



KHAN LAB SCHOOL

Upper School Curriculum Guide

2026-27

Upper School (Grades 9-12)

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Learning and Teaching at KLS

Mission Statement

Khan Lab School is a community of learners empowering every student to navigate their own path

Our approach to learning, teaching, assessment, and school-wide decisions are all grounded in our school's mission and vision.

School Model

As a lab school, KLS grounds its programmatic choices in educational best practices and research on how students learn. We continuously assess our practices and outcomes, and consider feedback from students, families, faculty, and staff on how to improve our model and contribute to the broader education field.

Khan Lab School operates on core beliefs that create a learner-centered environment: mastery learning, personalized pacing with high expectations, learning that extends beyond the traditional classroom, the use of online tools, the combination of skill development with content knowledge, and deeper experiential learning opportunities.

As a lab school, our programmatic choices are grounded in educational best practices and learning science. We continuously assess our practices, outcomes, and stakeholder feedback to improve our model and contribute to the broader education field.

Khan Lab School operates on core beliefs that create a learner-centered environment: mastery learning, learning without time or space constraints, personalized pacing with high expectations, leveraging online tools, combining skill development with content knowledge, and providing deeper experiential learning opportunities.

Mastery-Based Learning

Our founding vision has guided KLS since its inception. In 2024, as part of our 10th anniversary, we completed a comprehensive process of refining and updating this vision to reflect a decade of experience and the evolving educational landscape. The principles below remain central to our philosophy and chart our course for the next decade. These beliefs describe the school we are committed to being. Families can expect to see them reflected throughout the KLS program. The following outlines our founding vision, which has guided Khan Lab School since its

inception. As we celebrated our 10th anniversary in 2024, we completed a comprehensive process of refining and updating this vision. The principles outlined here remain central to our philosophy, and we have enhanced them to reflect our decade of experience and the evolving educational landscape. This updated version incorporates new insights and aspirations to chart our course for the next decade of innovative education. KLS is:

- **Learner-centered** – Students take ownership of their learning in a supportive environment where teacher-guides foster independence through motivation, active engagement, and personalized guidance.
- **Mastery-based** – Students have ongoing opportunities to close gaps and demonstrate mastery, ensuring strong foundations and encouraging lifelong learning.
- **Self-paced** – Students have opportunities to progress at their own pace—accelerating, revisiting, or reinforcing learning as needed—within a framework of ambitious expectations and targeted support.
- **Content-rich and skill-driven** – KLS values both deep content knowledge and essential 21st-century skills like critical thinking, collaboration, and communication.
- **Rooted in well-being and purpose** – Social-emotional well-being, personal responsibility, and passion-driven learning are central to helping students grow into purposeful, resilient individuals.
- **Collaborative and student-led** – Teachers and students learn from and teach one another, with students regularly stepping into leadership and peer-teaching roles.
- **Flexible and real-world aligned** – Learning happens beyond the classroom through outdoor, community-based, or self-directed experiences that reflect real-world learning.
- **Advancement-ready** – Students have opportunities to engage in accelerated or college-level work as readiness allows.
- **Tech-enabled, experience-rich** – Online tools support core skill development and free time for experiential, hands-on, and interdisciplinary learning.
- **Essential by design** – KLS focuses on essential content and flexible exploration, helping students build a strong foundation while pursuing personal interests.
- **Affordable and replicable** – By focusing on academic mastery, character development, and student passions, KLS offers a high-quality, cost-efficient educational model.

- **Open-minded and critically engaged** – KLS nurtures independent thinkers by welcoming diverse perspectives and encouraging respectful exploration of complex ideas.

Reference: [KLS Vision 10th Anniversary Update](#) (long version)

Our Approach to Mastery-Based Learning

At Khan Lab School, having a clear and shared understanding of mastery is essential to our educational approach. The following definition guides how we assess student learning and determines when students are ready to advance in their educational journey.

Definition: At Khan Lab School, mastery learning means that a student has developed a sufficient and reliable understanding of key concepts and skills, and can apply them independently, accurately, and consistently in familiar contexts.

To determine mastery, we look at four key indicators:

- **Proficiency:** How well a student demonstrates accurate, meaningful understanding of the targeted learning outcome
- **Independence:** How much support or prompting a student needs to apply their learning
- **Consistency:** How reliably a student demonstrates their understanding over time and across multiple opportunities
- **Contextuality:** How well a student applies their understanding across different familiar situations, and occasionally in novel or complex ones

Achieving mastery signals readiness to build on existing knowledge, *not* perfection or advanced performance. This is distinct from the overall **Mastery** designation awarded at the end of a course for Middle and Upper School students. More information about the KLS academic program is included in the Lower, Middle, and Upper School Academic Handbook.

Student Agency

We believe in creating an environment for students to develop their ability to take action, assume responsibility for their behavior in a safe learning environment, and apply all this in unfamiliar situations. To support the development of student agency, students learn how to set meaningful goals and hold themselves accountable for their learning and development. Students own their learning and have a voice in their school experience. Student leadership regularly collaborates

with administration on school-wide policies and events, attending conferences alongside teachers, participating in professional development opportunities, and co-designing experiences for their classmates.

Upper School (Grade 9-12) Course Information

Graduation Requirements

Khan Lab School provides students with a course experience that prepares them for college and provides time and space to pursue an area of interest. Students must earn a minimum of 21 credits to graduate. These credits are earned by meeting the 15 college preparatory courses 'A-G' to be eligible for admission to the University of California, including successful completion of a year-long Senior Capstone course and 6 elective courses.

SUBJECT	University of California (UC) Requirements	KLS Graduation Requirements
History	Two years of history, including one year of world history, cultures or historical geography (may be a single yearlong course or two one-semester courses), and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.	2 years (3 years recommended) World History, US History, and one elective such as Government and Politics
English	Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.	4 years Methods and Meaning, American Literature, Comparative Literature, and Senior Seminar
Mathematics	Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry; a fourth year of math is strongly recommended. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. Approved integrated math courses	3 years (4 recommended) At least through Algebra II

	may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses.	
Science	Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).	2 years (3 years recommended) Bio 10, Chem 25, and either Physics, Engineering, or a class at Foothill College.
Language other than English	Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable, as are Native American languages. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.	2 years (3 years recommended) of the same language
Visual & Performing Arts	One yearlong course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts — or two one-semester courses from the same discipline is also acceptable.	1 year minimum from the same discipline
College-Preparatory Elective	One year (two semesters) chosen from courses specific to the elective (G) subject area or courses beyond those used to satisfy the requirements of the A-F subjects.	1 Senior Capstone + 6 elective courses

Upper School Scheduling Suggestions

As Khan Lab School students experience their high school journey, we recognize that this process culminates their unique educational experience with us. We encourage students to approach college applications with an understanding of how our school's philosophy, pedagogy, and curriculum—though not explicitly crafted for college preparation—naturally equip them for life beyond KLS. Our educational model prioritizes personal growth over conventional academic competition. This approach not only fosters lifelong learning habits but also sets our students apart in the college admissions landscape. If students or families want to get a clearer picture of what their time at KLS could look like, they should schedule an Academic Planning meeting with the Upper School Director.

Ninth Grade

The primary goal for ninth graders is to understand the high school landscape. Discover your optimal study methods and start mastering time-management skills. Always seek help when needed; our teachers are eager to assist you in mastering their subjects, making interdisciplinary connections, and developing your talents. Reading extensively is also crucial at this stage, as it significantly enhances your vocabulary and writing skills. Most students will take a ninth grade English course, World History, and Biology 10 (a dual enrollment class with Foothill College).

Tenth Grade

While college may seem distant, focusing on an engaging curriculum and excelling in your classes will set a solid foundation for future college applications. Pursue your interests both inside and outside the classroom and embrace taking risks. If you're considering a career in engineering, it might be wise to start specializing in science courses. If you are interested in the Arts, you might consider taking more advanced courses either at KLS or at Foothill.

Eleventh Grade

Continue to excel academically, as junior year experiences are pivotal—this is what colleges will see if you apply early. This is also a crucial time to build relationships with your teachers, who may write your letters of recommendation. If you're aiming to become a data scientist and haven't taken Statistics yet, this is the year to do it. Ensure you meet graduation requirements, such as completing three years of the same world language. Consider the opportunities KLS offers for you to explore your passions and show off your skills outside of the classroom (e.g. the Applied Learning program, Community Engagement program, and other Pathways to Mastery).

Senior Year

Work closely with your college counselor and work with your faculty mentors to guide your course selections for senior year. While it's advisable to continue a broad academic curriculum,

this year also offers an opportunity to focus more intensely on areas of strong interest—consult your college counselor before making any final decisions about dropping a subject. This is your last chance to take any courses at Khan Lab School that you've been interested in but haven't yet explored. Make the most of your time with your teachers, benefiting from their knowledge and support as you prepare for the next steps in your educational journey.

Example 4-Year Sequence

SUBJECT	9th Grade	10th Grade	11th Grade	12th Grade
History	World History	US History	Government and Politics	Ethnic Studies
English	Methods and Meaning	American Literature	Narrative Adaptations	Senior Seminar
Mathematics	Algebra II	Precalculus	Calculus 1 Calculus 2	Statistics / Linear Algebra / Multivariable Calculus / Data Science
Science	Foothill Bio 10	Foothill Chem 25	Foothill Physics 2A	Foothill Chem 1A
Language other than English	Spanish 3	Spanish 4	Advanced Cultural Studies in Spanish	
Visual & Performing Arts	Foundational Art A	Foundational Art B	AT Art Portfolio	

Electives	Astronomy and Life in the Universe	Creative Writing	Marketing and Communication	Data Science
Applied Learning Program	Stepping Stones	Cornerstone	Cornerstone	Capstone

Khan Lab School University of California Approved Courses

This is a list of all the UC-approved courses KLS has on offer, categorized by their UC designation. Virtually every KLS student will exceed the a-g requirements for UC eligibility by simply fulfilling the KLS graduation requirements, this list is only provided as a reference. For more information, use these links: [UC requirements](#).

Khan Lab School graduation requirements meet the minimum admission requirements for the University of California (UC) & California State University (CSU) higher education systems. Students must earn a minimum grade of C- to be considered eligible to apply.

A – History/Social Science

World History
US History
Government and Politics

Ethnic Studies

B – English

Methods and Meaning
Comparative Literature
American Literature

Narrative Adaptations
Senior Seminar

C – Mathematics

Algebra I
Geometry
Algebra II
Precalculus

Calculus 1 and 2

Statistics

Linear Algebra
Multivariable Calculus

D – Science

General Biology: Bio 10
Fundamentals of Chemistry: Chem 25

General Physics: Mechanics: Physics 2A

General Physics with Calculus: Mechanics:
Physics 4A

E – Language Other than English

Spanish 1

Spanish 2

Spanish 3

Spanish 4
Advanced Cultural Studies in Spanish

F – Visual and Performing Arts

Foundational Art & Design
Advanced Topics: Art Portfolio

A Note on Specific Subject Areas

Mathematics

Placement: Math placements are based on a variety of input data, including performance on previous courses taken (at KLS or at another school) and the iReady placement exam, given in June and again in August before school starts. In addition, students will be observed in the first few weeks of class to verify that their placement is appropriate.

Math Competitions: Some math competitions (such as [AMC](#)) are student-organized and led, and are optional for any student who qualifies. The exams are proctored by math faculty. Some competitions, such as [MOEMS](#) are organized by our math faculty, optional for any student who qualifies, and proctored five times per year by our math faculty.

Advanced Placement Tests (APs): We do **not** teach to AP tests in any of our courses at Khan Lab School. We prioritize deep dives into complex topics with real-world applications. Students are always welcome to self-study for an AP, and we will proctor the most popular APs on campus. Students often self-organize into study groups for this purpose, and many KA courses are tailored towards AP prep, but KLS teachers do not provide individualized study support for APs.

Science and Computer Science at KLS

Khan Lab School partners with Foothill College to offer several science courses listed on the Khan Lab School transcript as “Dual Enrollment Courses.” This partnership provides access to college-level laboratory facilities, while keeping together with their peers in a small-classroom environment. Note that students are evaluated by college faculty using a grading scale that is not translated into our model but is included in their official school record.

World Languages

Placement: Spanish placements are based on a variety of input data, including performance on previous courses taken (at KLS or at another school) and a placement exam, given in August before school starts. If a student is new to Spanish or new to KLS,

they must have a meeting with our World Language Coordinator in addition to the written placement test, where their speaking proficiency will be evaluated. In addition, students will be observed in the first few weeks of class to verify that their placement is appropriate.

Mixed Grade Level Classes: Spanish and math classes at KLS are not determined by your grade level, but by your proficiency level, as measured by the placement test given at the beginning of the year. This means that we are able to have mixed grade level classes which provides ample opportunities for peer learning and support.

Khanversation Circles: A key feature of language learning at KLS is “Khanversation Circles” - an original program developed by our own faculty and supported by upper level students. When not taking a language class in a given semester, students are expected to participate in a Khanversation Circle, which is dedicated to conversation with peers at different levels of Spanish. No preparation is needed for these “circles” - it’s a chance for students to practice speaking and listening in a stress-free environment.

Sociedad De Honoria Hispánica: In 2023, our school partnered with the American Association of Teachers of Spanish and Portuguese (AATSP) and started the “Casa de la Villa” Chapter of the Sociedad Honoraria Hispánica, which provides cultural and linguistic opportunities for upper level Spanish students. Students currently enrolled in Spanish 4 or above are eligible to become members.

Languages Other Than Spanish: If a student is taking a language other than Spanish outside of KLS, they need to be able to generate their own transcript so that we can provide them with graduation credit. If there are enough students taking that language, a Khanversation Circle will be organized for them.

Upper School Course Descriptions (Grades 9-12)

English

*English classes focus on building critical reading and writing skills in a variety of mediums, including literary analysis, argumentation and persuasive writing, and creative writing and expression. Classes vary in pedagogy, including real world applications, projects, and summative work with a high degree of student voice and choice. Whenever possible, coursework leans into simulation of professional projects and writing where collaboration, co-writing, and frequent revision play critical roles. Course texts range from “traditional” Western canon (e.g. Homer’s *Odyssey*, F. Scott Fitzgerald’s *The Great Gatsby*) to diverse voices such as Ta-Nehesi Coates and Alice Walker to non-traditional forms such as the graphic novel *Watchmen*. In addition to these assigned texts, there will be ample opportunities for student choice in the texts they read.*

Methods and Meaning: The Art of Storytelling (1 credit)

"Methods and Meaning: The Art of Storytelling" is a student-centered, project-driven course for 9th graders that reimagines how students engage with narrative. Our mission: to launch a storytelling content company focused on the fantasy genre and short story form. We'll begin as literary archaeologists, exploring the roots of fantasy—journeying with Odysseus through ancient Greece and beyond into myths and tales from around the world. Students will organize their company into departments, where they will hone narrative techniques, engage in collective worldbuilding, practice persuasive argument by establishing a brand identity and developing marketing campaigns, and experience large-scale project management. Alongside this creative journey, students will build core academic writing skills and discover how stories shape (and reshape) the worlds we inhabit and imagine.

American Literature (1 credit)

How is literature related to place and people? Who gets to tell stories in the United States, and why are certain stories considered classically “American” at the expense of others? Students will investigate these questions among others in order to explore how settler colonialism, race, class, nationality, gender, and immigration inform U.S. literature. We will ask how the staggering proliferation of “American” identities makes for equally diverse production of literary forms by reading poetry, prose, drama, and letters. The course aims to give students the skills to analyze these varying modes in order to work toward building an argument and understanding how social, political, and national contexts inform American literature. Each term students will maintain a portfolio of work while also engaging in seminar discussion, project-based learning, and summative assignments to explore and test their ideas. Students will submit a formative project every term, one of which will be an extended essay that reflects their synthesis of course material.

Narrative Adaptations (1 credit)

"Adaptations" is an upper-level English course that explores the art and theory of narrative transformation. Students will investigate how stories evolve across genres, media, and cultural contexts, engaging with concepts such as adaptation theory, intertextuality, fidelity and transformation, and narrative remixing. Through the study of works spanning literature, film, television, and other media, they will analyze how adaptations resonate with new audiences while reflecting the social, historical, and technological forces that shape them. The course emphasizes close reading of both creative works and critical theory, building the analytical vocabulary needed to evaluate adaptations and the creative skills to practice adaptation as a mode of interpretation. Throughout the semester, each student will design and carry out a creative-critical project: adapting an existing work, writing an accompanying critical essay, and presenting the project in an academic conference setting.

Senior Seminar (1 credit)

What if we read not just for meaning, but for method? In Senior Seminar, students explore the intentional moves writers make to persuade, provoke, and shape reader experience—whether in fiction, essays, media, or academic texts. Drawing from texts like *Best American Short Stories of the Century*, *How to Read Literature Like a Professor*, *They Say / I Say*, and *101 Essays That Will Change the Way You Think*, students will build the skills to interrogate what authors are doing and why. This course will push students to read like writers, notice the machinery behind a text, and use these tools in their own academic and creative work. A strong emphasis will be placed on writing with clarity, nuance, and purpose to prepare students for the demands of college-level reading and argumentation.

History

History classes focus on research skills such as finding and evaluating primary sources, and standards of historical research writing. Students are asked to question assumptions, and justify arguments by integrating primary sources. Students are challenged to consider a range of perspectives on history, including non-dominant narratives that touch on traditional curriculum through a diverse lens. This approach provides a more nuanced understanding of historical events and challenges students to (re)consider how they understand the world around them.

World History (1 credit)

As the world becomes increasingly diverse, globalized, and interconnected there needs to be a more concerted effort to understand the major forces that helped create the world we live in today. This course is designed to provide students with the historical context for understanding important themes, movements, and developments around the world that helped shape today's geopolitical landscape. The course will follow a thematic and chronological approach to world

history to provide students with a foundational understanding of empires, decolonization and independence movements, and revolutions. By covering these broad themes, students will receive a broad education on European, African, Asian, and Latin American history as we examine how these three phenomena emerged in these regions. We will take roughly four weeks discussing each theme and students will have the opportunity to research and write about a topic of their choice in the final quarter of the class.

US History (1 credit)

Frederick Douglass, a self-educated man who escaped slavery from the U.S. South, once stated that, “the life of the nation is secure only while the nation is honest, truthful, and virtuous.” In the course, students will explore, examine, analyze, and critique moments in the country’s past by engaging with primary and secondary sources. Students will gain knowledge and understanding of historical events, people, places, and movements that have shaped the society they live in today. Additionally, students will be introduced to various experiences of people in the United States that will question the idea of U.S. exceptionalism. With exposure to diverse perspectives, a major goal of the course is for students to absorb a more honest, truthful, and comprehensive view of the “American” experience to encourage more virtuous thinking and actions.

Government and Politics (1 credit)

Founding Father, Thomas Jefferson, once wrote, “[t]he purpose of government is to enable the people of a nation to live in safety and happiness. Government exists for the interests of the governed, not for the governors.” Throughout the school year, students will learn about moments in history—and the present—when the government has “succeeded” and fallen short in keeping *all* of its citizens happy. Through examination of case studies developed by Harvard’s Case Method Institute, the course explores how the U.S. government, its politics, and democracy have evolved over time. Two short “text books” will also be used to provide broad information for the course so students are grounded in the context for the case studies. Modern-day political and economic debates in U.S. society will be examined and analyzed in class as a way of informing students and allowing them to critically think about current issues. Students have expressed interest in learning more about different political systems and ideologies. As a result, alternative economic and political theories will be introduced from time to time to offer a different perspective but also to demonstrate how these other ideologies have influenced U.S. democracy and capitalism. Furthermore, there will be a concerted effort to demonstrate moments when marginalized groups (racial minorities, women, members of the LGBTQ community, etc.) felt the need to take action to ensure their full rights as U.S. citizens were respected.

Ethnic Studies (1 credit)

The United States has been described as a “melting pot” of diverse peoples, cultures, and backgrounds. But is the United States truly a melting pot? If we look at society, are all people,

cultures, and neighborhoods as equal and homogenous as the term suggests? We need not look further than U.S. history textbooks to see that certain people, culture, and their histories are favored over others. To truly understand our society as it exists today, there needs to be a (re)examination of the past to highlight the contributions of historically marginalized groups like Native Americans, African/Black Americans, Latina/o Americans, and Asian Americans. The central focus of this course is to challenge students to question how history is taught in the United States and rethink what they know about the contributions of historically marginalized people to the social, cultural, economic, and political tapestry of the United States. While primarily historical in nature, the course will also be interdisciplinary, including reading material from sociology, ethnography, and political science, etc. By the end of the course, students will have a stronger grasp of the ways Eurocentrism, racism, classism, colorism, and other forms of oppression continue to operate and persist in our society today.

Mathematics

Mathematics at the high school level is built on the principle that mastery of content and skills truly matters. We believe that in mathematics, less is more - depth, clarity, and connection between ideas lead to genuine mastery and confidence. Courses use Khan Academy as a flexible guide (similar to a textbook), providing opportunities for individualized pacing, review, and topic previewing. Core assessments and projects are designed by faculty to test deep understanding and uphold discipline-specific standards. The curriculum can be complemented by real-world applications and projects, allowing students to apply mathematical ideas to creative, real-world problems that require modeling, analysis, and critical thinking. Opportunities for peer learning and self-directed exploration are intentionally incorporated to strengthen collaboration, confidence, and communication - while maintaining a structured, guided approach that supports all learners.

Geometry (1 credit)

Prerequisites: Algebra 1 or placement exam

This geometry course serves two purposes. First, students are introduced to the beauty of Euclidean geometry, learning the fundamentals of points, lines, 2D shapes, 3D objects, and how they all are related. Second, and just as important, students develop critical mathematical practices, including reasoning abstractly, modeling real-world situations, attending to precision, and developing detailed proofs. For many students, this is the first time they have rigorously constructed a proof. Understanding how the body of knowledge in math can be derived from a few fundamental axioms is one of the joys of this course.

Algebra 2 (1 credit)

Prerequisites: Algebra I and placement exam

The purpose of this course is to extend students' understanding of functions and the real numbers, and to increase the tools students have for modeling the real world. They extend their notion of number to include complex numbers and see how the introduction of this set of numbers yields the solutions of polynomial equations and the Fundamental Theorem of Algebra. Students deepen their understanding of the concept of function, and apply equation-solving and function concepts to many different types of functions. Students explore the relationship between exponential functions and their inverses, logarithmic functions. Trigonometric functions are extended to all real numbers, and their graphs and properties are studied. Upon successful completion of Algebra II, students should be able to demonstrate: quantitative reasoning skills, building of arguments and critical reasoning skills, how to model with mathematics, which tools to use, how to use those tools and when to use them.

Precalculus (1 credit)

Prerequisites: Algebra II, Geometry, and placement exam

Precalculus integrates concepts from trigonometry, geometry, and algebra to prepare students for the study of calculus. The course strengthens students' conceptual understanding and their ability to apply mathematical reasoning to problem solving. Proficiency in these topics is especially important for students who plan to study calculus, physics, other sciences, or engineering in college. The main topics in a Precalculus course include complex numbers, inverse functions, rational functions, trigonometric functions and their inverses, vectors and matrices, and sequences and series. Upon successful completion of the course, students should be able to demonstrate quantitative reasoning, construct logical arguments, apply critical thinking skills, model real-world situations using mathematics, and select and use appropriate tools effectively.

Calculus 1 (1 credit)

Prerequisites: Precalculus and placement exam

This course introduces the foundational tools of calculus, including limits, continuity, derivatives, and an introduction to integration. Emphasis is placed on understanding change and modeling real-world phenomena such as motion, growth, and optimization. Applications are drawn from fields including engineering, economics, medicine, and environmental science. The course culminates in a project demonstrating conceptual understanding and applied reasoning, with opportunities for public exhibition.

Calculus 2 (1 credit)

Prerequisites: Calculus 1 and placement exam

Calculus 2 extends and deepens the study of calculus, with a focus on integration techniques, differential equations, infinite series, and introductory multivariable concepts. Topics include vector-valued functions, partial derivatives, and approximation of complex systems. The course emphasizes mathematical reasoning, abstraction, and real-world modeling, preparing students to analyze and describe increasingly complex forms of change.

Statistics (1 credit)

Prerequisites: Algebra II

This course focuses on data analysis, statistical reasoning, and the design of investigations to answer meaningful questions. Students work with real datasets and simulations to explore variability, association, inference, and uncertainty. Applications span scientific research, social issues, sports analytics, and medicine. Emphasis is placed on critical thinking, ethical data use, and clear communication of findings. The course includes project-based assessments with opportunities for public presentation.

Multivariable Calculus (1 credit)

Prerequisite: Calculus

This course explores calculus in higher dimensions, emphasizing geometric intuition, spatial reasoning, and collaborative learning. Topics include partial derivatives, gradients, vector fields, multivariable integrals, and introductory vector calculus. The course is structured around student-led inquiry, with participants contributing to discussions, problem design, and explanations of core concepts. Real-world applications, creative modeling, and peer-driven projects support deep conceptual understanding.

Linear Algebra (1 credit)

Prerequisite: Precalculus

This course provides a rigorous introduction to Linear Algebra, a branch of mathematics centered on the study of vectors, vector spaces, and linear transformations. Students will develop a deep understanding of systems of linear equations and learn to solve them using various methods, including matrix operations and row reduction techniques. The course explores the algebra and geometry of matrices, determinants, and vector spaces, laying the groundwork for further study in mathematics, science, and engineering. By the end of the course, students will be proficient in constructing and analyzing mathematical models using linear algebraic methods, and will be well-prepared for higher-level coursework in mathematics, data science, and applied sciences.

Science

Science at KLS is completed primarily through dual enrollment with Foothill College, and is an opportunity for students to experience a college-level laboratory class. The courses are taught by Foothill professors, and typically employ a 1.5-2 hr lecture twice per week. In addition the courses include a lab component which takes place at the Foothill campus once per week. These foundational courses in Bio, Chem, and Physics are prerequisites for advanced labs some students choose to take at Foothill on their own.

General Biology: BIO 10 (1 credit)*

Prerequisite: concurrent enrollment in Algebra I or higher

This is a college-level general biology course that covers methods of science and basic principles of biology with special emphasis on genetics, ecology, overpopulation, nutrition and disease prevention. Students learn to explain the concept of evolution and the mechanism of natural selection, the scientific method and demonstrate an ability to use this method of study, and recognize the role of human activities in environmental problems and solutions.

*Dual Enrollment with Foothill College

Fundamentals of Chemistry: CHEM 25 (1 credit)*

Prerequisite: enrollment in Algebra II or higher

The course includes basic chemical laboratory techniques and methods, a survey of important chemical principles with emphasis on problem solving, and a description of the elements and their compounds. Students learn: to recognize basic patterns of chemical reactivity, express reactions in terms of balanced equations and be able to determine quantities of reactants and products in terms of moles, mass and volumes of solutions; identify physical and chemical properties and change; use dimensional analysis to set up and solve numerical problems; and understand the meaning and uses of the mole and of Avogadro's number.

*Dual Enrollment at Foothill College

General Physics: Mechanics: PHYS 2A (1 credit)*

Prerequisite: Algebra II

Intended for students seeking to fulfill general education requirements in the physical sciences, Physics 2A offers a comprehensive introduction to classical mechanics and the properties of

matter. Students will explore the fundamental principles governing motion and forces, including topics such as kinematics, Newton's laws, energy conservation, momentum and collisions, rotational dynamics, harmonic motion, and gravity. Through problem-solving, lab experiments, and conceptual analysis, students will deepen their understanding of how physical laws explain real-world phenomena, from falling objects to planetary motion. No prior physics background is required, though a strong foundation in algebra and trigonometry is recommended.

*Dual Enrollment at Foothill College

General Physics: Electricity and Magnetism: PHYS 2B (1 credit)*

Prerequisite: Physics 2A and Algebra II

Intended for students fulfilling general education requirements in the physical sciences, Physics 2B introduces key concepts in thermal physics, electricity, and magnetism. Students will investigate topics such as heat and thermodynamics, electrostatics, electric fields and potentials, DC circuits, magnetism, and electromagnetic forces. The course also includes an introduction to fluid dynamics and its connection to physical systems. Emphasis is placed on conceptual understanding, mathematical problem-solving, and real-world applications. Through hands-on labs and collaborative activities, students will gain a deeper appreciation of the physical principles that govern energy, charge, and motion in everyday life. A solid foundation in algebra and trigonometry is recommended.

*Dual Enrollment at Foothill College

World Languages

Language learning at KLS is guided by a communicative, student-centered approach that connects language acquisition to authentic purpose, cultural inquiry, and global citizenship. We believe that our classes should emphasize meaningful interaction and creative expression through collaborative projects, daily communication practice, and immersive experiences such as our Khanversation Circles program. In upper-level courses, students engage with literature, film, and cultural studies to explore questions of identity, memory, and social justice across the Spanish-speaking world. Our upper-level courses mirror the content and rigor students typically

encounter in the college setting. In our classes, participation, curiosity, and collaboration form the foundation of our KLS classroom community, where language serves not only as a skill but as a bridge toward intercultural understanding and human connection.

Spanish 1 & 2 (SUMMER) (2 credits)

Prerequisites: None

This summer course is offered as a “get ready for Spanish 3” intensive course that grants credit for both Spanish 1 and Spanish 2 over the course of an immersive 5-week summer class.

Spanish 3 (1 credit)

Prerequisites: Spanish 2 or placement exam

Spanish 3 assumes mastery of previously learned vocabulary and grammar structures. This course is designed to strengthen students’ grammatical foundation while introducing more advanced structures such as commands (imperative) and the subjunctive mood. Students will continue to develop their interpersonal, interpretive, and presentational communication skills in Spanish, engaging with the language in authentic and meaningful ways. Instruction is conducted 90–100% in Spanish to immerse students in the linguistic and cultural context of the Spanish-speaking world.

A new component of this course includes experimenting with AI-powered language tools to enhance vocabulary retention, pronunciation, writing skills, and cultural exploration. These tools will support students in personalizing their learning experience and becoming more autonomous, reflective language learners.

Spanish 4 (1 credit)

Prerequisites: Spanish 3 or placement exam

Spanish 4 is designed for students who have demonstrated solid mastery of vocabulary and grammar from previous levels. This course deepens that foundation through the introduction of more advanced grammar concepts while expanding students’ confidence in spontaneous and purposeful communication. Instruction is conducted 90–100% in Spanish, and authentic materials—including articles, documentaries, films, and music—form the core of class content.

In this course, students will also explore AI-based tools to enhance language learning through interactive writing feedback, pronunciation refinement, cultural exploration, and content

generation. These tools empower students to personalize their language journey, explore new learning strategies, and develop greater autonomy. In Spanish 4, students will be able to:

- Expressing ideas and arguments fluently and clearly in both spoken and written Spanish.
- Interpreting complex spoken and written texts, demonstrating understanding beyond surface meaning.
- Conducting interviews with Spanish-speaking immigrants, gaining firsthand insights into migration experiences and identity.
- Drawing connections between course materials and prior knowledge, deepening cultural empathy and global awareness.
- Producing thoughtful, detailed essays and oral presentations on current events, cultural debates, and literary themes.
- Engaging with AI tools for writing improvement, conversational practice, and vocabulary expansion.
- Leading and participating in discussions that reflect critical thinking, intercultural competence, and a native-level perspective on language use.

By the end of the course, students will reach at least Intermediate-High proficiency, as outlined by the ACTFL proficiency guidelines.

Advanced Cultural Studies in Spanish (AC Spanish) (1 credit)

Prerequisites: Spanish 4 or placement exam or teacher approval

AC Spanish is a full-immersion, college-level course designed for students prepared to engage deeply with Spanish-language literature and develop their own voice as creative writers. Spanning texts from the 16th to the 21st century, the course introduces students to a wide array of genres, including poetry, short stories, novels, drama, and essays. Students will analyze texts through close reading, discussion, and reflection, while also exploring how these works resonate with their own lived experiences.

This course also functions as a creative writing workshop: students will study the craft of celebrated authors, experiment with literary styles, and write original compositions in Spanish. Peer review, constructive critique, and revision are central components of the course. Class is conducted entirely in Spanish and structured as both a seminar and a workshop, prioritizing student voice, dialogue, and collaboration.

By the end of the course, students will demonstrate at least Advanced-High proficiency in Spanish, as defined by the ACTFL guidelines.

Visual and Performing Arts

Visual Arts at KLS is an exploration based program where students build creative confidence, technical skill, and a personal artistic voice through a variety of hands-on projects. Students work with materials such as textiles, clay, found objects, and mixed media while learning about the elements, principles, history and current state of art. Each project connects to historical and contemporary artists, helping students see how art reflects culture and personal experience.

As students progress, they move into a deeper studio practice that emphasizes conceptual thinking, craftsmanship, and presentation. They learn how to communicate ideas visually, reflect on their creative choices, and consider the impact their work has on an audience or what their art is supposed to evoke in a viewer. Through daily practice, collaboration, and critique, students develop both skill and discipline, gaining a lasting appreciation for art as a form of expression and inquiry.

Advanced Topics: Art Portfolio (1 credit)

Prerequisites: Foundational Art or portfolio review

This year-long advanced art course is designed for passionate, dedicated, and experienced artists. This course focuses on refining artistic skills and building a comprehensive portfolio for college applications and/or professional pursuits. Students will practice advanced techniques in various mediums, experiment with unique concepts, and receive personalized guidance to elevate their artistic vision. Through challenging projects and critiques, students will develop a refined body of work that showcases their artistic growth and individual style. This course will help students create a compelling portfolio comprised of previous and new works that stands out and opens doors to future opportunities in the art and design world.

Foundational Art & Design A & B (0.5 credits each)

Students will develop their art and design skills by exploring key art concepts: line, shape, color, value, contour, self-portrait, form and artist studies. Projects will be scaled to students' abilities with the goal of mastering the fundamentals of art and design. Students will practice Design Thinking techniques to learn visual hierarchy, composition, proportion, balance/alignment, texture, and repetition for fine art and digital design projects infused with cultural contexts. This is a core/foundational high school level art class. All work will be completed in the studio.

Note: Foundational Art A and B may be taken in separate semesters, as they are distinct elective classes, each worth 0.5 credits.

Electives

Elective classes either occur during elective slot A or B. Elective Slot A is from 1:30-4 on Monday, and 11-12 on Wednesday. Elective Slot B is from 3-4pm on M/W/Th/F. Elective slot A is compatible with a Foothill dual enrollment class in the same semester.

Architecture (either slot, 0.5 credits, Spring)

This course introduces students to architecture through a combination of drawing, modeling, structural exploration, and design thinking. Students will learn how architects analyze space, develop ideas, and communicate through diagrams, models, and physical construction. The course moves from foundational skills, such as hand drawing, spatial analysis, and architectural history, into hands-on design challenges that emphasize iteration, material logic, and structural performance. By the end of the course, students will apply these skills in a final design-build project, where they collaboratively plan and construct a small-scale environment, demonstrating their ability to think critically, design intentionally, and build with purpose.

Robotics: Design, Build, Program (either slot, 0.5 credits, Fall)

This course introduces students to robotics through a blend of engineering, coding, and iterative design. Students will learn how to build and program robotic systems using sensors, motors, and microcontrollers, while exploring how robots interact with the physical world. The course moves from foundational skills, such as basic circuitry, programming logic, and mechanical design, into hands-on challenges that emphasize problem-solving, testing, and refinement. By the end of the course, students will apply these skills in a final project where they design and build a functional robot to complete a specific task, demonstrating their ability to integrate hardware and software, collaborate effectively, and think like engineers.

Astronomy and Life in the Universe (Slot B, 0.5 credits, Fall)

Astronomy and Life in the Universe is an interdisciplinary science course that explores the profound questions of how life begins, evolves, and persists in the cosmos. Students will journey from the theoretical foundations of astrobiology, including popular science beliefs and the mathematical probability of the Drake Equation, to the practical realities of modern space exploration. The curriculum investigates the processes of star and planet formation, traces the biological evolution of life on Earth as a blueprint for the cosmos, and evaluates the technical challenges of human space travel. The course culminates in a formal debate, requiring students

to synthesize complex astronomical concepts and argue the existence and nature of extraterrestrial life.

Marketing and Communications Lab (Slot B, 0.5 credits, Spring)

You are part of a small, creative, and powerful team at Khan Lab School. We work like a real marketing agency to tell the story of our school—through videos, print pieces, design, and messaging. Our work supports enrollment, strengthens community, and lifts up the voices of students and faculty. This team is trusted to represent KLS to the outside world. That's a big responsibility—and also a big opportunity. In this class, you will design your own marketing projects using KLS as the client. The course includes a series of marketing workshops and agency meetings to keep everyone on track. In the end, you'll create a powerful portfolio of assets and/or a marketing campaign that leverages your skills and your unique perspective as a student.

Creative Writing (Slot A, 0.5 credits, Fall)

"Creative Writing" is a workshop-style elective for students who are serious about writing and want regular time and support to actually do it. Most class sessions will include dedicated writing time to build a sustainable writing habit. The course is also built around community: we workshop drafts, practice giving feedback, and revise with intention. Over the semester, each student will pursue a self-directed fiction or nonfiction project of their choice. Students will also choose a book on writing or storytelling, then share key takeaways through short presentations and discussions. Our goal is simple: write consistently, improve through feedback and revision, and learn to talk about craft in a practical way.

Well-Being and Nutrition (Slot B, 0.5 credits, Spring)

The course would be a mix of physical activity (e.g. conditioning, endurance, HIIT training) plus one day of reflection and research, where students identify areas of growth, reflect on nutritional patterns, read and discuss research articles on health and well-being. With no P.E. requirement in upper school, this elective provides an outlet for students to exert their energy in a physical way that takes them outside and away from technology for three hours a week. We all have different goals and reasons for engaging in physical activities, therefore, a large part of student assessment will be goal-setting, commitment, and improvement over the course of the semester.

Data Science (Slot B, 1 credits, either term)

Prerequisite: Algebra II

In this course, you will dive into the powerful world of data science — where code meets curiosity and math drives decision-making. Whether you're cleaning messy datasets, finding the most efficient solution to a problem, or training a model to make predictions, you'll learn how to use data as a tool for insight, storytelling, and impact. This course is divided into three parts: Programming in R, Optimization, and Machine Learning. Your journey will be hands-on and project-driven, with a strong emphasis on creativity, clarity, and ethical data practices. You'll leave this course with the ability to not just use data — but to think with it.

Pathways to Mastery

At Khan Lab School, our students flourish as they are empowered to navigate their own paths, guided by our deeply committed and experienced faculty. Beyond developing as a learner, students work closely with their peers, and when appropriate, across age and grade levels. This collaboration extends both in and out of the classroom through our mastery-inspired curriculum.

We also recognize that students seek personalized learning opportunities. We have designed multiple paths to mastery in order to provide the kind of flexibility often not available in small schools, so that our students can seize every opportunity to demonstrate mastery and embrace learning.

External Courses (variable credits)

Students sometimes engage with external programs as an enrichment to their learning experience at KLS. In some cases, those external programs walk students through a curriculum that is equivalent to a year-long course at a typical high school. In those cases, we want to provide credit for that work so that students can proceed to the next level of coursework, if appropriate.

Some programs provide their own transcripts (e.g. Language Bird), in which case that transcript is simply attached to ours and referenced in the course list. In other cases (e.g. Russian School of Math), no transcript is provided, but KLS can use the portfolio of work generated in the program in addition to a demonstration of Mastery to grant credit for that work on the KLS transcript.

Independent Study - Math (1 credit)

Students complete Khan Academy courses unit-by-unit at their own pace. These are online courses, where students are working through the material without a teacher facilitating (though they do have access to Khanmigo as a virtual tutor and Schoolhouse.World for peer tutoring). At the end of each unit, they should complete the unit test and verify using Schoolhouse.World. To complete the course, they need to score 80% or above on the unit tests. In addition, they also need to take an in-person proctored assessment with one of our math teachers.

If students complete all required elements for the demonstration of mastery, they will get a KLS credit for the equivalent course. Depending on their performance on the unit tests and final proctored assessment, they may receive Foundational Mastery or Mastery. It is not possible to achieve Mastery with Distinction in an Independent Study course.

To qualify for Independent Study in Math, students must complete a series of proctored assessments.

Independent Study - Other (variable credits)

Students can propose an Independent Study course in an area of their choosing. They must submit a proposal form that indicates how they will assemble a portfolio of rigorous work, and what they intend to use as a final demonstration of mastery. They should also indicate how many credits they believe this work will be worth. Students will identify a faculty sponsor for this work (either internal or external to KLS) who will verify the completion of the portfolio of work, and sign off on the proposal.

It is not possible to achieve Mastery with Distinction on an Independent Study course - the student will either achieve Mastery or not.

Community Engagement Program (variable credits)

Students who take advantage of opportunities outside of school, such as a job, internship, community service, or other independent project, and who want to receive academic credit for that work, can apply for a Community Engagement Program credit. They need to assemble a “thesis committee” made up of one collaborator from outside KLS (e.g. their boss at their job) and two members of the KLS staff. They should do this before they begin the program. Over the course of their time in the program (which is completely self-paced), students will assemble a portfolio of work. When they believe they have done enough work to justify a credit, they should schedule a “thesis” style defense, during which they will give a ~20 minute presentation. The committee will then meet to decide if the work is ready for credit, or if the student needs to do something more. Students must define the scope of their work in their proposal form.

If approved by their thesis committee, the student will receive a mastery credit on their KLS Transcript for “CEP: [insert project name]”.

Example Pathways Courses:

Pathway	Example	Transcript Designation
External Course	Student completed Geometry through the Russian School of Math, which does not provide an official transcript. They were able to submit a portfolio of work completed, along with a certification from Russian School of Math which indicated the completion of a year-long equivalent of Geometry. In addition, the student took a placement test through KLS, and placed into the next course in the math sequence.	Geometry
Independent Study - Math	Student completed Precalculus asynchronously through Khan Academy. They completed each unit test and scored between 80-100% on each through Schoolhouse.World.	Precalculus

	In addition, they took an in-person proctored assessment through KLS and scored an 80%.	
Independent Study - Other	Student designed a Songwriting class for themselves where they worked with the KLS music teacher to develop a portfolio of songs, over the course of the first term. They then learned music production skills in Term 2 in order to create an EP of the songs they had written and composed. Finally, in Term 3, they organized a live performance of their song at a KLS concert. The music teacher signed off each term on the work the student did.	Independent Study: Music Production and Songwriting
Independent Study - Other	Student worked with an external tutor to study for the AP Environmental Science exam. Week by week, the tutor signed off on a portfolio of work, including practice problems and short answer questions from College Board which were reviewed and assessed. Finally, the student scored a 4 on the AP exam in May.	Independent Study: Environmental Science
Community Engagement Program	Student completed a research project with a group at Stanford throughout the year. Upon completion of the project, the student assembled their thesis committee, which included two KLS teachers and two of the researchers from Stanford. They presented a 20 minute presentation in which they described the work they did, what their role on the team was, and what the impact of the project was on the research team. They also answered questions from their committee about their work. Finally, the committee deliberated, with the researchers giving the KLS teachers context on the project, and the KLS teachers explaining our mastery system and how much work is typically worth a full credit at KLS. The committee approved the work.	Community Engagement Program: Data Science and Citizen Science in Medicine

For more information about the Pathways to Mastery Program, please email the Upper School Director at laura@khanlabschool.org.

Applied Learning Program

We believe learning does not stop at the classroom door. KLS supports students' exploration of their passions and their ability to further develop skills and apply learning within contexts meaningful to them. In our Applied Learning Program, students engage in structured year-long projects they design and carry out individually or in small groups. Faculty and staff support students in learning how to manage long-term projects, collaborate effectively, and make a meaningful impact on their community.

Stepping Stones: Making Impact

The Stepping Stones program applies to 9th grade students. As they progress along the Stepping Stones sequence, they transition from endeavors influencing our campus to those affecting our local community, and finally to projects with the potential for global impact. In this way, students practice the design thinking cycle in ever-widening circles of community.

Stepping Stones projects are mandatory for students in 9th grade, and therefore do not appear on the high school transcript.

Cornerstones: Finding Your Purpose

Students in 10th and 11th grade use the skills they built in the Stepping Stones program to design their own project. Students pursuing a Cornerstone must submit a proposal to the Upper School Director.

Cornerstone projects are optional, and therefore appear on the transcript as an "Academic Distinction" (not for credit) - and must be completed independently.

Capstone: Skills for Future Endeavors

As 12th graders, students are required to take a senior Capstone class, in which they work with a supervisor to develop an individual, impactful project that makes use of the learning they have done while at KLS, as well as the skills they've learned in the Applied Learning Program.

The senior Capstone is a required course, and is assessed for credit on the transcript.

Foothill College Appendix

Required forms

You will need to fill out a MOU/CCAP form (found in Foothill's [MyPortal](#)) before you can enroll in any classes. This is important! Make sure you do this by the deadline listed below (preferably before).

Fall Registration Window: Aug. 4–Sept. 21

Winter Registration Window: Nov. 24–Jan. 4

Spring Registration Window: March 3–April 5

[2025-26 Instructions for Foothill Registration](#)

SPECIAL ADMIT & HIGH SCHOOL STUDENT DUAL ENROLLMENT FORM

An approved Special Admit & High School Student Dual Enrollment Form must be submitted each quarter with an unofficial high school transcript and is valid for the requested quarter only. For students enrolled in home school, a copy of a current Private School Affidavit must also be attached. High school unofficial transcripts must be included in order for the Admissions and Records Office to review this form. Submission of this form does not guarantee a student's seat will be available in courses requested at the time of registration. Courses listed in high school CANNOT be repeated at Foothill College for high school credit. Students must also meet course prerequisite requirements as indicated in the [class schedule](#). Students may not enroll in more than 15 units each quarter (6 units in Summer), and may not take ESL, Basic Skills, remedial or 100 level or above (non-degree applicable) courses. College PE activity classes have an enrollment limit of 10% that may be high school students.

Student's Name: [Redacted] Student's Address: [Redacted] Foothill College Name: [Redacted] Foothill College Identification Number (CWN): [Redacted]

Date of Birth: MM/DD/YYYY Home Phone: [Redacted] Email Address: [Redacted] Grade Level: ☐ 9 ☐ 10 ☐ 11 ☐ 12

High School Name: Khan Lab School High School Phone: [Redacted] Type of School: ☐ Public School ☒ Private School ☐ Home School

Course #	Foothill College Course Name and Number (e.g. HIST117A or CRN#12345)	Foothill College Course Title (see History of the US to 1875)	Quarter	Year
Course #1	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Course #2	[Redacted]	[Redacted]	(select an opt)	[Redacted]
Course #3	[Redacted]	[Redacted]	(select an opt)	[Redacted]
Course #4	[Redacted]	[Redacted]	(select an opt)	[Redacted]
Course #5	[Redacted]	[Redacted]	(select an opt)	[Redacted]

PARENTAL/GUARDIAN APPROVAL:

- Credit courses are COLLEGE courses and will remain on the student's permanent record even if the secondary school uses the coursework as High School credit.
- All prerequisite course work and required assessment/testing must be completed prior to enrollment.
- Understand that there will be no supervision provided for students prior to or after classes.
- Understand that the coursework has college level content, which may include mature material.
- Understand that my student must follow all Foothill College policies and procedures.
- Understand that my student must be in the 100, 110, or 120 grade at time of enrollment.
- My student has permission to enroll in the above listed courses at Foothill College.
- Understand that my student's Family Educational Rights and Privacy Act (FERPA) governs all college records and allows release of academic information, including grades, to the student only, regardless of age. Academic information cannot be released to parents or third parties without the written consent of the student.

Signature: [Redacted] Date: [Redacted]

Parent/Guardian Name: [Redacted] Email: [Redacted]

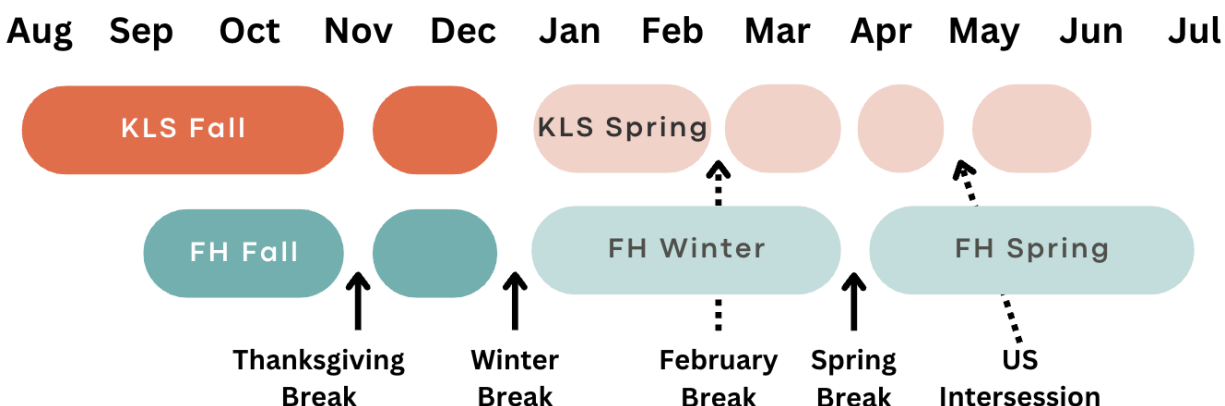
HIGH SCHOOL PRINCIPAL/ADMINISTRATOR APPROVAL:

- The student listed is a Freshman, Sophomore, Junior or Senior and is a regularly enrolled student at our school and has permission to take the above courses at Foothill College.
- The course(s) listed above are not offered at our high school.
- The student is able to benefit from advanced coursework or vocational work at Foothill College.
- For Summer Session only. The student has demonstrated adequate preparation in the disciplines to be studied and has waived himself/herself of all opportunities to enroll in an equivalent course at our school.
- Enrollment of this student is within the 5% statutory limit as defined by section 76001 (i) of the California Education Code.

Principal/Administrator (Please Print): [Redacted] Date: [Redacted]

Foothill Schedule

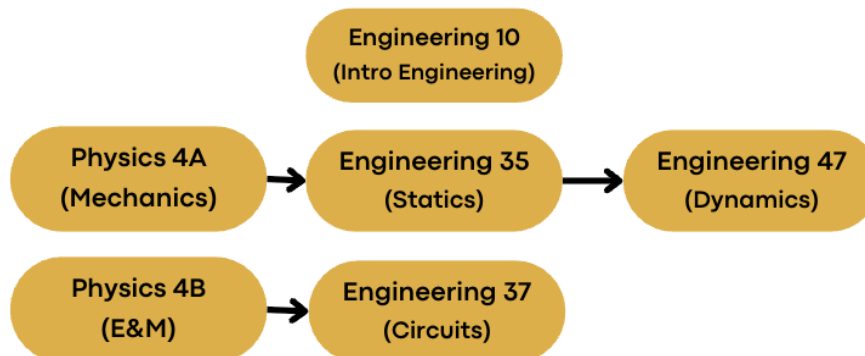
Foothill breaks its year up into quarters, rather than semesters (the summer being the fourth quarter). During our school year, the Foothill quarters line up with the KLS semesters as follows. Note that the Foothill Spring semester bleeds over into the KLS summer. Please take that into consideration when signing up for a Spring class, and make sure that your summer travel plans do not interfere.



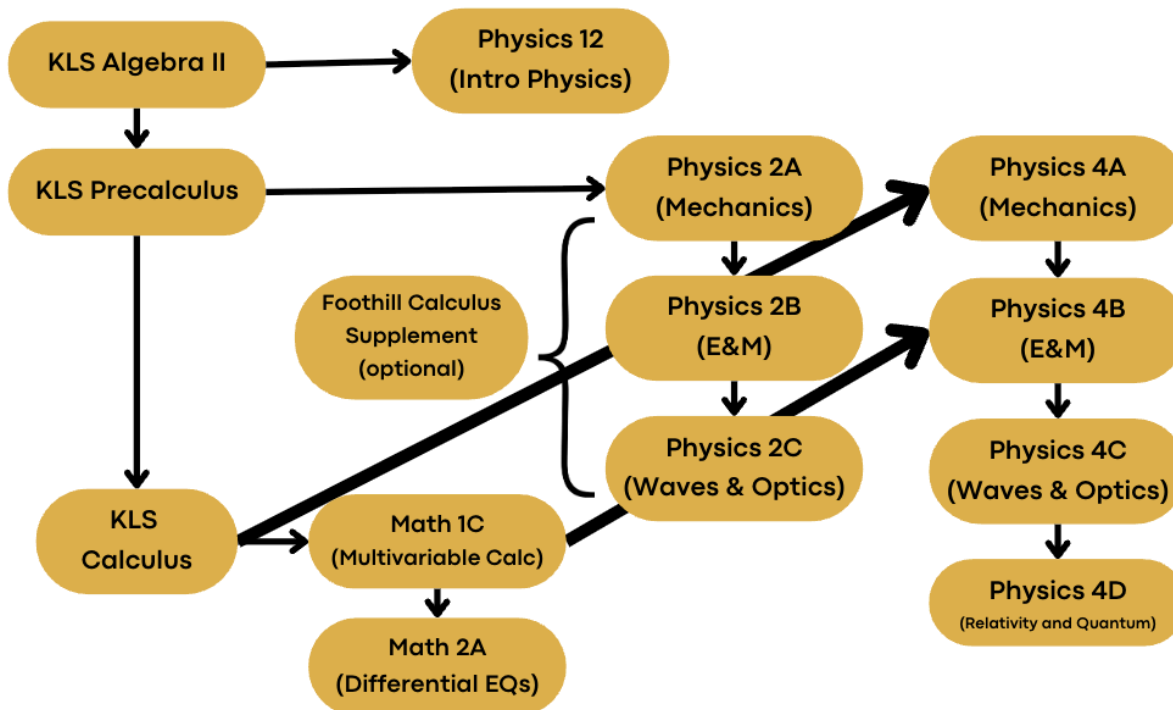
Course Sequencing and Prerequisites

As you seek upper level college courses, you may find that there are a complicated series of prerequisite and interdependencies. The sequencing diagrams below aim to help you navigate your path. For more information, please contact the Upper School Director or College Counselor.

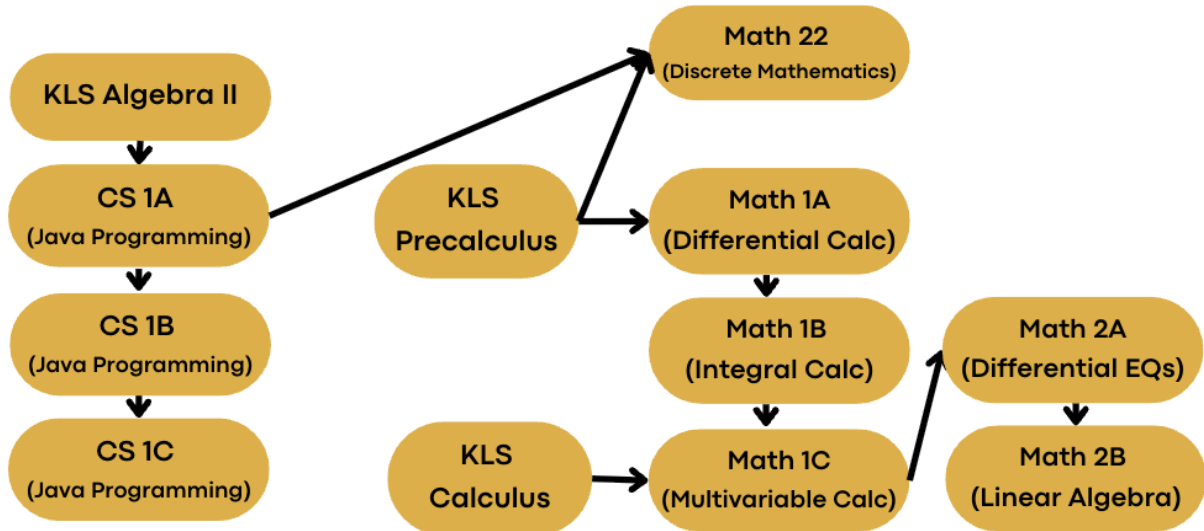
Engineering Course Sequencing



Physics Course Sequencing



Math and Computer Science Course Sequencing



Biology and Chemistry Course Sequencing

