in mind that film is not an unfiltered lens. Through this course, students enrich their understanding of Spanish speaking cultures, develop and expand their worldviews, and expose themselves and each other to new perspectives through meaningful class discussions.

LATIN

Latin 1 (Available beginning in seventh grade)

This course is an introduction to the language and culture of the ancient Romans and is designed to prepare students to enjoy and succeed not only in further Latin study, but in many other languages and disciplines. Students thus learn the building blocks of Latin grammar while being exposed to the ideas and customs of the Roman world, as well as to the profound influence Latin has had on modern Western Civilization. Through the study of Latin, students also develop a deeper understanding of the English language and how to think about language in general, which will prepare them for any future language study. Meets UC “e” or “g” requirements.

Latin 2 (Prerequisite: Latin 1)

This course builds upon the grammar and concepts studied in Latin 1. In Latin 2, students read (adapted) selections from important Latin writings while grappling with increasingly more advanced grammatical forms and sentence constructions. In addition, students are gradually introduced to Latin poetry through short unadapted texts from Roman authors. Emphasis continues to be placed on developing fluency in reading and writing, as well as on English vocabulary building and Roman history and culture. Meets UC “e” or “g” requirements.

Latin 3 (Prerequisite: Latin 2)

Latin 3 introduces students to advanced topics in Latin grammar, building upon the foundation of vocabulary and grammar established in Latin 1 and 2. The primary objective of this course is to develop students’ comfort and fluency with reading and discussing authentic Latin by exposing them to a variety of classical Latin authors and genres. Students learn oratory from Cicero, poetry from Catullus and mythology (and poetry) from Ovid. Other writers—Caesar, Horace, Propertius, and Martial—are studied carefully as well. Students are introduced to a variety of specialized literary concepts and terms to be used in analyzing these primary texts. Class discussions, short written assignments, and projects encourage students to consider the cultural significance of the passages. Emphasis is placed upon reading the texts as historical and literary works. Meets UC “e” or “g” requirements.

Latin 4 (Prerequisite: Latin 3)

In Latin 4, students delve into some of the great works of Latin literature, focusing especially on Vergil’s *Aeneid*. Extended Latin passages are put into context by reading English translations of the entire epic. The emphasis of the Latin 4 course is as much literary as linguistic. In addition to honing their translation skills, students explore the literary themes, stylistic devices and historical context of the text through discussions, essays and creative assignments. Other authors are sampled as time allows.

ARTS DIVISION

Arts Division courses provide extensive opportunities for student involvement in visual arts, theater arts, dance, and music. We offer a specialized program for those who wish to pursue university and professional careers in the arts while maintaining the school's commitment to academic excellence.

THE ARTS INTENSIVE PATH (AIP)

The optional high school Arts Intensive Path (AIP) emphasizes the study of fine and/or performing arts. AIP students acquire the background, skills, and knowledge necessary for entering a college fine or performing arts program. Under the mentorship of a faculty advisor, students choose a general arts program of concentrated study in a specific discipline. This curricular path fulfills the University of California admission requirements. Students participating in AIP are expected to satisfy a 98-unit minimum graduation requirement. AIP requirements differ from the general program in three ways:

- A total of 18 additional elective units in the arts, supervised by a faculty advisor.
- Attendance at AIP seminars and events.
- A creative culminating project completed and presented in the senior year OR and internship in the arts completed by the beginning of senior year (2 units).

MIDDLE SCHOOL ARTS

The Middle School Arts Program consists of four disciplines: visual arts, theater arts, dance, and music. Although some years may vary due to enrollment, the goal of the sequence is to expose our students to the fullest variety of the arts over the course of their middle school years at Kirby. To allow for this, middle school students take two semester-long arts rotation courses each year, which differ by grade level. Typically, sixth grade students take the grade-level courses of Improv plus World Art and Dance, seventh grade students study both fine art and music, and eighth grade students take dance and drama. Each of these classes offers an introduction to the fundamentals of the subject, encourages exploration of the discipline, and provides a basis for self-expression in response to a context of artistic traditions.

Sixth Grade: Improv

In this semester-long course, students learn to use body and voice expressively, maintain concentration and focus while in role development, and apply technical skills and knowledge to enhance dramatic communication. Students learn the art of improv and various improv games to help in the development of a character and the skills needed to become an actor. The course also introduces students to musical theatre and the different skills used for that genre of acting.

Sixth Grade: World Art and Dance

This semester-long course complements the sixth grade core curriculum with a focus on the artistic expressions of cultures around the world. Concepts of line, shape, space, texture, color, and value are explored as students develop imagery from observation and imagination. Studio projects in drawing, painting, printmaking, and ceramics build artistic skills and techniques while providing opportunities for creative discovery. The dance portion introduces students to the elements of dance and compositional movement principles while developing an understanding of dance as a cultural practice. Students learn traditional dance forms and explore dance as a global, contemporary artistic form.

Seventh Grade: Two and Three Dimensional Art

In this semester-long course students gain experience in two- and three-dimensional media, including pencil, charcoal, pastel, watercolor, acrylic, printmaking, sculpture, and ceramics. The art elements and design principles

are emphasized as students develop imagery from both observation and imagination. Aesthetic awareness and possibilities for creative expression are explored as students observe and discuss the works of artists both within and outside of the academy. The project-based curriculum in mixed media presents opportunities to practice creative problem solving, critical thinking, and skill building in an interactive environment while exploring the relevance of art in culture and society.

Seventh Grade: Music Appreciation

The goal of this semester-long class is to provide students with the tools that help them learn about, experience, and enjoy music on a deeper level. Central to these goals are both “perceptive listening,” which explores why you enjoy what you enjoy in music, and also understanding the historical and cultural contexts that gave birth to a variety of music styles. It also offers a comprehensive and hands on overview of different music ensembles, with regard to their uses and implications. The course focuses on Western Classical Music, Jazz, and Pop/Rock Music.

Eighth Grade: Drama

This semester-long arts rotation course introduces different aspects and styles of theater. Students learn the basic concepts of acting, improv, theater history and terminology, and scene and monologue performance. By participating in class activities, students build confidence to perform on stage.

Eighth Grade: Creative Composition in Dance

This semester-long course concentrates on dance composition and the creation of original dances. Students explore the methods and devices that form the compositional toolbox in the art of dance while developing original ideas for choreography and a plan for implementing their ideas into a fully realized dance piece. An emphasis is placed on creative collaboration and developing creative leadership skills. Study of dances and contemporary choreographers from across the globe enriches students’ cross-cultural perspectives and inspires their engagement with the diverse language of dance. The course culminates in a performance of original dance works choreographed and performed by the class.

Theater Productions

All students in grades 6 through 8 are invited to perform in an annual middle school play. For this play, extra effort is made to find roles for any students interested in participating. Kirby also offers a school-wide musical drama or comedy. For this production, all students may audition for acting, singing, chorus, or dance roles and may work on technical crews.

Chorus Elective (yearlong, 2 units)

The Chorus vocal ensemble is open to students in grades 6 through 12 and meets before school three days per week. See the high school music course descriptions on page 36 for complete information.

Instrumental Ensemble Elective (yearlong, 2 units)

The Instrumental Ensembles are instrumental groups (either jazz or classical) and are open to students in grades 8 through 12 by audition. See the high school music course descriptions on page 37 for complete information.

HIGH SCHOOL VISUAL ARTS

Art 1: Foundation

Art 1 serves as the foundation and prerequisite for all Visual Arts electives. It consists of primarily two-dimensional art, with a focus on drawing and painting. Media include pencil, charcoal, chalk and oil pastel, ink, acrylic, and others. Students explore how the formal elements and the principles of design contribute to the quality of expression in visual art. They learn to use a variety of drawing media and transparent acrylic painting techniques while operating from both observational and imaginative bases. By exploring their own artistic voices in relation to the broader context of contemporary art and art history, students make connections between seeing and thinking, giving them insights into mass media and visual communication. Students become skilled at discussing and critiquing their own work and that of their peers in both oral and written form. Meets UC “f” requirement.

Photography 1 (Prerequisite: Art 1 or consent of the instructor)

This course is the exploration of the aesthetic and technical fundamentals of 35mm black and white, gelatin-silver photography. Using single lens reflex cameras and Kirby's darkroom, students learn the theory and practice of shooting, developing, and printing within a context of photo history and contemporary photographic practice. By refining enlargements beyond the initial proof stage and exploring experimental techniques and processes, students develop an eye for the art of photography and the variables that they can manipulate to create desired effects. The use of photography for documentation, advertising, as well as fine art are important considerations and distinctions. Digital processes are introduced as adjunct tools for photo literacy. Each semester culminates with a hand-bound book containing a series of refined enlargements, coherent in subject, style, and theme. Field trips are an important support to class content.

Art 2: Intermediate Two-Dimensional Art (Prerequisite: Art 1: Foundation)

Building on the fundamentals from Art 1, students cultivate aesthetic knowledge, sensation, and experience to support individual artistic statements in drawing, painting, and printmaking. The integration of different art media and styles from a variety of historical and contemporary genres provide the basis for students' growth in visual thinking and expression. From this broad exposure, students develop practical skills in two-dimensional art, sharpen their powers of aesthetic expression and perception, and gain knowledge of art's historic content and cultural significance. Students make extensions of course content by developing imaginative derivations through sketchbook practices, studio exploration, and participation in critiques. Meets UC "f" or "g" requirements.

Ceramics: Portfolio Preparation (Prerequisite: Ceramics or Art 1)

This course is designed to give students an opportunity to build their experience in the art of ceramics through the use of a variety of techniques. Working from small to large scale, students explore: bas-relief, hand-built sculptural art forms, and functionally designed objects. By working on a specific series of projects, students enhance their technical skills and participate in all stages of the firing process from bisque to glaze, with low fire and high fire options. The goal is to develop a body of work that has both breadth and personal focus while becoming literate in ceramic terms, standards, and practices. Wheel throwing is also an option for interested students. Meets UC "f" or "g" requirements.

Photo: Portfolio Preparation (Prerequisite: Photography 1)

Incorporating the artistic and technical experience acquired in Photography 1, students set a course of study in consultation with the teacher that incorporates both broad exposure to the next level of photographic concepts and techniques while following personal interests. Students refine their understanding of professional and standard practices, research historic and contemporary photographers, and explore experimental techniques, ultimately producing a required body of work in both gelatin silver and digital photography. Each semester culminates with a hand-bound book containing a series of refined enlargements, coherent in subject, style, and theme. Field trips are an important support to class content. Color processing is also an option for the motivated student.

Art 3: Portfolio Preparation (Prerequisite: Art 2: Intermediate 2-D Art);

Art 4: Portfolio Preparation (Prerequisite: Art 3: Portfolio Preparation)

These courses are sequential stages in the development of increasingly complex and challenging media combinations and techniques. Through assignments and individual extensions of the ideas presented in the context of the course, students work toward a body of work that reflects both visual breadth and individual artistic passions. With broad and distinctive practices, student portfolios become a foundation for AP coursework, college application addendum enhancement, or art school admissions. Coursework at these levels in art allow students to explore their internal imaginative world with personal fulfillment, meaning, and expressive impact. Meets UC "f" or "g" requirements.

AP Studio Art (Prerequisite: Portfolio Preparation)

AP Studio Art is a culminating visual arts course that includes the further development of personal content and aesthetic passion, requiring a high level of technical skill and engagement. Students focus on refining their portfolio to satisfy the AP Breadth requirements, incorporating previous years' works and developing new ones to demonstrate a range of media, style, and visual strategies. Most of the year is spent on a 12-piece Concentration series. Students completing the course are able to "demonstrate a range of abilities and versatility with technique, problem solving, and ideation. Such conceptual variety can be demonstrated through either the

use of one or several media” (AP Guidelines). Students spend considerable time outside of class to prepare for the specific requirements of the College Board AP Portfolio Review in May. Students choose from several AP Studio Art course categories: Drawing, which includes drawing and/or painting in the portfolio; 2-D Design, which is solely Photography or more graphic styles of art like illustration, mixed media, or digital-based drawing; or 3-D Design, which includes ceramics. Students who apply to art institutes or college art departments that require the submission of a portfolio benefit from the preparation this course provides. At the end of the year, students prepare a digital exhibit of their work for the graduation reception and a collaborative class book. This AP course has College Board approval. Meets UC “f” or “g” requirements.

Book Arts 1, 2, and 3 (Prerequisite: Art 1)

Book Arts encompasses writing, mark making, printmaking, computer-generated texts, and book production. Students receive an overview of the history of the book, both occidental and Asian, with an emphasis on contemporary book art. While exploring rudimentary typography and hand typesetting, students learn to design and execute multiple book structures, including one- and two- signature hand-stitched books, concertinas, scrolls, and various unique book structures, such as paper-over-board case bindings. Students become adept at book illustration, create one-of-a-kind books, and develop competence in several methods of graphic reproduction, including monoprints and relief prints. During their coursework, students print on a Vandercook No. 4 hand press. Book Arts 1 meets UC “f” requirement and Book Arts 2 and 3 meet UC “f” or “g” requirements. Course may be repeated for credit.

HIGH SCHOOL PERFORMING ARTS

THEATER ARTS

There are many pathways to the heart of good performance. Theater students are exposed to many different schools of acting and are encouraged to discover the strengths of each and to build on personal preferences. Students perform rehearsed and improvised work at performances throughout the year. They are also exposed to other aspects of drama, including theater history and technology.

Drama 1: Fundamentals

This course teaches the fundamentals of performance and covers all the technical aspects of theater from acting to building a production. Students also develop the skills needed to portray a character with understanding and sensitivity, and these skills are deepened in both monologues and scene work. Students develop emotional memory, awareness, and focus. Improvisation skills are applied to character development, enhancing moment-to-moment flexibility in performance, and creating new work. Meets UC “f” or “g” requirements.

Drama 2 (Prerequisite: Drama 1 or consent of instructor)

Drama 2 provides a systematic introduction to many different schools of acting including Uta Hagen, Stella Adler, Meisner, Boleslovsky, Stanislavski, and many more. Students learn a variety of techniques to build characters and create roles, both “outside in” and “inside out.” They understand how conditions which influence a person’s behavior lead to moment-to-moment objectives for relating to other characters on stage, as well as changing strategies for achieving these objectives. While students perform monologues and scenes, they also go through a vocal workshop using the techniques of Kristin Linklater for freeing the natural voice. Engaging in the workshop as they work through various methods helps students to find their authentic voice and authentic self.

Theater Productions (Prerequisite: Drama 1)

There are two theater productions open to high school students each year; one performance is a musical while the other is a drama or comedy. For these school-wide productions, students may audition for acting, singing, chorus, or dance roles and may work on technical crews for theater arts credit. Drama 1 is a prerequisite for the major roles.

DANCE

Introduction to Dance

The aim of this yearlong course is to introduce students to the physical, cultural, and creative world of dance. Gaining movement skills and finding confidence and enjoyment through movement are central to this class. While the primary dance language is contemporary modern dance, students also become acquainted with a range of different movement styles and dance forms that may include: ballet, improvisation, site-specific dance, hip hop, musical theater, folk dance, and various other forms of dance from other countries and cultures. Throughout the course, dancers are also regularly engaged in the thoughtful creation and development of several of their own dances. Introduction to Dance students perform in the Spring Dance Concert. Meets UC “f” or “g” requirements.

Dance Company (Prerequisite: Audition) (yearlong, 2 or 4 units)

The goal of Dance Company is to develop the physical, intellectual, and creative skills of students interested in a deeper experience of dance as a performing art. Students taking this course may be interested in pursuing a career in dance and/or in preparing for a dance education at the university level. While maintaining professional-level rigor, the class fosters a nurturing, creative, and process-oriented approach to dance. Emphasis is placed on establishing technical proficiency while developing artistry and establishing perspective on the responsibilities of an artist within the local and global community. The Dance Company Program introduces young dancers to the joys and requirements of being a member of a professional-level dance company. Kirby Dance Company is an outreach arts program that engages and enriches the greater Kirby and Santa Cruz community. The course builds to a final performance in a local theater, where students perform their own and others' pieces in a professional setting. Placement in level 1 or 2 is determined by audition. Dance Company meets before school two days a week, but students may enroll in four days a week for 4 units by special permission of the instructor.

MUSIC

The goal of the Music Department is to encourage ensemble participation, enhance knowledge of music theory and history, and build musicianship through a wide variety of musical groups and theory courses. Emphasis is placed on accuracy of rhythm, pitch, dynamics, and technique to build confidence in performance skills. In addition to formal theory courses, the Music Department incorporates notation, pitch recognition, and tonal memory into the practice of each ensemble.

Students may choose to join a number of music groups, including chorus, treble choir, chamber choir, jazz choir, or an instrumental ensemble. They are given opportunities to participate in school or local musical and theatrical performances and in state and national musical competitions including CMEA (Central Music Education Association) choral festivals. Many students audition and are selected for the Regional, State, and Central Coast Section, as well as Regional, State, and National honor choirs, bands, and orchestras.

Chorus (yearlong, 2 units)

The Chorus vocal ensemble is open to students in grades 6-12 and meets before school on Monday, Wednesday, and Thursday. It requires no audition or prerequisite and is designed to introduce the beginning or intermediate singer to proper vocal and choral techniques. Previous knowledge of music theory is helpful but not required; basic music-reading skills are incorporated into the course as well as age-appropriate musicianship. The ensemble focuses on rehearsal techniques, concert etiquette, and responsibilities associated with membership in a performance group. The class studies choral repertoire of various cultures, genres, and periods of music history, ranging from medieval chant to twentieth-century pop music. The chorus performs at three concerts each year and at other school and community events. Meets UC “f” or “g” requirements when taken in grades 9-12.

Treble Choir (Prerequisite: Audition)

A yearlong, auditioned vocal ensemble for intermediate/advanced treble singers in grades 8-12, Treble Choir studies choral music specific to women's voices from traditional classical literature and world music to pop and jazz. Rehearsals prepare students for extensive performances including Kirby Concerts, CMEA choral festivals, and other school and community events. The course also covers a variety of other aspects of choral musicianship to help students become well-rounded musicians and lifelong learners of music. Meets UC "f" or "g" requirements when taken in grades 9-12.

Chamber Choir (Prerequisites: Chorus and Audition)

Chamber Choir is a yearlong course open to students in grades 9-12 who demonstrate an upper-intermediate level of vocal ability and basic knowledge of music theory. An audition is required and members must have been in the Chorus for one year or demonstrate an equivalent level of proficiency. Chamber Choir meets daily and studies musical genres ranging from early Renaissance madrigals to jazz and other contemporary styles. Rehearsals prepare students for extensive performances including Kirby Concerts, CMEA choral festivals, and other school and community events. Students in this ensemble also audition for regional and state honor choirs, in which they are able to work with talented choral singers under the direction of professional conductors. Meets UC "f" requirement the first year taken and can meet "g" requirement when taken in subsequent years.

Jazz Choir (Prerequisite: Audition; Corequisite: Chamber Choir) (yearlong, 2 units)

Jazz Choir is open to students in grades 9-12 who demonstrate an upper-intermediate level of vocal ability and basic knowledge of music theory. The class meets before school on Tuesday and Friday. An audition is required and members must be enrolled in Chamber Choir as a corequisite. Jazz choir studies the vocal jazz genre and works, including close harmonies, improvisation, and extended vocal techniques. Rehearsals prepare students for extensive performances that include school concerts, vocal jazz festivals and clinics, and other school and community functions. Meets UC "f" or "g" requirements.

Instrumental Ensembles (Prerequisite: Audition) (yearlong, 2 units each)

Orchestra is open to students in grades 8-12 and meets Mondays after school. The Orchestra studies a variety of instrumental repertoire from standard classical literature to film scores and rock/jazz music. The class meets Monday after school. Students are expected to have studied their instrument for at least two years and be at an intermediate level of playing. Taking private lessons concurrently with a teacher is also recommended since the class typically only meets one afternoon a week. The group performs its repertoire within the local and school communities. Meets UC "f" or "g" requirements when taken in grades 9-12.

Jazz Ensemble is a process-oriented instrumental performance class that meets Mondays after school. Emphasis is on a demonstrable understanding of elements of the genre. It is open to students in grades 8-12 who audition and demonstrate an intermediate level of playing ability, equivalent to one year of private lessons. Instrumentation includes piano, bass, guitar, drums, woodwinds, and brass. Musical material ranges from 1930s swing and big band tunes to bebop, Latin jazz, blues, and contemporary jazz. Basic jazz theory and improvisation skills are introduced and emphasized. There are four or five performances throughout the year at the school as well as at local public venues. Meets UC "f" or "g" requirements when taken in grades 9-12.

AP Music Theory (Prerequisite: Music Theory or entrance examination)

Offered in alternating years and open to grades 9-12, students master the following areas of musical study: music reading, writing, and terminology; interval and scale recognition and identification; chord recognition; species counterpoint; part writing; voice leading; advanced dictation and ear training; advanced keyboard; and musicianship skills. The course follows AP course standards and prepares students for the Advanced Placement exam in May. This AP course has College Board approval. Meets UC "f" or "g" requirements.

FITNESS, WELLNESS, & HUMAN DEVELOPMENT DEPT.

The Kirby Fitness, Wellness, and Human Development Department offers a full spectrum approach to physical education which focuses on developing lives of balance and resilience. Through our Fitness, Wellness and Human Development courses students gain knowledge of the human body and mind in a context of inquiring awareness - instilling a lifelong commitment to positive physical, mental and emotional development and engagement. Additionally, all department faculty work collaboratively with the counseling office to encourage social and emotional development of our students and promote programming that positively affects the wellbeing of the whole school community.

MIDDLE SCHOOL FITNESS & WELLNESS

Fitness and Wellness Fundamentals 6/7; Fitness and Wellness Fundamentals 8

The Middle School Fitness and Wellness program is an integrated and developmentally-scaffolded introduction to a variety of fitness activities and wellness topics designed to inspire a life-long commitment to health and wellbeing. Character development is an integral part of life at Kirby. The Fitness and Wellness Program actively teaches the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. The Six Pillars of Character are ethical values to guide our choices. The standards of conduct that arise out of those values constitute the ground rules of ethical decision-making.

Fitness rotations include traditional group sports and games as well as alternative activities such as yoga, hiking, dance, and more, all with the goal of instilling team-building skills, good sportsmanship, and personal resiliency. The Wellness units for middle school allow students to actively explore issues relating to identity development, friendship, internet safety, communication, exercise, posture, nutrition, body image, media literacy, time/stress management, gender, sexuality, environmental awareness, and safety. Each Wellness group meets in small seminar format for two week increments throughout the year. The curriculum engages students in critical thinking and problem-solving activities designed to improve their personal understanding of wellness while learning to communicate positive, healthy messages to others.

HIGH SCHOOL FITNESS, WELLNESS, & HUMAN DEVELOPMENT

High School Health and Wellness (semester)

This class integrates issues of personal and social health with strategies for achieving a life-long commitment to wellness. It is intended to offer students the opportunity to learn techniques for evaluating personal health risks and for making decisions about individual behaviors that impact health and wellbeing. The course includes practical experience in stress management, nutrition, and exercise. Through discussions, independent research, writing, journaling, and presentations, students engage in understanding the six dimensions of health—physical, emotional, social, intellectual, environmental, and spiritual (defined as a connection to something larger than oneself)—and explore socially relevant trends and current public health issues.

Introduction to Psychology (semester)

This semester-long course is an exploration of the history and theory of modern psychology. It is both conceptual and experiential, seeking to inspire reflection and inquiry into the nature of the human mind. Students examine theories of personality and development from Freud, Jung, Erikson, Horney, Maslow, and Campbell. Themes also include abnormal, cognitive, and positive psychology; nature vs. nurture; dreams and the unconscious; and personal growth and meaning. Students in the course also consider other diverse perspectives including feminist theory and Eastern traditions. Meets UC “g” requirement.

The Mindfulness Program at Kirby

Mindfulness Practice and its benefits have been an integral part of the Fitness, Wellness, and Human Development course offerings across the grade levels for several years.

The practice has been proven to provide skills and strategies for students to master the ability to optimally focus their attention and activate the learning centers of the brain. When the emotional processing center of the brain (the amygdala) is on high alert as a result of anxiety, sadness, grief, or overwhelm, the hippocampus (the center for learning and memory) actually slows or even stops functioning just when it might be needed.

Mindfulness trains the student through simple techniques of focused awareness to regulate the emotional center of their brain and help to develop a steady mind and body. This practice strengthens readiness for learning and growing healthy relationships with themselves and others, optimally supporting their academic success

HIGH SCHOOL FITNESS PROGRAM

The graduation requirement for the High School Fitness Program is a total of four credits. Students satisfy this requirement by enrolling in the Contract Fitness Program or in the High School Fitness elective.

High School Fitness (2 units per semester)

The High School Fitness class is a semester-long course offered twice a year. The goal of this class is to introduce students to fitness activities designed to inspire a firm foundation in and life-long commitment to health and wellbeing. When students graduate from Kirby, the goal is for them to be familiar and comfortable with a wide range of fitness alternatives. All classes include one or more of the four components of physical fitness: cardiorespiratory conditioning, muscular strength, muscular endurance, and flexibility. This course focuses on strength training, circuit training, and functional fitness through activities such as yoga, hiking, movement, pilates, and recreational sports. All activities contribute to students developing confidence in maintaining their optimal performance in the world by engaging in a lifelong fitness practice.

Contract Fitness Program (1 unit per semester)

The Contract Fitness Program requires participation in a fitness activity outside of school for a minimum of three hours per week throughout an entire semester. Students who wish to participate in the Contract Fitness Program may appeal to the Athletic Director at the beginning of each semester. Students can enroll in the Contract Fitness Program as long as there is proper documentation of the activity as well as designation of a specific coach or instructor. The student's fitness activity must include one or more of the four components of physical fitness: cardiorespiratory conditioning, muscular strength, muscular endurance, and flexibility. Multiple activities may be combined to fulfill the minimum weekly requirement. All school athletic teams and clubs can be used to fulfill the Contract Fitness requirement.

ATHLETICS DEPARTMENT

We encourage all students to stay active and involved by playing on one of our athletic teams. With a wide variety of sports to choose from, more than half of our students find their place on a Kirby team. Kirby athletes are dedicated and competitive, participating in the Santa Cruz County Private School Association (SCCPSA) in middle school and the Mission Trails Athletic League (MTAL) division of the Central Coast Section (CCS) in high school.

Beyond helping students to stay fit and healthy, team sports teach students important interpersonal skills like leadership, cooperation, and teamwork. Being involved in an after-school sport also supports the development of time management skills. On average, middle school teams meet 2-3 times per week to practice or compete, and high school teams meet 3-5 times per week. This moderate commitment helps students learn how to balance academic, athletic, and personal responsibilities.

TEAM AND INDIVIDUAL SPORTS

INTRAMURAL/CLUB SPORTS

Intramural and club sports are formed each year depending upon student interest. They meet regularly with a coach or supervisor but do not officially compete. Anticipated intramural teams and clubs are:

- Intramural Soccer (High School)
- Mountain Biking Club (High School and Middle School)

MIDDLE SCHOOL

Kirby's middle school athletes compete in the Santa Cruz County Private School Association.

FALL (SEP–OCT)	WINTER (NOV–JAN)	LATE WINTER/ EARLY SPRING (FEB–MAR)	LATE SPRING (APR–MAY)
Girls' Basketball	Boys' Basketball	Girls' Volleyball	Boys' Volleyball
Cross Country		Coed Soccer	Track & Field
Coed Ultimate Frisbee		Coed Ultimate Frisbee	Coed Ultimate Frisbee

HIGH SCHOOL

Kirby's high school athletes compete in the Coastal Division of the Mission Trails Athletic League within the Central Coast Section of the California Interscholastic Federation.

FALL (AUG–NOV)	WINTER (NOV–FEB)	SPRING (FEB–MAY)
Girls' Volleyball *	Boys' Basketball *	Track & Field *
Cross Country *	Girls' Basketball *	Golf *
Coed Ultimate Frisbee	Sailing	Swimming *
Sailing		Boys' Volleyball *
		Mountain Bike Racing
		Coed Ultimate Frisbee
		Sailing

** The CCS constitution and bylaws apply to high school CCS-sanctioned sports that are marked with an asterisk.*

SPECIAL PROGRAMS

FIELD TRIPS AND OUTDOOR LEARNING

Kirby recognizes that great learning doesn't just happen in the classroom. To expand students' opportunities for learning outside of the classroom, the school embeds a multi-day experiential learning program into each semester:

Grade-Level Outdoor Retreats

At the beginning of each year, grades 6-9 each head out on 3-4 day grade level retreats. The retreats occur at various outdoor settings throughout Central California. One of the primary goals of these retreats is to establish a positive social dynamic within the class. Additionally, we are able to graciously welcome our new students, gain a deeper appreciation for our environment and allow teachers and students to connect in a way that facilitates empathetic and lasting relationships. These valuable community building experiences are a core part of the caring and mutually supportive environment that we strive to create at Kirby.

Intersession

Kirby offers a three-day intersession program during the spring semester. Students have a chance to explore new environments, make connections, be active, and learn through memorable experiences. During intersession, students get to enjoy the most elemental aspects of education by learning for the joy of learning without the pressure of deadlines, tests, or homework. Grades 6-9 have three days of class field trips and single day experiences to choose from and grade 10-12 have a menu of 3 day experiences to choose from.

INDEPENDENT STUDY

Kirby maintains a commitment to tailor instruction to the needs and interests of individual students. A high school student may ask a teacher to supervise an independent study to explore a subject for credit within the following parameters:

- Independent study provides a student learning opportunity not available in the curriculum.
- The independent study demonstrates academic rigor and involves a level of effort and outcomes equal to standard courses. It is taken on a graded basis and requires a faculty advisor.
- A written proposal is approved by the Academic Dean prior to the semester in which the study is to begin. The proposal requires the signatures of the student, the student's parents, and the instructor.

The faculty advisor meets with the student at least once weekly and is responsible for submitting scheduled grade reports. The Academic Dean and the faculty advisor ensure that the terms of the independent study agreement have been met.

EXTERNAL COURSES

Kirby supports students who desire to further challenge themselves. With that in mind, there are various enrichment possibilities available in our community. In each case, students must consult with and obtain permission from the Academic Dean to take off-campus courses for Kirby graduation credit.

Credit for Courses Taken at Other Schools

Students enrolled may earn Kirby graduation credit for a course taken at another school only if the course is academically comparable to courses offered at Kirby and if the institution offering the course is an accredited institution academically comparable to Kirby. Students who enroll in such courses elsewhere must maintain a minimum course load of four courses at Kirby.

Cabrillo Community College (summer and/or concurrent with Kirby classes)

Courses with meeting times scheduled in the late afternoon and/or early evening may coordinate with Kirby's class schedule.

University of California system

The entire UC system offers Summer Session courses, including intensive language programs. In addition, a number of campuses offer special summer session programs geared for high school students who have completed their junior year. A release form from Kirby is required.

Correspondence Courses

Many institutions in the United States offer correspondence courses at both the high school and university level. Many of these courses are self-paced. Students who take required core math courses outside of Kirby due to scheduling conflicts or other acceptable reasons must succeed on the Kirby placement test before proceeding on to the next level of math.



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