The Knox School

Long Island, New York

Program Objectives

&

Course Catalogue

541 Long Beach Rd.
St. James, New York, 11780
(631) 686-1600
www.knoxschool.org

From the Dean of Academics.....*Donna Pergola, Dean of Academics*

The Knox School enrolls an average of 160 students per year in grades 6-12 and Post Graduate and is accredited by the New York State Association of Independent Schools (NYSAIS) and the Middle States Association.

Our curriculum is college preparatory in nature, is guided by the New York State learning standards and includes courses that are credentialed by Suffolk Community College and Stony Brook University as dual enrollment for college credit. Our academic year is divided into 2 semesters. Students take 8 classes in their schedules - 4 classes per day in 70 minute blocks with rotating Fridays. The school day begins at 8 a.m. and ends at 2:50 p.m. with competitive sports in the afternoons from 3:10 - 5 p.m. All students are entitled to three nutritious meals per day as part of their tuition.

As of this writing, and on average, 79% of the 33 Knox teachers on staff hold advanced degrees (MA or higher) and 55% hold degrees in education. 39% of our Faculty attended the top 100 colleges and universities in the U.S. and 18% have attended Ivy League universities. 17% of our Faculty has taught at the college level and all are experts in their fields. Department Chairs lead year-round collaborative work on curriculum mapping and developing a standardized group of objectives/goals aligned with all classes and levels. Our curriculum reflects our Core Values of Respect, Responsibility, Integrity, Courage, Kindness and Scholarship.

Beginning in grade 8, all students sit yearly for the PSAT and Pre-ACT. Data from these standardized tests is analyzed to track student progress and drive teacher instruction. Our English Language Learners sit for the TOEFL exam and need to score a 92 or higher to test out of our ENL program. Our average SAT score is 1230 and our average ACT score is 28.

Our graduation rate is 100% with an average-sized graduating class of 35 students. 100% of our grads matriculate into selective 4 year college programs. A full list of college acceptances can be found on our website - www.knoxschool.org. You may also request a copy of our School Profile via email- dpergola@knoxschool.org.

If you need further information or have questions, you may reach out to Dean of Academics Donna Pergola at 631-686-1600 ext. 406 or dpergola@knoxschool.org.

Semper Ad Lucem!

Table of Contents

Please refer to our Student and Family Handbook for more specific Academic Policies and Procedures.

Courses are offered based on student interest and enrollment. Not every course listed herein is guaranteed to be offered in an academic year and courses may be added or deleted after initial publication of this document.

**AP courses are offered based on student interest, enrollment, and instructor availability. They are subject to change at the discretion of Administration. Preferential treatment will be given to Seniors.*

The Academic Program

The School's Mission, Purpose and Philosophy permeate all aspects of the academic program at Knox, from the design of the curriculum to the daily schedule and yearly calendar. Small class sizes, a challenging core curriculum and highly personalized instruction by caring and skilled teachers enable Knox students to develop the knowledge and confidence necessary to gain admission to and find success in selective colleges and universities. At Knox, learning extends beyond the classroom with numerous opportunities for intellectual stimulation and cultural enrichment. We believe that positive daily interaction shared by students, teachers and advisors fosters not only the acquisition of knowledge, but also a lifelong love of learning.

Knox Middle School

The Middle School serves students in grades six through eight and is a "cell phone free" student body. Students turn their cell-phones in to a secure space when they arrive at school and retrieve their phones at the end of the day. Day students may elect to leave their cell phones at home. Boarders may leave their cell phones in their dorm rooms during the school day.

The Middle School curriculum is designed to provide a solid foundation in both content and skills for a smooth transition into the Upper School College Preparatory Program. Some Middle School students may be eligible to pursue Upper School credit in Math, Science, and World Languages. The study of world languages begins in grades 6 and 7, where students study one trimester each of French, Spanish and Chinese helping them choose a level I language course in grade eight. The appropriate use of technology and developing effective organizational and study skills are stressed across the Middle School curriculum as are writing, research and study skills. The academic day ends at 2:50 p.m. and enrichment, a study skills lab, and study hall runs until 5 p.m. when buses arrive for day students.

Knox Upper School

The Upper School serves students in grades nine through twelve and provides a core curriculum of challenging college preparatory classes, Advanced Placement courses and a generous complement of electives in all departments. Knox is committed to offering classroom instruction that is both engaging and challenging and encourages students to go "above and beyond" in their quest for academic growth and success. To accomplish this goal, cell-phones are stored in an over-the-door, hanging pocket system during the class period to minimize distractions. Honors credits are available in most areas of study and highly qualified Upper School students may work with the faculty to develop an independent study that is aligned with his or her future college goals. Upper School students also have access to dual-enrollment classes for college credit.

Knox Athletics

All Upper School students must participate in at least two seasons of competitive sports. Middle School students in grades seven and eight may participate if they pass a qualifying physical examination, endurance test, and are academically eligible. Knox athletics run from 3:15 p.m until 5:00 p.m. However, some sports teams may hold mandatory practice outside of the regular school day and/or on weekends. It is the athlete's obligation to attend these practices.

Scheduling

College Preparatory Diploma Requirements

English..... 4 Credits plus 1 credit for a Graduate Capstone Project
Math .....3 Credits Algebra I and above
Science..... 3 Lab Science Credits
History ..... 4 Credits
World Languages*.....3 Credits consecutive levels in the same language
Visual Arts..... 1 Credit
Performing Arts ..... 1 Credit
Health..... 1 Credit
Physical Education ..... 2 Credits
Electives ..... 3 Credits
Service Learning ..... 1 Credit

Total Credits.....**27 Academic Credits**

**May be exempt with appropriate documentation*

Knox follows a semester system with cumulative exams at the end of each semester. Students take 8 classes per semester and each class period is 70 minutes long. Year-long courses are awarded 1 credit at the end of the year and semester courses are awarded 1/2 credit. Credits may be accepted for courses taken at other institutions with the approval of the Dean of Academics.

Advanced Placement and Honors

Students may request Advanced Placement study within certain disciplines. Students applying for a seat in an Advanced Placement course must have a minimum average of A- (90+) in the previous relevant coursework. PSAT scores and/or other achievement exams scores may also be considered. The student's formal request will be reviewed by the Advanced Placement Committee, which consists of the Dean of Academics, all Department Chairs, and the respective Advanced Placement/Honors teacher. Once approved, the student must complete all course requirements and expectations. Failure to do so may result in withdrawal from the Advanced Placement/Honors course. Students in the Advanced Placement courses are also required to meet the standards of the college board-approved syllabus. At the end of the course, it is expected that the students sit for the Advanced Placement Exam.

Our Academic Program is College Preparatory; as such, all classes are taught at an accelerated pace. Honors credit may be earned on an individual basis by students willing to pursue a more challenging syllabus and assessment process. These students will need to go through an approval process with the Dean of Academics.

Honors and Advanced Placement designation must be declared before the end of the add/drop period which is generally the first two weeks of the school year. The designation will not be adjusted after that time for any reason.

At the end of the academic year, four quality points for every Advanced Placement class and three quality points for every Honors class will be added in the calculation of the student GPA's for that school year.

BOOST

The BOOST Department offers programs and support services designed to provide capable, college-bound students with the foundation and skills necessary to develop their abilities and to reach their personal goals for academic achievement and college admission. There are three BOOST courses: Executive Functioning BOOST, Language BOOST, and Math BOOST. Students are enrolled based upon the recommendation of current documentation and/or parental request. BOOST classes are taught both individually or in a small (no more than three students) group setting by qualified specialists during one period of the student's schedule. BOOST teachers often foster communication and share pedagogical methodologies within the school community to assist faculty with differentiating their instruction and fulfilling documented accommodations for our BOOST students.

The BOOST Department also works closely with the Smithtown School District to provide services recommended by a student's IEP or 504 Plan. These services are determined by an extensive evaluation completed by a qualified medical provider and/or the school district at the expense of the family and/or home school district. If the evaluation determines such services necessary, the BOOST department and Smithtown School District will work together to provide those services when possible.

Dual Enrollment & College Credit Opportunities

Suffolk County Community College (SCCC) Beacon Program

Suffolk County Community College's Beacon Program is a dual enrollment program that allows high school juniors and seniors to take college courses at The Knox School during their regular school hours, while simultaneously working toward high school graduation. With the assistance from the Dean of Academics and College Counselor at Knox, students may plan their future educations by creating a "pathway" of high school courses offered through the Beacon Program, affording them the opportunity to jump start their college education and enhance their college admissions application.

College credits earned through the Beacon Program can be applied toward high school graduation and accepted at a multitude of other colleges and universities. Enrollment in a course offered through the Beacon Program generates an official college academic transcript for each student. Acceptance of credit for college-level course work is under the domain of the receiving colleges and universities and generally requires a minimum year-end grade of a C. Courses are taught using the college course syllabi and college-level learning resources and are delivered with the same high standards as the on-campus course to ensure a college-level experience. Knox students participating in the program are held to the same academic standards as the college students who take courses on the Suffolk County Community College campus. Student grades in courses offered through the Beacon Program conform to Suffolk's grading policy and will be included on the student's permanent transcript.

Upon successful completion of Beacon course requirements, students will receive credit from Suffolk County Community College for the course(s) in which they have enrolled and for which they have paid. An official Suffolk County Community College transcript must be requested by the student/guardian(s) from Suffolk County Community College to transfer the credits they earned to their four-year college institution.

The Knox School is currently credentialed to offer **PHY 101** College Physics, **ENG 101** Standard Freshman Composition, **ENG 102** Literature and Composition and **ART 122** Electronic Design.

WHO IS ELIGIBLE? High School Juniors and Seniors

WHERE ARE COURSES HELD? On The Knox School Campus

WHEN ARE COURSES HELD? During the school day as part of the students' regular academic schedules

***COST?** $57.00 per credit at Knox (most classes are either 3 or 4 credits)

**Subject to change at University's discretion and after the time of this publication*

Please refer to our Student and Family Handbook for more specific Academic Policies & Procedures. Courses are offered based on student interest and enrollment. Not every course listed herein is guaranteed to be offered in an academic year.

Stony Brook University ACE Program

The Accelerated College Education (ACE) program at Stony Brook University helps high school students develop the skills necessary for a successful college career, familiarizes them with the demands of university coursework, and introduces them to the learning environment and resources of a major university before they enter college full-time. Students enroll in Stony Brook University courses taught in their high school. Stony Brook tuition and fees are waived; students pay only a non-refundable $300 ACE Program Fee for each course.

Upon successful completion of ACE course requirements, students will receive credit from Stony Brook University for the course(s) in which they have enrolled and for which they have paid. An official Stony Brook University transcript must be requested by the student/guardian(s) from Stony Brook University to transfer the credit they earned to their four-year college institution.

Registering for this course also entitles Knox students to a Stony Brook University Student I.D., with free admission to Stony Brook University's NCAA Division I home games and access to the University's libraries.

The Knox School is currently accredited to offer **EGL 192** Intro to Fiction through the ACE program.

WHO IS ELIGIBLE? High School Juniors and Seniors

WHERE ARE COURSES HELD? On The Knox School Campus

WHEN ARE COURSES HELD? During the school day as part of the students' regular academic schedules

*__COST?__ $300 per course

**Subject to change at University's discretion and after the time of this publication*

Please refer to our Student and Family Handbook for more specific Academic Policies & Procedures. Courses are offered based on student interest and enrollment. Not every course listed herein is guaranteed to be offered in an academic year.

The English Department

English 6

English 7

English 8

English I Honors

English I

English II

Adv. Language & Literature

English III

AP English Language

English IV

AP English Literature

Graduate Capstone Project*

English Department

Requirement: Four years of English *(one class each year in grades 9-12)* plus the completion of a Graduate Capstone Project.

Knox English classes give students the opportunity to read widely, think deeply, and communicate clearly. In every English classroom, you will find our students actively engaged in writing responses to a text, as well as vigorously discussing the nuances of what they read in terms of literary elements and personal connections. It is here that students learn how to listen respectfully to different opinions, as well as to express their own perspectives with clarity and logic. Throughout all Knox English courses, students are taught to support their written and spoken arguments with convincing evidence. The development of a strong and disciplined mind is the best way we can prepare our students for the rigors of college as well as the challenges they will face in higher education and beyond.

Program Objectives

As our students progress through the stages of learning within the Knox English curriculum, students will demonstrate the ability to:

Program Objective 1: Understand works of literary merit by thinking critically and using essential ideas and questions to relate the text to real life and other subjects

1a: Evaluate literature to infer or determine an author's purpose
1b: Apply knowledge of literary devices to enhance their understanding of the text
1c: Relate literary text to personal experience

Program Objective 2: Apply knowledge of various writing styles to respond to literary works and support their arguments with evidence.

2a: Analyze writing prompts and respond with supporting evidence
2b: Engage in research methods and present a strong argument using various forms of supporting sources
2c: Properly cite, summarize, and analyze sources within their writing using MLA or APA format

Program Objective 3: Apply the understanding of vocabulary and Latin and Greek roots

3a: Define challenging words in their reading. (Figurative language, word relationships, and nuances in word meanings)
3b: Build vocabulary in their written work.
3c: Develop their vocabulary in their spoken work
3d: Define unknown words using context clues

Program Objective 4: Apply and practice proper grammar and mechanics to their written and spoken assignments.

4a: Apply their knowledge of grammar and mechanics on writing assignments.
4b: Apply their knowledge of grammar and mechanics while peer and self-editing written work.
4c: Apply their knowledge of grammar and mechanics to verbal and visual presentations.

Program Objective 5: Listen and communicate effectively

5a: Evaluate peers and instructor comments and critiques and respond to them in a professional and respectful manner.
5b: Engage in a productive discussion regarding literature in small and large groups.
5c: Communicate professionally in email and other digital platforms.

Core Courses
Middle School

English 6: Coming of Age

In English 6, students explore the theme of coming of age in literature. Through the use of grammar exercises, writing prompts, and course texts, students develop a deeper understanding of how to convey their ideas both verbally and through their writing. The course provides students with opportunities to improve their written communication skills, develop critical thinking skills through reading and writing, and learn the proper mechanics for research-based writing.

English 7: World of Fiction

In English 7, students learn to appreciate the roots of literature. Through the use of various genres, students develop a deeper understanding of the diverse forms fiction can take, from graphic novels to medieval epic poetry. The course provides students with opportunities to improve their written communication skills, develop critical thinking skills through reading and writing, and learn the proper mechanics for research-based writing.

English 8: Survey of Fiction and Non-Fiction Texts

English 8 introduces students to non-fiction texts as they continue to study literature. Students are introduced to major authors and various genres to prepare for the Upper School English curriculum. Non-fiction texts are connected to other disciplines and relate thematically to the fiction works students are reading. Students will continue working on responding to texts in their writing and answering specific prompts in a 5-paragraph essay format. Students learn to create a strong argument from supporting evidence with citations from texts or research. Additionally, students continue to work on grade-appropriate grammar and vocabulary skills in this course.

Writing 6

This course focuses on building strong paragraph writing skills as a precursor to formal, high-level essay writing. Students learn how to create a strong topic sentence, locate and provide supporting details and write effective concluding statements. Throughout the term, students develop their well-created paragraphs into short essays, which will help prepare them for other interdisciplinary writing pieces. (1 term; required).

Writing 7

In Writing 7, students focus on the structure of a well-developed essay. Students learn how to create attention-grabbing introductions (“hooks”) with strong thesis statements. They also work on building transitions between paragraphs to improve the flow of their writing. By the end of the term, students will be able to write a complete, five-paragraph essay with a convincing thesis statement, proper evidence and supporting details. (1 term; required).

Writing 8

This course introduces students to MLA format required to complete all of their current and future writing assignments. Incorporation of direct quotations from the texts and a completion of a works-cited page are stressed. Students practice and master the art of creating strong introductions and conclusions, and editing and revising their essays. (1 term; required).

Core Courses
Upper School

English I, Honors (9): World Literature

The English I curriculum exposes students to a survey of world literature and the historical backgrounds that frame each reading. Through the analysis of fiction and nonfiction texts, poetry and plays, as well as through grammar exercises and writing prompts, students develop a deeper understanding of how to convey their ideas both orally and through the written word. The course provides students with opportunities to improve their written communication skills, develop critical thinking skills through reading and writing, and learn the proper mechanics for research-based writing in preparation for college academics.

English II (10)- American Literature

English II focuses on literature from American authors that focus on key events from American History. Poems, plays, essays, and novels directly correspond with lessons they learned in prior and future History classes. The course encourages students to draw connections between fiction and history. Through the analysis of these texts and through grammar exercises and writing prompts, students develop a deeper understanding of how to convey their ideas both orally and through the written word. The course provides students with opportunities to improve their written communication skills, develop critical thinking skills through reading and writing, and learn the proper mechanics for research-based writing in preparation for college academics.

English III (11): Advanced Analysis of Fiction and Non-Fiction Texts

The 11th grade English curriculum focuses on an in-depth analysis of a writer's use of literary elements in both fiction and non-fiction texts. Through the examination of these texts, poetry and plays, as well as through grammar exercises and writing prompts, students develop a deeper understanding of how to convey their ideas both orally and through the written word. The course provides students with opportunities to improve their written communication skills, develop critical thinking skills through reading and writing, and learn the proper mechanics for research-based writing in preparation for college academics and standardized exams.

English IV (12)- College Prep Literary Analysis

The English IV curriculum exposes students to a survey of literature to prepare them for their college experience. Through the analysis of fiction and nonfiction texts, poetry and plays, as well as through grammar exercises and writing prompts, students develop a deeper understanding of how to convey their ideas both orally and through the written word. The course provides students with opportunities to improve their written communication skills, develop critical thinking skills through reading and writing, and learn the proper mechanics for research-based writing in preparation for college academics.

Graduate Capstone Project (12)

This course is designed to develop college-level writing skills with a focus on research. Students will learn to be aware of and use the perspectives of others to examine their own insights on topics of interest. They will practice making intentional choices while learning to defend and justify their logic and connect ideas and concepts across disciplines. Students will choose and explore a topic, issue, or idea of individual interest while designing a year-long study to answer a research question in 5,000 words or more.

Elective Courses

Advanced Language and Literature (10-11)

This course will allow students to explore fiction and non-fiction texts that they may encounter in an Advanced Placement or freshman-level college curriculum in English or Literature. Emphasis will be placed on reading and interpreting the works and creating compelling, written arguments on a prominent theme in the selected literature for the course. The drafting and revising process will also be stressed to prepare students for the rigors of college writing.

AP English Language and Composition (11-12)

AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to all audiences for various purposes. The reading and writing completed in this class will deepen and expand students' understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. (College Board, 2020) Students in AP English Language and Composition will also participate in group service projects stemming from the various topics covered in the class readings.

AP English Literature and Composition (12)

AP English Literature and Composition promotes students' devotion to the study of literature written in, or translated into, English. This will involve careful reading and critical analysis of works in various genres including fiction, drama, and poetry to provide opportunities for students to develop an appreciation of the ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices writers make and the techniques they utilize to achieve purposes and generate meanings. (College Board, 2020) Students in AP English Literature and Composition will also participate in group service projects stemming from the various topics covered in the class readings

ENG101 Standard Freshman Composition (11-12)

This course explores principles of rhetoric and stresses effective expository writing. ENG 101 is primarily a course in the organization of ideas and development of these ideas through the use of specific information. The course also deals with matters of style, sentence structure, paragraph development, punctuation and vocabulary, and introduces students to close reading of appropriate materials. Available for college credit through the Suffolk Community College Beacon Program.

ENG102 Introduction to Literature

This course is an introduction to imaginative works of literature: the short story, novel, poem, and drama. Close and analytical study of this literature introduces students to major literary themes and forms. This course continues training in effective prose writing and requires students to demonstrate maturity in thought and style. Available for college credit through the Suffolk Community College Beacon Program.

Academic Writing (9-10)

This course focuses on MLA skills including preparing a works-cited page and incorporating in-text citations. Students practice and master the necessary skills to write a proper academic paper on dynamic topics. Practice includes analytical essays, response papers and research papers. This course prepares students to start thinking outside of the five-paragraph model and begin writing more advanced essays that require higher level thinking and the examination of outside sources.

College Writing and Presentation (11-12)

This course is designed to prepare students for the rigors of college writing. Students continue to work with MLA format and learn to enhance their writing

skills by focusing on format and development of details. A writing workshop-style of teaching is used, requiring students to complete multiple steps including peer and self-edits. This course prepares students for public speaking and presentations that will be expected of them in college, and encourages students to overcome public speaking anxiety and develop strong delivery skills.

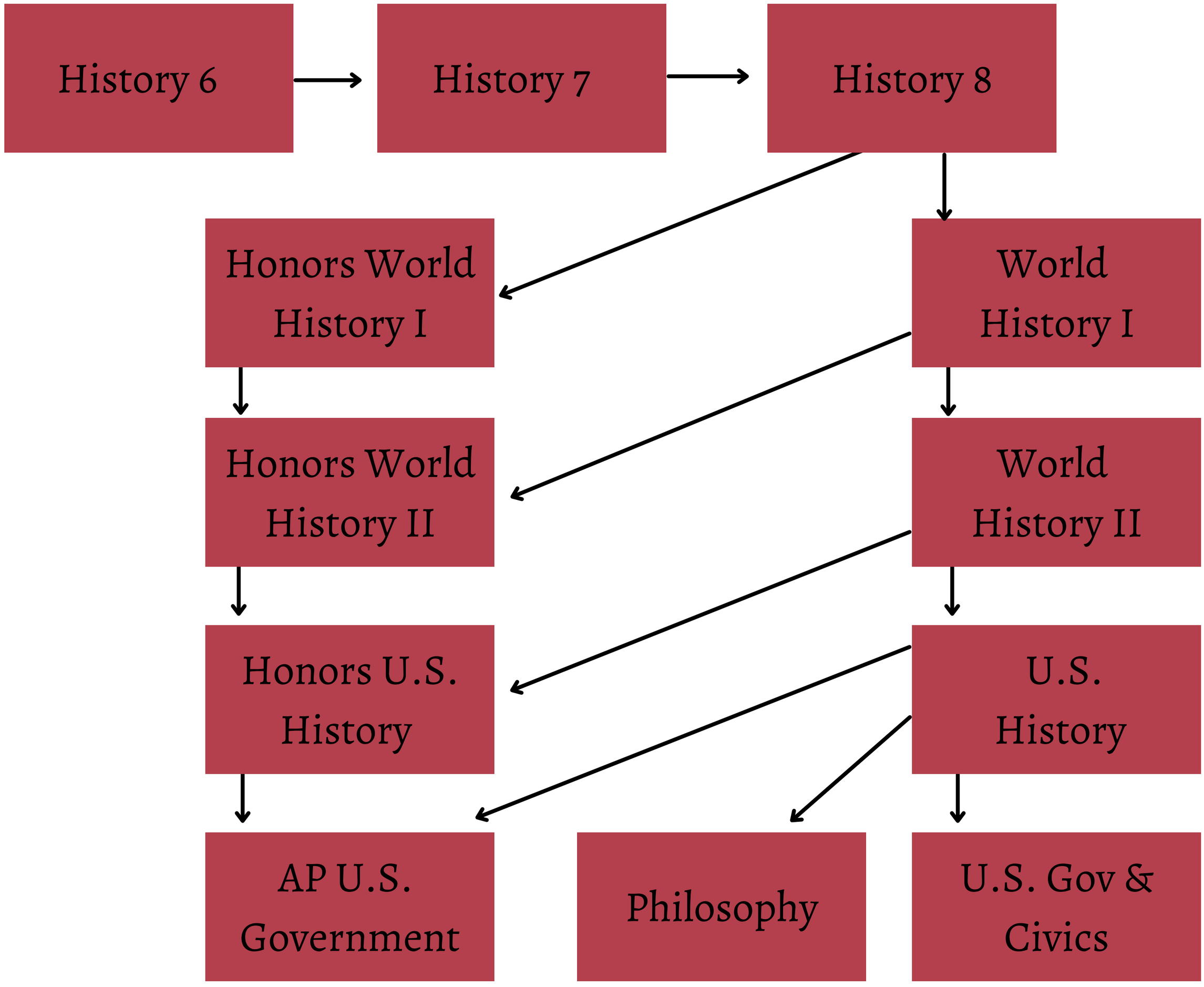
Storytelling and Memoir (9-12)

This course focuses on the craft of telling powerful, engaging, and entertaining stories. Students learn about story structure, literary devices, and character building through a wide array of lessons and activities. Students inspect the works of master storytellers as models, and use them to inform their own writings. At the end of the year, students have a portfolio full of creative stories, poems, personal narratives, and more.

Survey of Shakespearean Literature (10-12)

This course focuses on the close analysis of Shakespearean literature including the tragedies, histories, and comedies. Students learn how to deconstruct his language by examining his use of imagery, repetition, poetic style, prose, structure, and more. Throughout the course, we also explore his texts in performance including monologues, and scenes. Our culminating projects will be a mixed collection of performances, written work, and even reviews of shows and adaptations of his plays.

The History Department



History Department

Requirement: Four years of History *(one class each year in grades 9-12)*.

The History Department at Knox strives to teach students to "think like a historian." The development of historical thinking skills aids students in their understanding of primary and secondary source research and encourages them to think independently and critically. The history department achieves this goal through critical analysis of sources, student-led discussions, and development of writing. The history department also works to create 21st Century learners by encouraging a collaborative environment amongst students, and allowing students choice in creatively expressing their knowledge.

Program Objectives

As our students progress through the stages of learning within the Knox History curriculum, students will demonstrate the ability to:

Program Objective 1- Writing

1a. Write a DBQ essay by analyzing primary and secondary documents in a minimum two page essay that supports its thesis with at least three sources

1b. Write a research paper in which they utilize sources to create a paper that effectively argues a thesis with supporting documents

1c. Construct essays using college-level writing skills, ie. proper spelling/grammar, proper citation, and a matching thesis and argument

Program Objective 2 - Reading

2a. Identify key concepts, historical figures, and time periods.

2c. identify authors' perspectives by properly compare the author's point of view against at least two historical facts

Program Objective 3 –Analyze, Evaluate, Create

3a. Conduct research to find valid sources and analyze them to pull out supporting details for their arguments

3b. Connect one unit to at least one other unit by showing how one event caused or affected the other

3c. Analyze primary source documents and demonstrate knowledge of purpose by correctly identifying at least two arguments made by the author.

3d. Analyze secondary sources by finding at least two supporting details to answer a question.

Program Objective 4 - Public Speaking

4a. Create a presentation based on research that effectively conveys their argument for at least ten minutes

4b. Independently research topics for a debate and effectively use at least two outside sources to formulate arguments within that debate

History 6: Geography

Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Students will develop critical thinking and problem-solving skills as they investigate the Earth's physical and human diversity; analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them.

History 7: United States History (Early AmerIndian to 1865)

The first phase of a two-year course, students will explore the critical events, issues, and individuals in United States History through the Civil War. The course begins with a study of the rich and diverse history of the Native peoples of the Americas, and the changes wrought by the exploration and colonization by Europeans. Major units include the colonial period, the American Revolution, the role of the U.S. Constitution in the birth and growth of a democratic republic, the results of the Westward Movement, and the struggles of the Civil War and Reconstruction. All units include an examination of the impact of economics, politics, and social history on the development of the United States. Students will continue to develop critical thinking and problem-solving skills through primary and secondary source readings, classroom discussion, project-based learning and independent research.

History 8: US History (1865-2001)

The second phase of a two-year course, students will closely examine major economic, political and social changes brought about by the U.S.'s post-Civil War Reconstruction, industrialization, urbanization, and progressive reforms and will consider the implications each of these events had on the expansion of the United States' global influence through modern times. Course content encourages students to think carefully about the challenges and opportunities facing the United States in the 21st century. Students will continue to develop critical thinking and problem-solving skills through primary and secondary source readings, classroom discussion, project-based learning and independent research.

World History I, Honors (9): Early Human History to 1750

The first phase of a two-year course, students explore a chronology from Ancient Times to the First Global Era (ending about 1750 CE), organized around several key themes and concepts: Early Civilizations (4,000 BCE – 1,600 CE); Empires of the Ancient World (to 200 CE); and Regional Civilizations (to 1,200 CE).When studying the Early Common Era, students gain an understanding of early empires and other civilizations around the globe. Students also examine issues such as the African slave trade, cultural interactions among varied peoples, and global trends. An understanding of geography, history, economic systems and political institutions as well as social and cultural elements basic to the study of human development will be cultivated. Over the course of the year, students think critically about these and other issues, and in the process, develop important intellectual and analytical tools from structuring an argument and academic composition to research and oral presentation skills.

World History II, Honors (10): 1750- Present

The second phase of the two-year World History and Geography sequence, students will explore major turning points in the shaping of the modern world, from the time period of the Age of Absolutism and the Enlightenment to the modern day. Emphasis on geography, cultural underpinnings, economics, and political systems on the continents of Europe, Africa, Asia and the Americas characterize the course experience for the year. Topics of study include: Enlightenment and Revolution,

Industrialism and a New Global Age, World Wars and Revolutions, and a focus on current events, which draws connections to events of the past. **Prerequisite:** World History and Geography I or equivalent 9th grade History class.

U.S History, Honors/Pre-AP (11)

United States History and Government is the study of the inception and development of American representative democratic and political traditions. The course focuses on the people, the geography, the development of American cultural values, social institutions, and global relations. Students study the major social, political, and religious developments in United States history, and are required to use a variety of intellectual and critical thinking skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points.
Prerequisite: World History and Geography II or equivalent 10th grade History class.

United States Government and Politics (12)

U.S. Government and Politics is a class designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. The U.S. Constitution and its Amendments will be examined and students will investigate the development and sweep of civil rights and liberties. Significant Supreme Court decisions will be analyzed to demonstrate the impact and importance of constitutional rights. Students are guided through the function of government today and the role of citizens in the civic process. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Prerequisite: United States History or equivalent 11th grade History class.

Elective Courses

Introduction to Philosophy and Ethics (12)

Students will develop their analytical skills and capacity for communication to more effectively evaluate arguments and develop stronger ideas in a cooperative setting. An in-depth analysis of Crito, Plato's exploration of Social Contract Theory - a set of ideas about what citizens owe to and are owed by the state - will prepare students for study in the class' choice of one of three pathways: Philosophy of Mind, Political Philosophy, or Paradoxes and Puzzles. Philosophy of Mind deals with the essential question about whether humans are "embodied" entities. Political Philosophy engages with the ideas motivating various forms of government. Lastly, Paradoxes and Puzzles asks students to use formal logic to consider moral ambiguities and solve riddles.

Foundations of Economics (11,12)

This course integrates micro and macro economics and personal finance concepts to help students better understand the implications of economic events and make informed financial decisions. Students will examine the basic types of economic systems with an emphasis on the American capitalistic economic theory and its implementation and development. The course introduces economic reasoning as well as techniques and processes of thinking used by economists. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity). Students analyze the interaction of supply, demand, and price, the principles guiding household economics, the economic organization of business, agriculture and labor, and the national economy. The course also incorporates instruction in personal financial literacy.

AP Psychology

AP Psychology is a social science course recognized by the College Board and gives students a foundation in the major areas of study in psychology, including, but not limited to: scientific methods, biopsychology, human development, cognition, and individual and group behavior variation. The focus of this course is to help students understand psychology as a scientific discipline, as well as to increase the student's confidence in discussing and writing about psychological principles in a scientific manner. This class will be an intense reading and writing program, at times. It is designed to the equivalent of a College Psychology class. Expectations for this class will be high and the assignments are meant to be challenging. At times, this will require exceptional time management skills and additional hours outside of class to complete assignments and meet grade expectations. This course is designed to develop and build upon complex practices and learn collegiate level foundational skills.

Introduction to Legal Studies

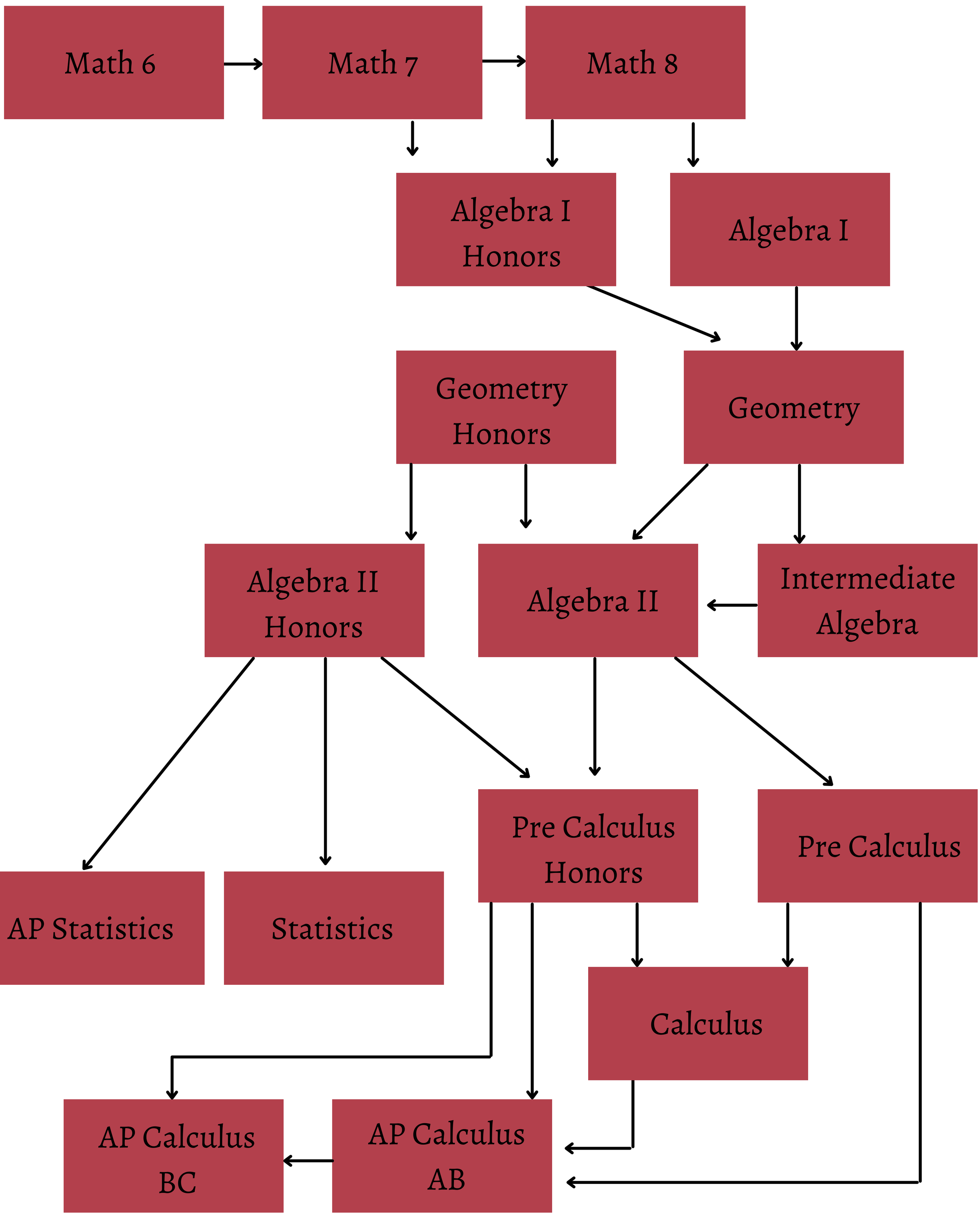
This course will offer students a foundation in the American legal system. Students will learn and master the basics of reading and analyzing laws and applying them properly to relevant cases. This will springboard into reading and analyzing cases for important and key details to make a proper case based on the applicable laws and write case decisions. Once the basic analytical and writing skills are mastered, the class will move on to learn an understanding of the process of court proceedings through Mock Trials.

AP United States Government and Politics (12)

A.P. U.S. Government and Politics provides an introductory college-level, non-partisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

This course implements the Project Based Learning (PBL) modality, whereby students build knowledge and skills through sustained investigation of complex, real-world problems. Students learn the required A.P. course content and skills through active engagement with five large projects that become the curriculum and pedagogical approach. One of these projects will satisfy the political science research or applied civics project requirement. **Prerequisite:** Successful completion of Honors/pre-A.P. U.S. History and approval from the AP committee.

The Math Department



Math Department

Requirement: Three years of Math *(Algebra I and above)*

The Knox School Mathematics Department recognizes the need for strong mathematics skills in all students' lives, and strives to provide a comprehensive foundation of knowledge. Every Knox student graduates with an understanding of the role that mathematics plays in his/her life, as well as the ability to use mathematics to solve everyday problems. Course offerings range from middle-school Math 6 through AP Calculus BC. Middle School students who qualify may enroll in beginning Upper School Mathematics courses.

Program Objectives

As our students progress through the stages of learning within the Knox Math curriculum, students will demonstrate the ability to:

Program Objective 1– Build/Strengthen Foundations of Problem Solving

1a. Solve equations in one or two steps
1b. Write and simplify expressions
1c. Use ratios to solve problems
1d. Connect ratios to fractions, decimals and percentages
1e. Identify simple statistics (mean, median, mode) and use them to build charts
1f. Solve simple problems in Geometry involving scale, measurement, area and angles

Program Objective 2– Build/Strengthen Foundations of Algebra and Geometry

2a. Recognize and develop patterns using tables, graphs and equations
2b. Apply operations to algebraic expressions
2c. Use equations, graphs and tables to solve problems and investigate linear relationships
2d. Understand the use of congruence and similarity to solve problems
2e. Understand Pythagorean Theorem and its converse and why the theorem holds
2f. Apply the Pythagorean Theorem to find distances between points on the coordinate plane,to find lengths, and to analyze polygons.
2g. Investigate and understand relationships between multi-dimensional objects while establishing an axiomatic process for developing proof

Program Objective 3– Master All Levels of Algebra in Preparation for Pre-Calc/Calculus

3a. Solve inequalities
3b. Understand functions, linear functions, systems of equations and inequalities
3c. Know the purpose of exponents and exponential functions
3d. Make connections between polynomials and factoring and quadratic functions, radical expressions and equations
3e. Explore data analysis and probability and apply these concepts to appropriate mathematical problems
3f. Solve and graph quadratic equations
3g. Master the understanding of using absolute values, radicals, exponents and logarithmic functions
3h. Gain proficiency in solving trigonomic equations and in graphing their solutions

Program Objective 4– Prepare Students for First-Year College Mathematics

4a. Master the study of functions and their graphs (linear functions, absolute value, square roots, quadratics, polynomials, rational expressions, and exponential, logarithmic, and trigonometric)
4b. Understand analytical trigonometry, inverses, and sequences.
4c. Learn the concepts of derivation and limits

Core Courses

Math 6

As our 6th grade students arrive excited to start middle school, Math 6 introduces them to middle school math in fun and exciting ways. The purpose of Math 6 is to enhance basic math skills that were taught throughout elementary school and allow students the time to become comfortable with and master these skills. Students explore topics such as number sense and operations, using formulas, problem solving, basic geometry, and interpreting graphs and data.

Math 7 Pre-Algebra

All units of study for Pre-Algebra coincide with the core content for assessment for middle grade mathematics. The major units of study for this course are: Integers, expressions and operations, factors and fractions, rational numbers, equations and inequalities, ratio, proportion, percent, functions, linear equations, and graphing. Students who excel in Pre-Algebra may be exempted from Math 8 and have the option to enroll in Algebra I. **Prerequisite:** Math 6.

Math 8

Students are enrolled in Math 8 to solidify the foundation needed to excel in Algebra I. This year-long course focuses on the number system, expressions and equations, functions, geometric principles, and bivariate statistics. Students who excel in Pre-Algebra may be exempted from Math 8 and have the option to enroll in Algebra I. **Prerequisite:** Passing grade in Pre-Algebra.

Algebra I (8,9)

The course focuses on four conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. In this course, students will learn the foundations of algebra, explore different types of functions, create and interpret graphs, study statistics and think critically to solve multi-step real-life application problems. Students are required to have a TI-84 Plus graphing calculator. It will be helpful to use as an aid to graphing and for learning the statistics portion of the class. **Prerequisite:** Passing grade in Pre-Algebra or similar course.

Algebra I Honors (8,9)

The course focuses on four conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. In this course, students will learn the foundations of algebra, explore different types of functions, create and interpret graphs, study statistics and think critically to solve multi-step real-life application problems. Students are required to have a TI-84 Plus graphing calculator. It will be helpful to use as an aid to graphing and for learning the statistics portion of the class. Teacher has the option to both cover concepts more in depth and to move at a faster pace. **Prerequisite:** Earning at least a 90 for both the final grade and for the Pre-Algebra final exam.

Geometry (9,10,11)

The Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. **Prerequisite**: Passing grade in Algebra I

Geometry Honors (9,10)

The Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. The course is founded on this premise and requires more abstract thinking and reasoning with written and verbal justifications, as opposed to calculations. **Prerequisite:** Minimum grade of at least a 90 in Algebra I and Departmental Approval.

Intermediate Algebra (9,10,11)

This course is designed to serve as preparation for the study of Algebra II, Statistics, and other math courses. Topics include a review of the real number system, an introduction to imaginary and complex numbers, the solution of first degree, quadratic and systems of equations, polynomials, rational expressions, exponents and radicals, graphs of functions (both linear and nonlinear) and of relations, and exponential and basic logarithmic functions. This class also focuses on study skills and extra support for students by teaching some concepts using different learning modalities. **Prerequisite:** successful completion of Algebra I.

Algebra II (9. 10, 11)

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, types of conics, exponential and logarithmic functions, arithmetic and geometric sequences and series, and includes the study of trigonometric functions. It also introduces matrices and their properties. Time permitting; students will be introduced to statistics and the normal distribution. The content of this course is important for students' success on the SAT and ACT and also on college mathematics entrance exams. A TI-84 graphing calculator is required for this course. **Prerequisite:** Passing grade in Geometry.

Algebra II Honors (9,10,11)

This course is an intensive and accelerated paced course for those students who have achieved exemplary grades in both Algebra and Geometry. The student must have excellent work habits; excellent insight into the higher level mathematics topics discussed in class, and must possess a strong desire to learn. This honors course covers all of the topics listed above in the Algebra II course description but in much greater depth and with a more demanding approach. Students are required to have a TI-84 graphing calculator. **Prerequisite:** Minimum grade of at least a 90 in Geometry and Departmental Approval

Pre Calculus (10,11,12)

A review of selected topics in Algebra, Geometry, and Algebra II will be covered such as Trigonometry, Analytic Geometry, Inequalities, Conic Sections, Matrices, and Limits. In addition, students study techniques of graphing exponential and logarithmic functions as well as a complete analysis of Function Theory. This course is intended to provide the student with a foundation for college programs that may require a further study of college mathematics. A departmental final exam is administered at the end of the semester. Students are required to have a TI-84 graphing calculator. **Prerequisite:** Minimum grade of at least a 75% in Algebra II.

Pre Calculus Honors (10,11,12)

This is an intensive and accelerated course for those students who have achieved exemplary grades in the Algebra II course. The student must have excellent work habits, excellent insight into the higher level mathematics topics discussed in class, and must possess a strong desire to learn. This honors course covers selected topics of advanced algebra, analytical geometry, trigonometry, exponential and logarithmic functions, matrices, polar functions, and the theory of polynomials. In addition, this honors course covers the first three topics of Calculus: limit theory, continuity, and differentiation. A departmental final exam is administered at the end of the semester. Students are required to have a TI-84 graphing calculator. **Prerequisite**-Minimum grade of at least a 90% in Algebra II and Departmental Approval

Calculus (11,12)

Calculus is designed to prepare students for AP Calculus (AB or BC), and includes the study of a variety of functions and their graphs: linear functions, absolute value, square roots, quadratics, polynomials, rational expressions, and exponential, logarithmic, and trigonometric functions. Students will begin to learn the concepts of derivation and limits. **Prerequisites:** Minimum grade of at least a 75% in Pre-Calculus.

Elective Courses

Statistics (11, 12)

Statistics develops appreciation for, and skill in, applying statistical techniques in the decision-making process. Topics include: descriptive statistics, probability, inference, methods of data collection, organization of data, and graphical techniques for exhibiting data together with measures of central tendency and variation. Specific subjects include binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, statistics, formulas, and graphs. Estimating with confidence, testing a claim, comparing two population parameters, inferences for regression, and chi-square procedures are also included. **Prerequisites:** Passing grade in Algebra II.

AP Statistics (11,12)

The purpose of this Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes such as exploring data, sampling and experimentation, anticipating patterns, and statistical inference. A written final exam may be replaced with a real life application of hypothesis testing where students will work in small groups and apply knowledge learned throughout the year in order to test a hypothesis. Students are required to have a TI-84 Plus graphing calculator. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required). **Prerequisite**: Minimum grade of at least a 90% in Algebra II, Minimum grade of at least an 85% in current English class, and Departmental Approval.

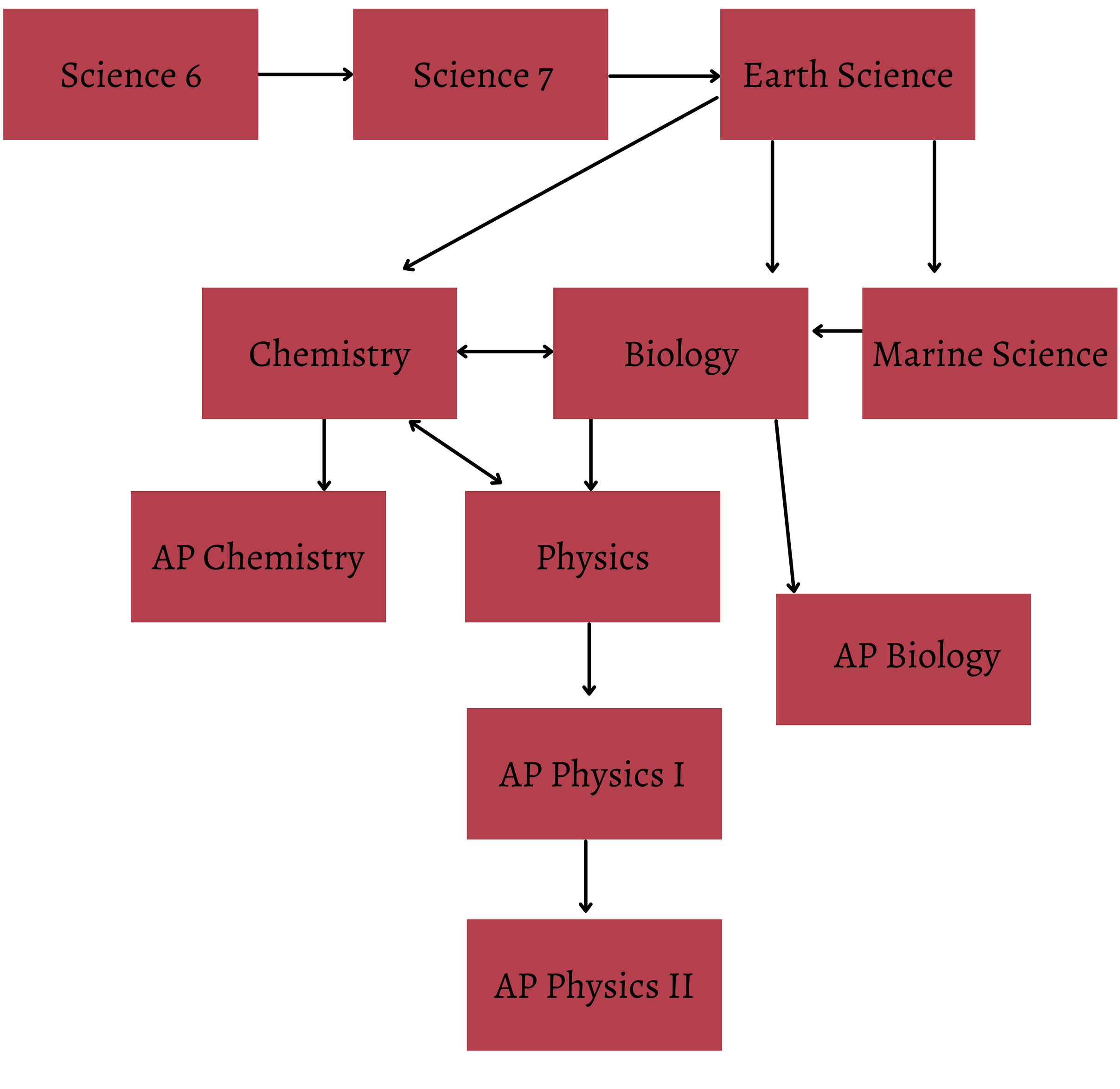
AP Calculus AB (11, 12)

This course is an offering of the College Board's Advanced Placement Calculus AB course, and is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Students are required to have a TI-84 Plus graphing calculator. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required). **Prerequisites:** A minimum grade of a 90% in Pre-Calculus and Departmental approval.

AP Calculus BC (11,12)

This intensive course takes the students through the Advanced Placement Examination in Calculus BC and well beyond, in some instances into second year college Calculus. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Both courses are intended to be challenging and demanding. Students are enrolled in this course by invitation only. Students are required to have a TI-84 Plus graphing calculator. In lieu of a final examination, students are required to research a further advanced selected topic and present their research to the class. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required). **Prerequisite:** Minimum grade of at least a 90 in Pre-Calculus Honors, 90 in Calculus, OR Minimum grade of 80 in AP Calculus AB

The Science Department



Science Department

Requirement: Three years of Lab Science.

The Knox School Science Department strives to spark curiosity in its students about the wonders of the scientific world around them. Our curriculum is driven by the processes of inquiry, problem-solving and discovery, and learning is intentionally relevant. Knox students become scientifically literate and learn to be effective problem solvers. Through hands-on, engaging activities that extend beyond the walls of the classroom, they come to realize that science is more than facts - it is using a computer to program a robot to complete a series of tasks, exploring our campus waterfront as a living, learning lab during Biology class, using CAD software and 3D printers to engineer and design a multitude of projects, or even competing in a Science Bowl at Brookhaven National Laboratory, or a LEGO FIRST Robotics Competition.

Program Objectives

As our students progress through the stages of learning within the Knox Science curriculum, students will demonstrate the ability to:

Program Objective 1: Ask questions about the natural and human built world and define problems

1a: Distinguish scientific questions from non-scientific questions

1b: Formulate and refine questions that can be answered empirically in a science classroom

1c: Ask probing questions that seek to identify the premises of an argument, request further elaboration, refine a research question or engineering problem, or challenge the interpretation of a data set

1d: Note features, patterns, or contradictions in observations and ask questions about them.

Program Objective 2: Develop and use models

2a: Construct drawings or diagrams as representations of events or systems and use them as the basis of an explanation or to make predictions about how the system will behave in specified circumstances.

2b: Make and use models to test a design and to compare the effectiveness of different design solutions.

2c: Represent and explain phenomena with multiple types of models and move flexibly between model types when different ones are most useful for different purposes.

2d: Use (provided) computer simulations or simulations developed with simple simulation tools as a tool for understanding and investigating aspects of a system, particularly those not readily visible to the naked eye.

Program Objective 3: Plan and carry out investigations

3a: Formulate a question that can be investigated within the scope of the classroom, school laboratory, or field with available resources and frame a hypothesis based on a model or theory

3b: Decide what data are to be gathered, what tools are needed to do the gathering, and how measurements will be recorded

3c: Plan experimental or field-research procedures, identifying relevant independent and dependent variables and, when appropriate, the need for controls.

3d: Consider possible confounding variables or effects and ensure that the investigation's design has controls for them.

Program Objective 4: Analyze and interpret data

4a: Analyze data systematically, using grade-level-appropriate understanding of mathematics and statistics either to look for salient patterns or to test whether data are consistent with an initial hypothesis

4b: Recognize when data are in conflict with expectations and consider what revisions in the initial model are needed

4c: Use spreadsheets, databases, tables, charts, graphs, statistics, mathematics, and information and computer technology to collate, summarize, and display data and to explore relationships between variables, especially those representing input and output

4d: Evaluate the strength of a conclusion that can be inferred from any data set, using appropriate grade-level mathematical and statistical techniques

4e: Recognize patterns in data that suggest relationships worth investigating further. Distinguish between causal and correlational relationships

4f: Collect data from physical models and analyze the performance of a design under a range of conditions

Program Objective 5: Construct explanations (for science) and design solutions (for engineering)

5a: Construct their own explanations of phenomena using their knowledge of accepted scientific theory and linking it to models and evidence.

5b: Use primary or secondary scientific evidence and models to support or refute an explanatory account of a phenomenon.

5c: Offer causal explanations appropriate to their level of scientific knowledge.

5d: Identify gaps or weaknesses in explanatory accounts (their own or those of others).

5e: Solve design problems by appropriately applying their scientific knowledge.

5f: Undertake design projects, engaging in all steps of the design cycle and producing a plan that meets specific design criteria.

5g: Evaluate and critique competing design solutions based on jointly developed and agreed-on design criteria.

Program Objective 6: Engage in argument from evidence

6a: Construct a scientific argument showing how data support a claim.

6b: Identify possible weaknesses in scientific arguments, appropriate to the students' level of knowledge, and discuss them using reasoning and evidence.

6c: Recognize that the major features of scientific arguments are claims, data, and reasons and distinguish these elements in examples.

6d: Explain the nature of the controversy in the development of a given scientific idea, describe the debate that surrounded its inception, and indicate why one particular theory succeeded.

6e: Explain how claims to knowledge are judged by the scientific community today and articulate the merits and limitations of peer review and the need for independent replication of critical investigations.

6f: Read media reports of science or technology in a critical manner so as to identify their strengths and weaknesses.

Program Objective 7: Obtain, evaluate, and communicate information

7a: Use words, tables, diagrams, and graphs (whether in hard copy or electronically), as well as mathematical expressions, to communicate their understanding or to ask questions about a system under study.

7b: Read scientific and engineering text, including tables, diagrams, and graphs, commensurate with their scientific knowledge and explain the key ideas being communicated.

7c: Recognize the major features of scientific and engineering writing and speaking and be able to produce written and illustrated text or oral presentations that communicate their own ideas and accomplishments.

7d: Engage in a critical reading of primary scientific literature (adapted for classroom use) or of media reports of science and discuss the validity and reliability of the data, hypotheses, and conclusions

Science 6: Physical Science

Sixth-grade science students begin their Knox careers as "mini-scientists." Class time includes instruction, hands-on activities and labs, and group projects that allow students to be introduced to the basics of chemistry and physics. Students also study and experiment with the fundamental laws of motion, allowing them to define the movement of universal forces such as gravity, acceleration, and friction. The successful completion of the course prepares the sixth-grade students for their future science courses.

Science 7: Life Science

This fundamental introduction to life sciences increases seventh-grade students' awareness of the natural world and introduces them to basic principles of scientific inquiry. The course covers a variety of topics, starting with microscopic cells and building to the larger principles of the ecology and natural systems. Throughout the course, students will be utilizing the basic principles of scientific inquiry and lab experiments as a means to prepare them for later courses of study.

Science 8: Earth Science

Throughout the year, eighth-grade students engage in a variety of activities designed to introduce them to the larger-than-life processes that influence everything from tides, to the destructive volcanoes of the Ring of Fire. The course covers a wide array of topics, including the geological processes that shaped the world around us, and the astronomical processes of the universe. Upon successful completion of the middle-school science sequence, students are well-prepared to enter the Upper School and succeed in the sciences.

Biology (9,10)

Biology is the larger umbrella under which the study of living things occurs. This course serves as a gateway to understanding scientific interactions throughout the living environment, and gives students the tools to make predictions about the natural world. By utilizing the scientific method, students investigate the natural world, both conceptually and through hands-on and in-the-field lab work. Throughout the course, students gain exposure to the many branches of biology, and work towards understanding the role and impact of humans on the natural world. The primary skill of scientific investigation is one of the most important and basic skills; this course serves to cultivate that, and teach students to purposefully engage with the world. Prerequisite: Physical Science or similar 9th grade science course; fulfills lab course requirement.

Chemistry (9,10, 11)

Chemistry touches our lives almost everywhere and every day - in medicine, the clothes we wear, the games we play, as well as the industries that produce consumables used by people on a regular basis. In Chemistry, students design and conduct experiments using a variety of laboratory techniques and technology, apply stoichiometric concepts to chemical reactions, analyze atomic structure and how they relate to bonding and periodicity, apply chemical concepts to reactions and apply gas laws to explain natural phenomena. Note: Chemistry is strongly recommended for college-bound students and is a must for future study in any science or health-related field.

Physics (10,11, 12)

Physics is the study of why the universe is the way it is. It is not just a series of facts and formula that you memorize. This hands-on, inquiry-led course allows students to take a formal look at many of the physical aspects of our universe: from basic fundamentals all the way up through counter-intuitive but experimentally-confirmed principles. It includes the study of Modern Physics, such as discoveries, theories, and current research. Students explore Newtonian Mechanics and the various aspects of matter in motion and energy, then delve into Waves and Light. The course concludes with a study of Electricity and Magnetism. **Prerequisite:** successful completion of Algebra I.

Elective Courses

Fundamentals of Equine Science (9,10,11,12)

This course allows students to explore equine history, breeds, identification, conformation, and judging. As the year progresses, students learn concepts in anatomy, physiology, nutrition, health, equine facilities and management and career opportunities. This course promotes the development of cross-curricular skills in Math, English and History. Students learn to communicate effectively through writing and language as well as develop and use critical thinking skills. Open to Upper School students who are equine enthusiasts, equestrians, or simply curious about horses.

Equine Science II (10, 11, 12)

In Equine Science II, students will take a more in-depth look at the following equine topics: fundamentals of riding, teaching riding methods, judging trends, therapeutic riding, purposes of different riding equipment and tack, equine health and management with specific focus on equine anatomy, diseases, first aid, emergency procedures, pharmaceuticals, senior horse health management, diagnosing lameness and nutrition as related to performance and health. Our third term will focus on working in the equestrian world and exploring the topics of veterinarian, vet technician, farrier, research, event managers, stable managers, massage, chiropractic and acupuncture therapists, equestrian marketing, professional trainer and judging competitions. Students will develop cross curricular skills dealing with math, English, and social studies which coincide with the topics focused on during class. Skills will include writing and language as well as continue to develop and use critical thinking skills. Prerequisite: Fundamentals of Equine Science.

AP Biology (11, 12)

AP Biology is an upper school elective offered for students who meet The Knox School AP criteria, and who have demonstrated a strong interest and dedication to life sciences. Students in AP Biology work towards successful completion of the College Board curriculum and sit for the AP Biology Exam. The class uses the framework laid out by the College Board in tandem with investigative labs. The goal of the course it to prepare students for a university-level Biology class, and if eligible, test results may be used as an exemption from introductory Biology in college. **Prerequisite:** Successful completion of Biology

AP Chemistry (11, 12)

This course will demonstrate how chemistry is related to our daily lives, help student develop problem solving skills, and also cultivate a student's ability to think clearly and express his/her ideas. It is designed to be the equivalent of a general chemistry course which is normally taken during the first year of college. Advanced Placement Chemistry has an emphasis on inquiry and critical thinking skills. Laboratory work is a vital portion of the course and uses a variety of different technology and lab ware. The technology will include graphing calculators, LabPro devices, graphing and data analysis software and various chemistry apparatus. This course requires a working knowledge of chemistry and algebra II. The pace will be quicker than a typical high school chemistry course, uses a college level text and lab work, and also requires more time than the typical high school course. **Prerequisite:** Successful completion of Chemistry

AP Environmental Science (11,12)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Prerequisite: Two years of high school laboratory science, specifically, one year of life science and one year of physical science.

Elective Courses

AP Physics I: Mechanics (11,12)

AP Physics I follows the most recent description as noted by the AP College Board and is equivalent to a first-year college Physics class for Science and Engineering students. It is intended to prepare students for the AP Physics C Exam and explores topics such as Mechanics, Electromagnetism, Waves and Fields, Optics, and Modern Physics, including discoveries, theories, and current research. The development of critical thinking skills is an integral part of Physics, therefore, most labs are open-ended and inquiry-based. In addition, students will be required to present solutions to problems during peer instruction activities. Open to Upper School students who have successfully completed Physics and Pre-Calculus

AP Physics II: Electricity and Magnetism (11,12)

The Physics II Electricity and Magnetism course is a 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 electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. **Prerequisite:** Successful completion of AP Physics I.

Anatomy & Physiology (11,12)

Anatomy and Physiology is designed for students who are interested in pursuing a career in fields related to the human biological system. This course covers the basics of human anatomy and physiology, including anatomical terminology, basic biochemical function, cells and tissues, and the skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory and reproductive systems. The course includes lab work, but does not fulfill a lab requirement. Students work individually and in groups to prepare themselves for college-level sciences. Preferential enrollment will be given to Seniors. **Prerequisite:** Biology; Juniors and Seniors only.

PHY 101 College Physics (11,12)

First course of a full year algebra/trig-based college physics sequence for liberal arts, life science, and physical therapy majors designed to acquaint students with basic concepts of physics. Topics covered include linear and rotational kinematics, dynamics, conservation of energy and momentum.

Available for college credit through the Suffolk Community College Beacon Program.

The STEM Department

Introduction to Coding

Introduction to Robotics

Introduction to Computer Science & Engineering

3D Drafting and Design

Advanced Robotics

Advanced Computer Science & Engineering

AP Computer Science Principals

AP Computer Science A

STEM Capstone

Elective Courses

Introduction to Robotics

This course introduces students to the world of robotics and programming. Beginning with the history of robotics, students come to an understanding of how robots function as an integral part of today's society. Working in our STEM lab, students take a hands-on approach to the fundamentals of machine logic and automated problem solving with an emphasis on the basics of movement and physical interaction with the local environment. Open to Upper School Students.

Advanced Robotics

Advanced Robotics further explores robotic assembly, architecture, and capability, and careers available in the field. Through understanding the diversity and power of each area of robotics, students work collaboratively in a competitive proposal-solution environment. Learning will be fast-paced and hands-on, with real world problem solving at the center of the coursework. Open to Upper School Students who have successfully completed Introduction to Robotics.

Introduction to Coding

Introduction to Coding will introduce students to the world of Computer Science. We will cover some introductory content which includes the history of computers and how computers work. Over the course of the year, students will learn new languages including Java and others, which they will be using to write their very own programs that they can take with them from the class. The final projects for this course will require the students to create their very own replica of a retro videogame such as Frogger, Pong, Space Invaders, etc, or design their own games.

STEM Capstone

In this course, students will discover and research a problem, propose, develop and execute a solution, then design, construct and present their solutions. Students will learn about current topics in STEAM, participate in round-table discussions, work together to devise solutions to given problems, and understand the importance of design efficiency. This course will prepare students for the rigors of college thesis and research courses which will require students to work on their own or in groups with minimal teacher interaction.

3D Drafting and Design

3D Drafting and Design will provide students with the opportunity to expand their skills in 3D Design, as well as learn and use applied Geometry. Students will spend time learning geometry, geometric constructions, and 2D sketching, which will lead into 3D design. For the entirety of the course, students will be using Fusion 360 Software both in and out of class. By the completion of this course, students will have the skills to work in both large and small scale engineering through use of power tools, hardware and 3D printers.

Introduction to Computer Science and Engineering

Introduction to Computer Science and Engineering is a multifaceted course that is designed for students who are new to computer science and want to learn from scratch, as well as for students who are well versed in computers who want to expand their skills. This course will take students through the history of computers, the engineering and parts of computers and how they function, and basics of software and workflow. By the end of this course, students will have built their own computers that they will have used throughout the course, and then bring home to keep. **Requirements:** $600 Materials Fee

Advanced Computer Science and Engineering

Advanced Computer Science and Engineering is a continuation of Introduction to Computer Science. Students who wish to continue with advanced will, instead of taking their computers home, learn more about the advanced back-end functions and programming of their self-made computers in addition to how the internet works, how to network, and finish upgrading their computers before taking them home at the end of the year. **Requirements:** Fee for Windows 10 License.

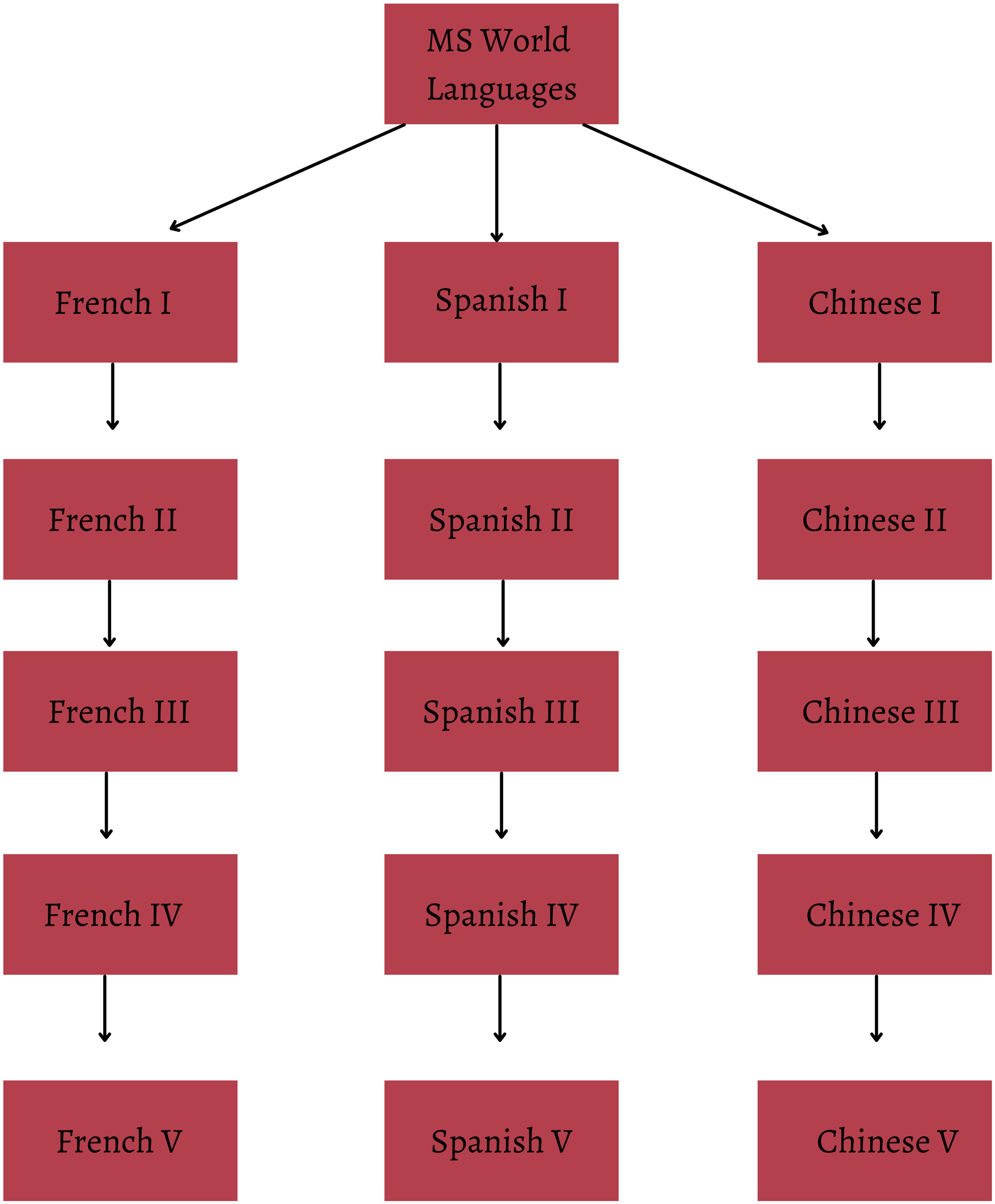
AP Computer Science Principles

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to problem solving through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Prerequisites:** Successful completion of at least two of the following- Introduction to Coding, Advanced Robotics, Computer Science and Engineering.

AP Computer Science A

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implementations of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. **Prerequisites:** Computer Science and Engineering, AP Computer Science Principles and either Introduction to Coding or Advanced Robotics.

The World Language Department



World Language Department

Requirement: Three years of consecutive levels of the same World Language.

Learning a foreign language is one of the cornerstones of a college preparatory, liberal arts education. The goal of the World Language Department at The Knox School is to make foreign language learning relevant, authentic, and engaging for students while teaching them to communicate effectively and genuinely in the target language through total language immersion. In class daily, students speak, listen, read and write in the target language while gaining an understanding and appreciation of the cultural practices, perspectives, and current events connected to the countries where the targeted languages are spoken. Personal motivation combined with the acquisition of tools for lifelong language learning drive student achievement of departmental and personal goals.

Program Objectives

As our students progress through the stages of learning within the Knox World Language curriculum, students will demonstrate the ability to:

Program Objective 1: Use the language effectively in three modes of communication:

1a. Interpretive (listening, reading, and viewing)

1b. Interpersonal (listening, speaking, reading, and writing with others)

1c: Presentational (speaking and writing in different types of performance).

Program Objective 2: Achieve language proficiency in all of the following arenas:

2b: Comprehensibility (be able to be understood)

2c: Comprehension (be able to understand others)

2d: Language control (use the language with accuracy)

2e: Vocabulary usage (have vocabulary appropriate for the content and the context)

2f: Communication strategies (be able to communicate effectively in a variety of settings)

2g: Cultural awareness (understand and be able to communicate in various contexts, with people in different geographic, linguistic, ideological, and cultural settings and orientations)

Program Objective 3: Demonstrate an awareness of the basic literary and cultural indicators of the foreign language

3a: Engage the world with empathy and with understanding of the diversity of human experience across target language World Cultures.

Program Objective 4: Demonstrate oral proficiency in the foreign language

4a: Understand grammatical structures in the foreign language and show an awareness of syntactic patterns

Core Courses

Introduction to World Languages

This survey course is designed for 6th and 7th grade students to explore three languages over the course of the academic year: Spanish, Chinese, and French. Their exposure to each language, though only one trimester long, introduces them to basic linguistic skills such as vocabulary building, pronunciation, forming simple sentences and questions, listening comprehension, and recognizing Chinese characters. Students also develop insight into the cultures of the various countries linked to these languages. This course gives students the opportunity to discover which language they would like to continue studying beginning in 8th grade at level I and continuing throughout their education at Knox.

Chinese I

Chinese I is an introductory level course in Mandarin taught by a native speaking teacher. Students begin their exploration of the Chinese language by learning basic conversational skills, pronunciation, Chinese characters, and Chinese culture. They learn through various methods such as songs, games, stories, videos, and culturally relevant, authentic objects. Each student is paired with a native Chinese speaking student in order to practice conversation and share cultural insights throughout the school year.

Chinese II

Chinese II builds on the skills learned in Chinese I. It is designed to reinforce and further develop Chinese language skills in listening, speaking, reading and writing. The goal is for students to speak Chinese comfortably through expressing opinions and feelings in daily conversations. Additionally, students explore Chinese culture through hands-on activities, projects and presentations, which furthers their understanding of modern China. This course will integrate technology to leaning the Chinese language and follows the national standards for foreign language education. **Prerequisite:** Chinese I.

Chinese III

Chinese III builds on the skills learned in Chinese II. Students moves towards greater fluency in Chinese language skills in listening, speaking, reading and writing. This course will integrate technology in the learning of the Chinese language and follows the national standards for foreign language education. **Prerequisite:** Chinese II.

Chinese IV/V

This advanced course focuses on the history and culture of Chinese-speaking countries, along with a continued study of grammar. Classes are taught in Chinese, and students access electronic news media to enrich both their study of the language and their understanding of current cultural events. Students also read a short novel in the target language. **Prerequisite:** Chinese III.

Spanish I

Spanish I is a beginning level course for students with little or no prior experience in Spanish. The fundamentals of Spanish are introduced through vocabulary and grammar, as well as oral and written communications. At the end of the course, students are able to communicate on a fundamental level both verbally and in writing, and understand basic aspects of Spanish-speaking cultures.

Spanish II

Building upon Spanish I, this course introduces more complex and varied grammar, vocabulary, and verb tenses, along with more refined and detailed sentence structures. Students will continue their studies of Spanish-speaking cultures. Students are expected to communicate in Spanish. **Prerequisite:** Spanish I.

Spanish III

This intermediate-level course focuses on refining skills acquired in Spanish I and II. This involves a more advanced study of grammar through the use of short readings in Spanish. Emphasis is also placed on the ability of students to demonstrate communicative competency, both orally and in writing. This course is taught in Spanish. **Prerequisite:** Spanish II.

Core Courses

Spanish IV/V

This advanced course focuses on the history and culture of Spanish-speaking countries, along with a continued study of grammar. Classes are taught in Spanish, and students access electronic news media to enrich both their study of the language and their understanding of current cultural events. Students also read a short novel in the target language. **Prerequisite:** Spanish III.

French I

French I is a beginning level course for students with little or no prior experience in French. The fundamentals of French are introduced through vocabulary and grammar, as well as verbal and written communications, rich visuals, and technology. At the end of the course, students are able to communicate on a fundamental level both verbally and in writing, and understand basic aspects of French-speaking cultures.

French II

Building upon French I, this course introduces more complex and varied grammar, vocabulary, and verb tenses, along with more refined and detailed sentence structures. Students will continue their studies of French-speaking cultures. Students are expected to communicate in French as this is a full-immersion-level course. **Prerequisite:** French I.

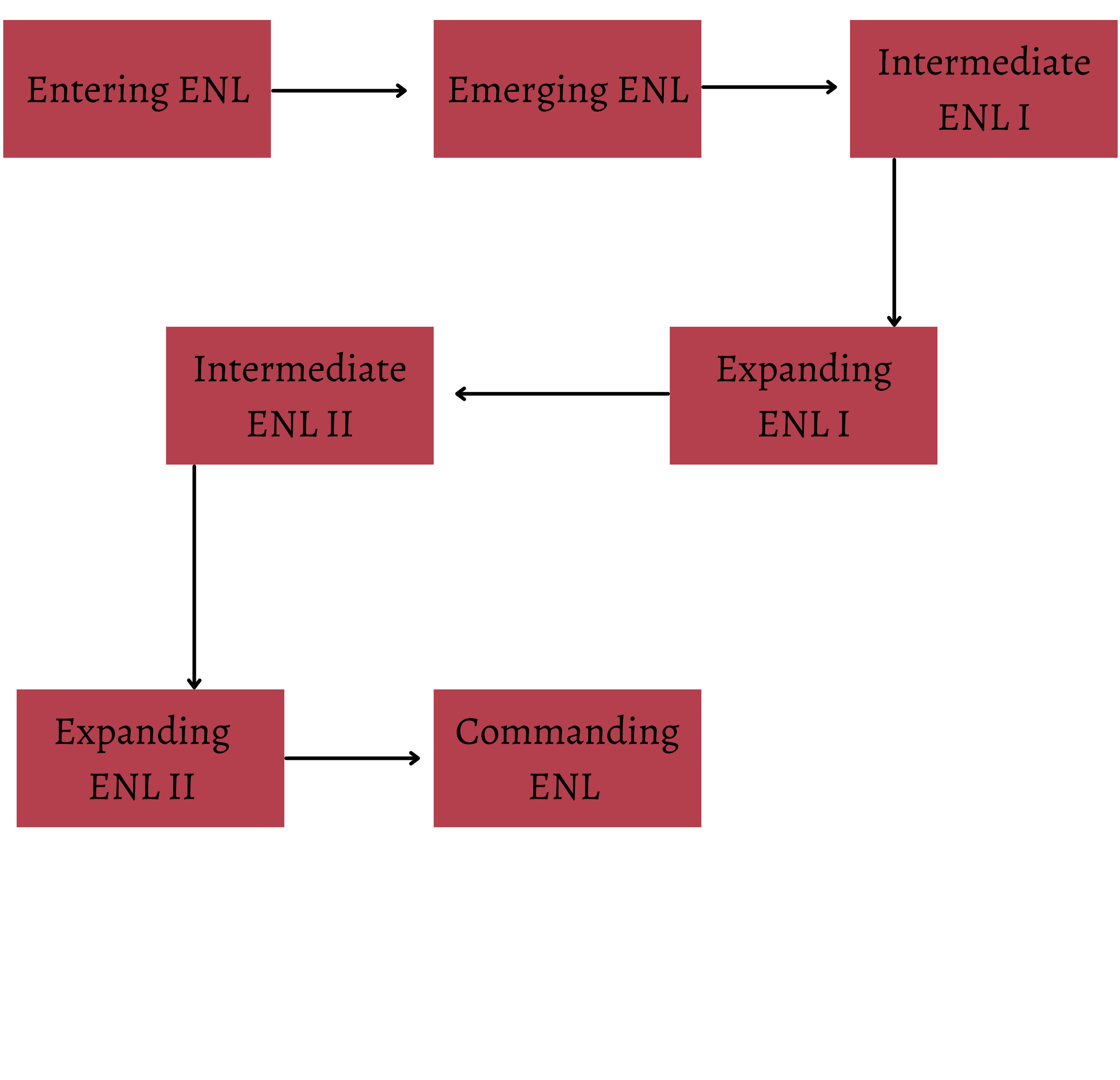
French III

This intermediate-level course focuses on refining skills acquired in French I and II and involves a more advanced study of grammar through the use of short readings in French. Emphasis is also placed on the ability of students to demonstrate communicative competency, both verbally and in writing. This course is taught only in French. **Prerequisite:** French II.

French IV/V

This advanced course focuses on the history and culture of French-speaking countries, along with a continued study of grammar. Classes are taught in French, and students access electronic news media to enrich both their study of the language and their understanding of current cultural events. Students also read a short novel in the target language. Prerequisite: French III

The ENL Department



ENL Department

Students must receive a TOEFL score of 92 or higher (no subcategory less than 23) to be admitted to our DIRECT Program (no ENL courses required in their academic schedules). Students entering Knox with a TOEFL Score of 61-91 are placed in our LEVEL 1 Program, in which they have one ENL course in their regular academic schedules. Students entering Knox with a TOEFL score of 60 or below are placed in our LEVEL 2 Program, in which all core classes are taught at the ENL level, with the exception of Math.** All International students will also sit for a Duolingo exam in the comfort of their own homes as part of the application process and to supplement their TOEFL scores with regards to course placement.

Program Objectives

As our students progress through the stages of learning within the Knox ENL program, students will demonstrate the ability to:

Program Objective 1: Speak, listen, read and write in English for the communicative purposes of gathering and giving information, responding to literature, enjoying social interaction, expressing themselves and sharing their knowledge.

Program Objective 2: Listen, speak, read and write in English for critical analysis and evaluation

Program Objective 3: Demonstrate the skills necessary for giving oral presentations for social interactions and content related academic language

Program Objective 4: Demonstrate competence in managing the writing process and producing effective written products including academic writing

Program Structure

ENL Level 1 Program (61-91 TOEFL Score)

Students in the ENL Level I Program will take one ENL Course and be mainstreamed in English, History, Science, Math, Visual Art, Performing Art, Electives, Physical Education and Health.

ENL Level 2 Program (<60 TOEFL Score)

Students in the ENL Level 2 Program will take Entering ENL, ENL English, ENL History, ENL Science and be mainstreamed in Math, Visual Art, Performing Art, and Physical Education.

ENL Courses

Entering ENL
Emerging ENL
Intermediate I ENL
Intermediate 2 ENL
Expanding 1 ENL
Expanding 2 ENL
Commanding ENL

The Visual Arts Department

Studio Art I

Studio Art II

AP Studio Art

Ceramics

Media Arts I

Media Arts II

Electronic Illustration

Photo

The Performing Arts Department

Theatre

Theatre

Theatre II

Stagecraft

Music

Choir

Music History

Visual and Performing Arts Department

Requirement: One year of each a Visual Art and a Performing Art.

The Visual and Performing Arts are characterized by a rich and active history at The Knox School. We believe that the Arts are an essential element in our lives. To facilitate this understanding, we continue to take advantage of all of the rich resources around us. In doing so, we hope to build a positive sense of "place" for the Arts in the students' daily lives both now and as adults. As a department, we hope to instill an appreciation of the arts by building a stronger sense of self through awareness, relaxation, expression and confidence. As human beings, we are forever enriched by the arts and the artists who dare to create.

Program Objectives

As our students progress through the stages of learning within the Knox Visual and Performing Arts curriculum, students will demonstrate the ability to:

Program Objective 1: Explain the technical and aesthetic practices of the visual and/or performing arts

Program Objective 2: Implement an established workflow and artistic process to create original work

Program Objective 3: Analyze artwork and deliver constructive critique to the work of self and others

Program Objective 4: Identify opportunities for professional practice within various artistic fields

Program Objective 5: Build a collaborative community and exchange artistic practices within the classroom

Visual Arts Courses

Photography

This course serves as a full-year introduction to photography as a fine arts medium with a focus on black & white 35mm film shooting, developing, and printing. This course emphasizes the technical aspects of photography through demonstration, readings, and hands-on experience. Open to Upper School students with an interest in photography.

Media Arts

This full-year introductory course focuses on the practical operation and creative possibilities of digital photography and video using a Digital SLR. This course explores digital capture, computer editing using Adobe Photoshop, and output techniques utilizing professional Epson printers. Students should have a digital camera with manual capabilities which will shoot stills and video. Open to Upper School students with an interest in photography.

Media Arts II

This course combines the skills learned in Photo I and Media arts and moves students to the advanced mechanics and aesthetics of digital and 35 mm photography digital imaging skills and output techniques. Open to the Upper School students who have successfully passed Photography I and/or Media Arts.

Studio Art I

This course allows students to examine the major concepts of studio art. They begin with drawing then move on to explore painting, printmaking, and various other media of their choice. While learning and improving their technical skills, they will also be learning the concepts of line, spatial relationships, and creative expression. Students will progress from the cornerstone of art (drawing) through to printmaking. Open to Upper School students with an interest in painting or drawing.

Studio Art II

Studio Art II allows students to continue to develop the skills gained in Studio Art I and move on to generating pieces that reflect their personal creative style. Possible media include acrylic, watercolor, and tempera painting, as well as printmaking, quilling, batiking, and collaging. Open to Upper School students with an interest in painting or drawing who have completed Studio Art I.

Ceramics

Ceramics is a full-year course designed to develop the students' interest and skills in the creation of ceramic arts, including the artistic process from conception to firing. Students will also discover major artists and explore how their work influenced the history of ceramic arts. Open to Upper School students with an interest in ceramics.

AP Studio Art

The AP Art and Design course is designed as an advanced investigation into art making that will result in a comprehensive original portfolio of artwork that can be used for the college application, and will be submitted to the College Board for review. Within this course, students will develop a portfolio that consists of two sections – Selected Work and Sustained Investigation, in the subject of Drawing or 2-D Design. This portfolio will exhibit mastery of four skill categories- Inquiry & Investigation, Making through Practice, Experimentation & Revision, and Communication and Reflection. In addition to completing an advanced art portfolio, students will investigate prospective careers in the arts, research prospective colleges and universities, and prepare college applications to their desired higher education prospects.

Visual Arts Courses

Electronic Illustration

This course contains an overview of tools and techniques used to convey messages, sell products, and promote awareness, through visual means. Students will apply foundational graphic design principles to digital image-making applications, digital illustration, and layout design, using industry-standard graphic design software. Students will also utilize the 5-Phase design process (discovery, interpretation, ideation, experimentation, and evolution), which puts design thinking into action. Students will apply ideas from a variety of sources, including art/design theory, history, and more, in an effort to provide a deeper understanding of images in contemporary culture.

ART 122 Electronic Illustration

This course enables students to create and modify illustrations and scanned images using the desktop computer as an electronic drawing tool. Students will explore image enhancement, compositing and photo-restoration techniques, vector and raster image-making approaches and industry-standard technologies to create commercial art studies and original illustrations. Upon completion of this course students will have curated a personalized portfolio of digital illustrations and electronic artwork. Available for college credit through the Suffolk Community College Beacon Program.

Performing Arts Courses

Choir

This course is designed to develop students' understanding of the art of vocal performance, particularly as a choir. Students in this course explore vocal music from various periods, styles, and cultures, and develop an understanding of the original social and cultural context for each piece of music studied. They work to develop their ability to sight-sing, building on a strong foundation in music theory, through the study of solfege. Students also build confidence in their skills through regular performances at school events and at each semester recital. Open to Upper School students with an interest in singing and the ability to match pitch.

Chamber Choir

This smaller singing ensemble is hand-selected by the Choir Director and consists of an elite group of vocalists who wish to pursue studies in vocal music and/or performance.

Theatre I

Theatre is a full-year course designed to develop students' understanding of the various arts involved in the creation and production of theatre. Theatre students explore the crafts associated with the arts of acting, playwriting, designing, and directing. Students develop their understanding of the business of theatre and the variety of jobs available to those who have a passion for theatre and theatrical production. Students present their work at each trimester recital and attend two professional theatre productions. Open to Upper School students with an interest in theatre; preference given to students in grades 11 and 12.

Theatre II

This full-year course is designed for those students who have successfully completed Theatre I and who may wish to pursue studies in theatre and performance at the University level.

Stagecraft

Stagecraft is a full-year course that introduces students to the theatrical arts associated with the technical elements of production, including scenic, costume, and lighting design; set construction and painting; lighting hanging, focusing, and gelling; and costume construction and alteration. Students learn to create scenographic models, ground plans, and front elevations, provide technical support for Knox Theatre productions and serve as technicians when appropriate for school events. Students also attend two professional theatre productions. Open to Upper School students with an interest in backstage work, including working with power tools, computers, and lighting equipment.

Music History

In this full-year course, students will examine various aspects of music that define style, genre, and period and develop the vocabulary to discuss them.

Lessons Practicum

Private lessons in voice and any musical instrument requested can be arranged at an additional fee. Students receive a private lesson during the class day once a week throughout the school year. No academic credit is earned for private music lessons.

The Health and Physical Education Department

Health

Physical Education

Health and Physical Education Department

Requirement: 1 year of Health; 2 years of Physical Education

Knox School Athletic Department Mission

To provide our student athletes with the best opportunities to achieve higher education through their athletic pursuits.

Purpose

To prepare students with the necessary tools to succeed within academics and athletics for higher education.

Philosophy

The Knox School Athletic Department focuses on teaching our youth the school's core values, lifelong learning and lifelong habits through Athletics.

Health and Physical Education Courses

Health

Upper School Health is designed to allow teens to discuss issues that affect them in a safe environment with trained educators and professionals. Units covered include physical fitness, psychological health, the dangers of drug and alcohol use, sexuality, and infectious diseases. Students examine contemporary public health problems through the news and media and will be encouraged to make positive lifestyle changes. This course is two terms and is required for graduation in New York State.

Physical Education

The Knox School Physical Education class is designed to ensure our student athletes have the opportunity to maintain mental and physical health. Each student athlete will be required to take a yearly fitness test as a starting point to measure their ability and, more importantly, to set goals as to where they want to be in the future in regard to their athletic ability.

The Knox School Physical Education Class will also be designed to introduce and prepare student athletes to learn and compete in the sports offered at The Knox School regardless of the knowledge that they had beforehand.

The BOOST Department

Language BOOST

Executive Functioning BOOST

Math BOOST

BOOST Department

Students who desire academic support or those with 504 plans or IEP's may be eligible for academic support services. Files will be reviewed on a case-by-case basis prior to the student's acceptance to The Knox School. Visit our website (www.knoxschool.org) for a list of fees for this additional service known as BOOST.

The BOOST Department offers programs and support services designed to provide capable, college-bound students with the foundation and skills necessary to develop their abilities and to reach their personal goals for academic achievement. There are three BOOST courses: Language BOOST, Executive Functioning BOOST, and Math BOOST. Students are enrolled upon recommendation of current documentation, parental request, or staff referral. BOOST classes are taught either individually or in a small group setting by qualified learning specialists. BOOST classes are incorporated into a student's schedule. BOOST teachers often foster communication and share pedagogical methodologies within the school community while serving as a liaison between the school and the home. The BOOST Program is designed to help students succeed in all areas of their core academic classes.

Program Objectives

As our students progress through the stages of learning within the Knox English curriculum, students will demonstrate the ability to:

Program Objective 1: Speak, listen, read and write in English for the communicative purposes of gathering and giving information, responding to literature, enjoying social interaction, expressing themselves and sharing their knowledge.

Program Objective 2: Listen, speak, read and write in English for critical analysis and evaluation

Program Objective 3: Demonstrate the skills necessary for giving oral presentations for social interactions and content related academic language

Program Objective 4: Demonstrate competence in managing the writing process and producing effective written products including academic writing

BOOST Courses

Math BOOST

In BOOST Math, concepts that are being taught in a student's core mathematical class are reviewed and reinforced. Understanding the language of higher mathematical concepts is strongly emphasized and students are given the opportunity in a small setting to practice foundational mathematical skills. Students will work to develop mathematical concepts that are necessary for the successful completion of the required mathematics program at The Knox School.

Language BOOST

This is a language-based developmental program designed to provide specific individualized instruction in decoding, encoding, writing fluency and expression, reading fluency and comprehension, and basic grammar concepts. Self-advocacy issues, test-taking strategies and study skills (listening, note-taking and mnemonics, etc.) are also addressed in the BOOST classroom. Students enrolled in Language BOOST apply skills learned into their core classes.

Executive Functioning BOOST

BOOST Executive Functioning and Organization focuses on giving and building strategies for students to be successful in their core subject classes. Some of these executive functioning skills are organization, planning, cognitive flexibility, and task initiation, Students also focus on improving their working memory which allows students to hold information in their minds while working with it. Students are given the opportunity to incorporate the skills learned in BOOST Executive Functioning into their core subjects.

The Knox School
Academic Integrity Policy

Academic Integrity involves the commitment to honest behavior in an academic environment. It requires adhering to the five pillars of academic success: honesty, trust, fairness, respect, and responsibility.
Academic Misconduct is a violation of academic integrity and comes in various forms.

Types of Academic Misconduct Violations

- Cheating
- Fabricating
- Facilitating
- Plagiarizing
- Misrepresenting

What is Cheating?

Cheating is the use or attempted use of any unauthorized assistance for any academic assignment or assessment, including but not limited to:

- Copying answers from or looking at another student's exam or assignment.
- Submitting any work as your own that you, or someone else, paid a third party to complete.
- Submitting the same assignment you completed for one teacher/class to another teacher/class.
- Accessing or possessing any materials not previously approved by the instructor (including, but not limited to, notes, translators, novels/textbooks, computer, etc).
- Continuing to work after time has been called on an exam or an assignment.
- Taking an exam out of the room without permission.
- Fraudulent possession of an exam, assignment, or grading key before it has been widely distributed to all students involved in taking the exam or completing the assignment.
- Sharing information about or asking/receiving information about an exam or assignment.
- Using unapproved resources to complete assignments or exams (cell phones, internet, cameras, etc.).

What is Fabrication?

Falsifying or inventing information on an academic assignment or exam including, but not limited to:

- Changing answers on an assignment or exam after it has been returned and claiming it was incorrectly graded/scored.
- Falsifying or leaving out specific data, information, or sources.
- Fabricating information or excuses in an attempt to receive more time to complete an assignment or exam, or more credit on an assignment or exam.

What is Facilitating?

Knowingly helping or attempting to help yourself or another student violate a principle of academic integrity including, but not limited to:

- Allowing another student to copy your work on an exam or assignment.
- Working in pairs or groups on an assignment or exam without direct consent from your instructor (including facetiming or group-chatting on homework assignments or exams).
- Completing work for another student in exchange for money, popularity, the completion of another assignment, or any other purpose.
- Using a translator to complete assignments (homework and independent assignments).

What is Plagiarizing?

Presenting words or ideas of another person as your own on any homework or assessment including, but not limited to:

- Copying verbatim without proper quotation marks and citation
- Paraphrasing without proper credit being given to the original author.
- Using phrases from another source or person mixed in with your personal and original ideas without proper credit being given to the other party(ies).
- Copying of any intellectual property (including thoughts, artwork, graphics, photography, written work, etc) without proper citations and/or permission from the author/publisher.

What is Misrepresenting?

Misrepresenting or tampering with any academic document including, but not limited to:

- Claiming an assignment has been submitted when it has not been submitted.
- Deliberately missing a class/school day to avoid submitting an assignment or taking an assessment without a proper and approved reason.
- Doing more or less than your fair share of a partner or group assignment and presenting it as a fair assessment of your contribution.

Community Responsibilities

Academic integrity is the responsibility of all parties involved including, but not limited to, the student, teacher, parent, and administrator.

Students' Responsibilities:

- Read and understand our academic integrity policy
- Be aware of and abide by all course-specific rules and consequences explained by your teacher.
- Report if cheating is taking place in the course.
- Do not copy or let other people copy.
- Understand the difference between "helping" or "tutoring" a peer and facilitating cheating.
- Do not use any unauthorized aids for assignments or assessments.
- Do not work with others when independent work is expected on an assignment or assessment.
- Take responsibility for your own work and for completing your fair share on any group assignments.
- Be sure to properly cite and/or give credit to original sources on all submitted work.
- Never discuss any aspect of a test or assignment until it has been graded and returned by the teacher.
- Communicate with your teacher if you have concerns about your ability to complete an assignment or an assessment. Always be honest!

Teacher Responsibilities

- Be clear and precise about the expectations you have for your students and align the expectations with the school's academic integrity policy.
- Communicate the range of consequences with your students
- Address the use of unauthorized aids for assignments and assessments.
- Clearly specify if/when students are allowed to work together on assignments or when they are expected to work together on assignments and the expectations of how much each student should contribute.
- Review student work regularly for violations of the academic integrity policy.
- Enforce the academic integrity policy fairly and equally across all of your classes for all of your students.

- Report violations of academic integrity to other teachers as observed (students sharing Science work before, during, or after History class, or during study halls, athletic practices, club meetings, or any other down time).
- Be clear with students when they can/cannot discuss exams or assignments with their peers in class and other sections.
- Be available and open to communication with students and parents regarding a student's ability or potential struggles to complete an assignment.

Parent Responsibilities

- Read and understand our academic integrity policy.
- Help your child understand that you value academic integrity and expect your student to comply with the policy.
- Support your child regardless of a grade earned to help promote academic integrity and reduce the risk of your child committing academic misconduct.
- Communicate with your child's teachers if you have concerns about your child's ability to complete the work.
- Require your child to complete his/her own work. Remind your child, when necessary, to work independently if you see or hear him/her working with other peers.
- When helping your child with his/her work, be sure that the work remains their own.

Administrator Responsibilities

- Have a copy of our academic integrity policy available for all students, teachers, and parents.
- Facilitate ongoing conversations about the academic integrity policy.
- Administer fair and consistent consequences for offenses of the academic integrity policy.
- Maintain records of all academic integrity policy offenses.

Academic Integrity Potential Consequences

First Offense:

The student will receive a zero "0" on the assignment and be required to redo the assignment under supervision of the instructor for no credit.
The student will relinquish his or her leadership roles.
If the student is in any honor societies, they will be placed on probation for the equivalent of one grading period.

Second Offense:

The student will receive a deduction of 40% from their final semester grade.
The student will be removed from any honor societies they currently have membership in.
The student will lose the privilege of applying for any leadership positions.

Third Offense:

The student will receive a supervised in-school suspension of up to five (5) days.
During the in-school suspension, the student will have to turn in all electronics and will be given paper copies of work and assignments to complete.

Fourth Offense:

The student will meet before a Disciplinary Committee (DC) with their advisor. The student could risk expulsion if (s)he reaches a fourth offense.

**Offenses are counted overall, not on a class-by-class basis. Therefore, if the second offense occurs in a class different from where the first offense occurred, it would still be treated as a second offense.

In all cases of academic misconduct, documentation will be completed with required signatures from the teacher, parent/guardian, student, and Dean of Academics to acknowledge the misconduct, understand the consequences given, and acknowledge what the future consequences could be if misconduct is reported again. This documentation will be shared with the parents/guardians and added to the student's academic file.

For each offense, the teacher has the right to refuse to write a letter of recommendation including those for scholarships, colleges, and summer programs.

Academic Integrity Acknowledgement

Student Acknowledgement:
Please copy the statement below. Then sign and date below the statement.

I, _____, have read and understand The Knox School's Academic Integrity Policy. I acknowledge that any and all work submitted to my teachers must be completed on my own unless otherwise directed by my teachers. It also must be my original work or it must include proper credit and citation to the original owner/author/source. I am aware of the consequences I will face if I am caught committing academic misconduct and accept the responsibility of my choices and actions.

_____

_____

_____

_____

_____

_____

Student Signature: _____ Date: _____

Parent Acknowledgement:

I, _____, parent/guardian of _____ have read and understand The Knox School's Academic Integrity Policy.

Parent Signature: _____ Date_____