



KENT SCHOOL  
COURSE CATALOG

# ACADEMIC INFORMATION

## GRADUATION REQUIREMENTS

In order to receive a diploma, each student must meet both credit and course requirements for graduation. The number of credits required varies with the form (3rd, 4th, 5th or 6th) in which a student enters Kent.

Entering Year	Credits Required
3rd form	18
4th form	13
5th form	9
6th form	4

There are two types of courses at Kent. Major courses meet daily, some with an extra lab period, some with an omit day. Minor courses meet less often, generally three or four times in each six-day rotation.

The course load for students is five major courses, with the required minor courses generally added in the 4th form year.

Each major year-long course counts as 1 credit.

Each major term-contained course counts as 1/3 credit.

Each minor term-contained course counts as 1/6 credit.

The courses required are:

- English - each term, every year
- History - a minimum of two years, one of which must be United States History in the 5th or 6th form year
- Language - either classical or modern, through the Kent third-year level
- Mathematics - through Algebra 2 & Trigonometry or the 5th form year (whichever is later)
- Science, a minimum of two year-long laboratory sciences
- Theology - Two courses: a minor in the 4th form year and a major term-contained course in the 5th or 6th form year\*
- Art & Music - Minor courses in both art and music, usually taken in the 4th form year\*

All 3rd form and new 4th form students take the New Student Seminar.

Students entering in the 4th form year must also meet the Western Civilization requirement by completing one of the following:

- Two years of a classical language (at least one at Kent) or
- Classical Civilization or
- Modern European History

*\* Courses in theology, art, and music taken at a previous school may not be used to satisfy the Kent School diploma requirements. They may enable placement in a higher level course.*

## COURSE SELECTION

In preparation for a student's first year at Kent, the Director of Studies reviews admissions files, placement tests and other materials and consults with new students and their parents to develop a plan of courses for each student.

During orientation, before the first day of classes, new students review their proposed course schedules with faculty advisors.

In the spring of each year, courses are chosen for the following year with the advisor's counsel and reviewed with the Director of Studies. Parents are advised of the selections and their questions and comments are invited.

Requests for placement review may be made at any time. Placement review is typically collaborative and involves the student, parents, advisor and department head. Final program authority rests with the Director of Studies.

## MAJOR INDEPENDENT STUDY

A student interested in an original project or course of study not regularly offered by the School may apply to pursue a major independent study. Major independent studies are graded, for-credit programs conducted under the sponsorship of a faculty member with the approval of the Director of Studies and the Independent Study Committee. In recent years, many students have completed major independent studies. Topics include multivariate calculus and its applications to Physics, the interpretation of dreams, Etruscan funerary urns, fashion design and conversational Russian. Applications for major independent study require a faculty sponsor, must be approved by the Director of Studies before the start of the term of intended study and are granted on merit.

## ADVANCED PLACEMENT (AP)

Kent School participates in the College Board Advanced Placement (AP) program, offering twenty-five different AP courses. Kent also assists students who choose to pursue other AP examinations that are not formally offered. AP curricula are designed by a national committee of university professors and high school teachers and cover skills and content typical of a corresponding introductory-level college course. AP teachers are certified by the College Board. The AP exams are administered during the first weeks of May and comprehensively assess the year's material. All students enrolled in an AP course are required to sit for the corresponding AP exam. Each college decides whether or not to grant credit or placement based on AP coursework. Please see [www.collegeboard.com/AP](http://www.collegeboard.com/AP) for detailed descriptions of individual courses and the overall program.

# COURSES AT A GLANCE

## ART (p.6)

- † Art Survey
- † Architecture
- † Ceramics
- † Drawing
- † Painting/Color
- † Introduction to Photography
- † Advanced Photography
- † Digital Imaging
- † Sculpture
- AP Art History
- AP Studio Art Drawing
- AP Studio Art 2-D
- AP Studio Art 3-D

## CLASSICAL STUDIES (p.7)

- Greek 1
- Greek 2
- Advanced Greek Studies:
- † Introduction to Greek Philosophy
- † Homeric Epic 1, 2, 3
- † Sophocles
- † Greek Oratory
- † The Greek New Testament
- † Aristophanes
- † Aeschylus
- † Euripides
- Latin 1
- Latin 2
- Advanced Latin Studies:
- Latin 3
- † Honors Latin 3: Livy
- † Honors Latin 3: Cicero
- † Honors Latin 3: Virgil

- AP Latin Virgil
- † Petronius
- † Medieval and Ecclesiastical Latin
- † Sallust and Cicero
- † Ecclesiastical Latin
- † Roman Lyric Poetry
- † Roman Comedy
- † Roman Religion
- Classical Civilization

## COMPUTER SCIENCE (p.10)

- † Computer Programming 1
- † Computer Programming 2
- AP Computer Science A

## ENGLISH (p.10)

- English 1
- English 2
- Honors English 2
- English 3
- Honors English 3
- AP English Literature
- English 4
- † Acting - Scenes and Monologues
- † The Art of the Personal Essay
- † Jane Austen
- † Contemporary American Drama
- † Hunger and Desire
- † Literature and Religion
- † Memoir
- † Neither Dead nor White nor Male: Contemporary Writing from “Minority” Women Writers
- † Reading and Writing Short Fiction
- † Russian Literature
- † Screenwriting

- † Shakespeare for the Stage
- † Spanish Comedy

## ENGLISH AS A SECOND LANGUAGE (p.12)

- ESL
- ESL Literature

## HISTORY (p.12)

- Ancient and Medieval World History
- Modern European History
- AP Modern European History
- United States History
- AP United States History
- Selected Topics in United States History
- AP Economics
- AP United States Government and Politics
- † Introduction to International Relations
- † China: From Mao to the Present
- † 20th Century Capitalism
- † Soviet Communism
- † The Modern Middle East
- † African-American History 1
- † African-American History 2
- † Contemporary Issues in the Middle East
- † World War II

## MATHEMATICS (p.15)

- Algebra 1
- Honors Algebra 1
- Geometry
- Honors Geometry
- Accelerated Geometry & Trigonometry

- Algebra 2 & Trigonometry
- Honors Algebra 2 & Trigonometry
- Accelerated Algebra 2 & Trigonometry
- Functions, Trigonometry & Statistics
- † Functions, Trigonometry & Statistics 1, 2, 3
- Honors Functions, Trigonometry & Statistics
- Precalculus
- † Precalculus 1, 2, 3
- Honors Precalculus
- Accelerated Precalculus
- Introduction to Calculus
- AP Calculus AB
- AP Calculus BC
- † Postcalculus 1, 2, 3
- AP Statistics

## MODERN LANGUAGES (p.16)

- Chinese 1
- Chinese 2
- Chinese 3
- Chinese 4
- French 1
- French 2
- French 3
- Honors French 4
- † French 4: Conversation
- † French 4: Literature
- † French 4: Cinema
- Advanced French Literature
- AP French Language
- Spanish 1
- Spanish 2

- Spanish 3
- † Spanish 4: Conversation
- † Spanish 4: Film
- † Spanish 4: Latino Culture
- AP Spanish Language
- AP Spanish Literature
- Italian Language and Culture

## MUSIC (p.19)

- † Music Survey
- Orchestra, Concert Band and Choir
- † Music Theory 1, 2, 3
- Private Instrumental or Vocal Lessons
- Music Technology 1, 2, 3

## PRE-ENGINEERING (p.20)

- † Engineering Design
- † Structures: Design and Testing
- † Manufacturing Engineering

## RESEARCH & LEARNING STUDIES (p.20)

- † New Student Seminar 3rd
- † New Student Seminar 4th

## SCIENCE (p.21)

- Biology 1
- Honors Biology 1
- AP Biology
- Chemistry 1
- Honors Chemistry 1
- AP Chemistry
- Physics 1
- Honors Physics 1
- AP Physics B
- AP Physics C
- AP Psychology

- AP Environmental Science
- † Ecology 1, 2, 3
- † Genetics
- † Biotechnology
- † Human Anatomy
- † Astronomy
- † Meteorology
- † Geology

## THEOLOGY (p.23)

- † Theology 1: Foundations of Christian Faith
- † Theology 2: Theology and Culture
- † Psychology and Religion
- † Theology and Literature
- † World Religions
- † Philosophy

## NON-CREDIT COURSES (p.23)

- Confirmation
- Private Instrumental or Vocal Lessons
- Kent School Sports Medicine

# DEPARTMENTS & COURSES

## ART

Art Survey is a graduation requirement for Kent students. It is also a prerequisite for enrollment in all major art courses. Selected students may be exempted from the requirement by the submission of a comparable portfolio. The other major art courses are electives and each elective may be taken more than once. A student may also complete an independent study one term per year. The student is required to develop a clear concept for approval. By the end of a term, independent study students complete a portfolio consisting of four to eight coherent pieces.

### † Art Survey (fall, winter, spring)

Art Survey is an introductory art course addressing 2-D and 3-D art, art history, art criticism, design, and collaborative work and includes working in the studio. Classes meet on alternate days each week. Students are instructed in basic studio techniques and are assisted and encouraged to develop individual responses to a variety of materials. As an introductory studio class, students are also introduced to the significant role of the artist's sketchbook in the creative process. Art Survey is required for graduation. There is an additional fee for this course.

### † Architecture (fall, winter, spring)

Architecture is a study of the principles of perspective, drawing, and basic construction. The course reflects the dynamic nature of contemporary architecture and design. Students explore the properties and qualities of space in three-dimensional models and in two-dimensional drawings. Projects include: perspective drawing, drafting, architectural design, scale plans, elevations, and architectural models. The students create individually and collaboratively in a design studio. The course may usefully be taken more than once as the student advances.

Work from this course could contribute to a student's AP 2-D and/or AP 3-D portfolio. There is an additional fee for this course.

### † Ceramics (fall, winter, spring)

Ceramics focuses on the use of the potter's wheel, but also involves some hand-building techniques including: pinch, coil, slab, slump, and decoration methods including slip, oxides, and glaze techniques. Firing techniques and physical considerations such as drying and shrinking problems are also discussed. This course may be taken more than once up through the Advanced Placement 3-D level. There is an additional fee for this course.

### † Drawing (fall, winter, spring)

Drawing is the study of a variety of drawing materials and techniques within the context of still life, portraiture, and landscape. The aesthetic challenges of drawing or "work on paper" are considered. Representational study, the work of historical periods and abstract concepts may inspire class projects. Each student keeps a sketchbook of research. Students learn to use a wide range of traditional and contemporary drawing media including: graphite, watercolor, ink, charcoal, colored pencil, Xerox-transfer, and collage. The course may usefully be taken more than once as the student advances. Work created in this class can contribute to a student's AP Drawing portfolio. There is an additional fee for this course.

### † Painting (fall, winter, spring)

Painting probes the techniques and materials of painters within the context of still life, portraiture, and landscapes. Apprenticeships with artists may also be part of the term of study. Students explore color as a means of artistic expression. Topics include; color theory, the importance of drawing and its relation to

color, design issues with color, developing ideas for painting, working from still-life, nature, human form, and abstract ideas. Various historical periods serve as direct inspiration for class assignments, and each student keeps a sketchbook of research. Students work with watercolor, tempera, color-aid paper, pastel, acrylic, and oil paint. The course may usefully be taken more than once as the student advances. Work created in this class can contribute to a student's AP Drawing portfolio. There is an additional fee for this course.

### † Introduction to Photography (fall, winter, spring)

This introductory course in photography deals with the technical and aesthetic challenges of working with a camera in the field and in the studio. Imaging methods such as film photography, photograms, Polaroid transfers and pin-hole cameras are discussed. Lessons from the history of photography and constructive critiques enhance the creative process and inspire studio assignments. To create a portfolio, students develop their own film and print on RC paper. The course may usefully be taken more than once as the student advances. Students must have a 35mm film camera for this course. There is an additional fee for this course.

### † Advanced Photography (fall, winter, spring)

Advanced Photography involves refining the skill of black and white photography. Students are instructed in the use of 35mm, mid-format, and digital cameras. This course also guides students in refining printing techniques using filters, fiber paper, and toning. Each student completes this course with a portfolio of refined prints and the confidence to discuss their imagery with others. Finally, depending on student interest, negatives or prints may be altered with the use of digital technologies. There is an additional fee for this course.

*Prerequisite: two terms of Introduction to Photography.*

### † Digital Imaging (fall, winter)

Digital Imaging teaches students how to use a digital camera and manipulate their files using the Adobe Creative Suite which is available to all students at Kent. Students explore the digital image and digital imaged capture while expanding their understanding of the use of computers in imaging. The computer has become the most important tool for the design and manipulation of images. The process' instant results help to increase the rate of learning. Students work in a medium that has become increasingly integrated into the making of photographs and sequential arts such as animation and video. Work created in this class can contribute to a student's AP 2-D portfolio. There is an additional fee for this course.

*Prerequisite: Advanced Photography, departmental approval*

### † Sculpture (fall, winter, spring)

Sculpture addresses the inclusive nature of contemporary sculpture and design. Traditional and innovative materials and techniques are explored. Students create small studio pieces and large earthworks set in the landscape. Topics vary each term and have included: ceramic sculpture, portraiture, earthworks, site-based installations, modular constructions, relief sculptures, and mobiles. The curriculum recognizes the broad definition of contemporary sculpture. Students are often required to reference art magazines and websites to study work created in the past two decades. Drawing, collage, and art history research are vital to the course. The use of a wide range of materials is introduced including: clay, wire, paper, fabric, plastic, wood, aluminum, and found objects. Work created in this class can contribute to a student's AP 3-D portfolio. There is an additional fee for this course.

## AP Art History

AP Art History is a major, year-long course that prepares students for the AP exam which all students in the course take. The course is designed to develop a knowledge of and appreciation for the history of art from pre-history through the 20th century. In addition to the western canon, the art of several non-western cultures and regions including the Aboriginal, Navajo and Sepik River cultures, the Ancient Near East, Ancient Egypt, and the Islamic world are covered. The year begins with a discussion of the prehistoric origins of painting, sculpture, and architecture. It concludes with an analysis of the 19th century. The traditional forward progression is interrupted with a discussion of the major movements of the mid 20th through early 21st centuries in reverse order. Works from the John Gray Park Library's art book collection are refreshed twice each month to enhance class lectures and to augment individual research. In addition, students take three trips to major museums in New York City to complement the classroom experience. There is an additional fee for this course.

### AP Studio Art (Drawing, 2-D, 3-D)

AP Studio Art offers the opportunity to prepare one or more of the AP portfolios (Drawing, 2-D, 3-D) by taking three major classes. A student may begin the process of building the 25-29 pieces required for this major course during the winter term of the 5th form year. Independent study is required during the summer following the 5th form year, either in relevant art study or in the creation of at least four finished pieces. It is also advantageous, although not required, to work on the portfolio during one term in the Art afternoon activity. There is an additional fee for this course.

## CLASSICAL STUDIES

Classical Studies at Kent are designed to acquaint students with the most salient and lasting characteristics of Greek and Roman civilization. Latin is not, because it was not, a prerequisite for the study of Greek. A student may choose a program in either area. Each year several students elect to take courses in both languages. We approach the elements of the two languages through a combination of modern linguistic techniques and traditional rigor. We place equal emphasis on the unique and intrinsic merits of literary works, and on their role as the source of later Western literature. A full program of visual instruction is offered, in order to relate literature to its attendant art and architecture. Special attention is paid to the wide range of classical mythology.

### Greek 1

Greek 1 trains the student in the basic structure and elements of Attic Greek, the dialect of fifth-century Athens. Specially selected passages from Greek authors, suited to the elementary level, are read throughout the year. Students are introduced to ancient Greek history and culture through background reading which includes C.G. Starr, *The Ancient Greeks*; Edith Hamilton, *Mythology*; and Mary Renault, *The King Must Die*.

### Greek 2

Greek 2 reviews and completes the structure of Attic Greek. Reading in the winter term includes selections from the Greek New Testament. In the spring, the student completes a dialogue of Plato, the *Crito*. The spring term closely examines the development of democracy in fifth-century Athens. The concept of the "social contract" is studied by way of the *Crito*, selections from Mills' *On Liberty*, and Thoreau's essay *On Civil Disobedience*.

*Prerequisite: Greek 1*

### † Advanced Greek Studies

To continue the study of Greek beyond Greek 2, the department offers a series of term-contained courses. No course is taught in consecutive years. Thus a student may complete four full years of Greek with six different term-contained courses. The prerequisite for any course at this level is two years of Greek. The content of the courses (author and work) may vary from year to year; current possibilities include the following units:

### † Introduction to Greek Philosophy (fall)

Students examine the life and thoughts of Socrates in depth. Plato's *Apology* is read in its entirety. A different contemporary view of Socrates is provided by Aristophanes' *Clouds* in translation.

### † Homeric Epic - The Iliad (fall, winter, spring)

Homeric Epic is a series of term-contained courses that allow students of advanced Greek to immerse themselves in Homer's *Iliad*. Each term highlights a different aspect of the work or the society in which the *Iliad* was created. Students may take all three or fewer,

### † Homeric Epic 1 (fall)

Students read Book I of the *Iliad* and examine the archaeological and mythological background of Homeric epic. A special topic for consideration is the "oral" nature of Homeric verse.

### † Homeric Epic 2 (winter)

Students read selections from Books II, V, XVI, and XIX of Homer's *Iliad*. Special attention is paid to characterization within the context of social hierarchies, both human and divine.

### † Homeric Epic 3 (spring)

The third of the Homeric epic courses reads Book XXII of Homer's *Iliad* in Greek along with selections from Book XXIV. Students also read much of the rest of the poem in English. Particular attention is paid to questions of structure: for instance, can the *Iliad* be seen as a self-contained poem with a pattern of development from beginning to end?

### † Sophocles (fall)

Sophocles is an intensive study of Attic tragedy through close readings of Sophocles' *Oedipus Tyrannus*. Students are introduced to a full range of philological and critical techniques.

### † Greek Oratory (winter)

A study of Athenian politics of the late fifth and early fourth centuries through selected readings in Lysias. The oration *Against Eratosthenes* is read in its entirety.

### † The Greek New Testament (winter)

A close examination of selections from the Greek New Testament provides the basis of this study. The selections come primarily from Luke, John, Acts, and Paul's Epistles. There are lectures by members of the theology department in order to relate ancient Judeo-Christian ideas to the concepts of present-day Christianity.

### † Aristophanes (winter)

Attic comedy as political and social satire is studied intensively through close reading of Aristophanes' *Acharnians* in Greek and one other comedy in translation. The course includes an introduction to translation techniques.

### † Aeschylus (spring)

In this introduction to the drama of Aeschylus, *Prometheus Bound* is read in its entirety. Students also examine passages from the *Oresteia* in order to gain a view of Aeschylus' tragic structures.

### † Euripides (spring)

*The Bacchae* is read in its entirety in this introduction to Euripidean drama. Students examine the controversy surrounding Euripides' notions of dramatic form, Athenian democracy, and Greek religion.

### Latin 1

This introductory Latin course has two primary aims: first, to train the student in the structures of the language that are basic to the reading of Latin; and second, to introduce the student to the fundamental views and values of the ancient world. To these ends, the language is presented functionally and the Roman people are studied within the context of their culture.

### Latin 2

Latin 2 stresses the development of reading skills through connected prose readings in the form of short stories. The study of Roman culture is continued and particular attention is given to classical mythology during the second half of the year. The texts for the course include Edith Hamilton, *Mythology*, and Ritchie, *Fabulae Faciles*.

*Prerequisite: Latin 1*

### Advanced Latin Studies

To continue the study of Latin beyond Latin 2, the curriculum divides into two tracks: the Honors sequence is primarily for future AP candidates but is open to 6th formers on a term-contained basis with permission of the department and the Studies Office. The "regular" track is

a third-year course for completion of the language requirement.

Beyond the third year we offer two more years of instruction in Latin: a full-year AP course, AP Latin Virgil, and an alternative course which can be broken into term-contained units for the convenience of the student. Most underformers completing the regular Latin 3 course enroll in the term-contained sequence, though promotion to AP work is possible. Underformers who have completed the AP course are welcome to enroll in our term-contained offerings. Some underformers completing the term-contained sequence are candidates for AP work the following year.

### † Latin 3 (fall, winter, spring)

Latin 3 begins with a thorough review of grammar and vocabulary. By the end of the fall term, the course focuses on the reading of Latin prose. The winter term features the reading of heroic legends in Latin and a thorough study of Greek and Roman myths by way of Edith Hamilton's *Mythology*. The goal of this course is to prepare students for selected readings from a Roman author during the spring term. In recent years these authors have included Cicero and Virgil. *Prerequisite: Latin 2, departmental approval.*

### † Honors Latin 3: Livy (fall)

Honors Latin 3 is an intensive review of Latin grammar and vocabulary. The reading material, several myths in full detail, increases in difficulty through the term. By the end of the course, students are prepared to study Cicero and Virgil in the winter and spring.

*Prerequisite: Latin 2, departmental approval.*

### † Honors Latin 3: Cicero (winter)

Students read Cicero's First Oration against the conspirator Catiline and study

in depth the political and social events of the late Roman Republic. Background readings include selections from Sallust in translation.

*Prerequisite: Latin 2, departmental approval.*

### † Honors Latin 3: Virgil (spring)

Students read selections from Book II of Virgil's *Aeneid* (the "Fall of Troy") primarily as an introduction to Roman culture and mythology, though some attention is paid to the literary techniques of Virgilian epic. Facility in the reading of Latin poetry is emphasized.

*Prerequisite: Latin 2, departmental approval.*

### AP Latin Virgil

This full-year course prepares students for the AP Latin Virgil exam, which all students take. We closely study Books I, II, IV, VI, X, and XII of the *Aeneid*. Full attention is paid to the literary techniques of Virgilian epic, as well as to the political and cultural position of the *Aeneid* in the context of Augustan Rome.

### † Petronius (fall)

Petronius examines Roman life during the reign of the emperor Nero through a comprehensive study of Petronian satire. Students read the *Cena Trimalchionis* in its entirety, along with other fragments of the *Satyricon* in English. The course focuses on the development of satire within ancient social, political, and historical contexts and examines the role of "novel" literature in the history of Western civilization.

### † Medieval and Ecclesiastical Latin (winter)

Medieval and Ecclesiastical Latin examines sacred and secular Latin texts from the Middle Ages, when Latin was a living language of scholarship and communication throughout Western Europe. Texts studied include selections

from the *Latin Vulgate*, the tenth-century *Colloquy of Aelfric* in Latin and Old English and the Roman *Missal*. Attention is given to the art and technique of medieval illuminated manuscripts and to musical settings of the Mass by Palestrina, Bach, Mozart, and other composers.

### † Sallust and Cicero (winter)

Sallust and Cicero examines Republican politics and historiography through the prose of Sallust and Cicero. The major topic for consideration is the social conditions in Rome which led to the demise of the Republic and to the principate of Augustus.

### † Roman Lyric Poetry (spring)

Roman lyric poetry through close reading of selections from Catullus and Horace is examined in this course. The Greek lyric background is treated fully. Special topics include the emergence of a true love lyric, the use of word order in Latin poetry and the structure of the lyric poem.

### † Roman Comedy (spring)

Through close reading of one comedy by either Terence or Plautus we examine the nature of Roman comedy. Several other comedies, both Greek and Roman, are read in translation to afford a view of the development of this genre in the ancient world.

### † Roman Religion (spring)

Examine the role of myth and religion in Roman culture. A close study of Roman religion serves as an introduction to the nature of pagan religions in the ancient world. Special topics include: animism, the afterlife, divination, seasonal cults, and the functions of mythology. There are extensive readings in Latin from Virgil's *Aeneid* and Ovid's *Metamorphoses* and *Fasti*.

## Classical Civilization

Classical Civilization is year-long course that combines lectures on Greek and Roman history with extensive reading and discussion of the major stories of classical mythology. The art, science, and philosophy of the ancient world are presented and explored in their historical and mythological context. The spring term includes readings in translation from primary sources including the *Aeneid* of *Virgil* and the *Histories* of Herodotus.

## COMPUTER SCIENCE

Elective computer offerings meet a variety of needs and interests. Term electives in programming assume no prior experience, but aim to develop a level of algorithmic thinking and at the same time extend each student's native problem-solving skills. The AP course offers a college-level introduction to programming, algorithms, and data structures. All the courses feature hands-on work with the computer, both in and out of class. Students may also independently pursue specialized computer interests under faculty guidance.

### † Computer Programming 1 (fall, spring)

This term-contained course introduces students to computer programming. It accommodates students whose backgrounds and interests vary widely, providing experience in problem-solving using top-down design methods, and good coding practices. Topics include conditional branching, iteration, parameter passing, strings, and an introduction to the object oriented paradigm.

*Prerequisite: Mathematics departmental approval.*

### † Computer Programming 2 (winter)

This term-contained course is a sequel

to Computer Programming 1. Selected topics are explored in greater depth as the command of problem-solving and programming techniques is expanded by undertaking larger scale projects.

*Prerequisite: Computer Programming I, Mathematics departmental approval.*

## AP Computer Science A

This course prepares for the AP Computer Science A exam. Problem-solving applications are the focus for studies of iterative and recursive algorithms. Techniques for updating, sorting, and searching both static and dynamic data structures are investigated. Programs are written in Java. Emphasis is placed on program style and documentation as well as correctness. All students take the AP Computer Science A exam.

*Prerequisite: Mathematics departmental approval.*

## ENGLISH

English is a required subject in each year of a student's career at Kent. The English Department has two primary aims, which depend upon and support one another.

One, we want students to become avid, perceptive readers. To that end, we teach them means of understanding a range of texts, both contemporary and classic, so that they might be "conscious...of what is already living." The middle two years of our curriculum are dedicated to historical surveys of British and American literature, and in every course we familiarize students with several genres. We also continually encourage students to read work we love during the school year and during vacations.

Two, and of equal importance, we challenge students to express themselves with grace and clarity in many settings. The critical essay is the main focus, but we are increasingly emphasizing personal

narratives, fiction, and poetry. We want students to take pride in what they write, with good reason.

## English 1

In this year-long course, students read a variety of genres - fiction, poetry, and drama - and write personal and analytical essays. English 1 also reviews and develops knowledge and understanding of grammar and usage. Class discussions of the literature provide the basis for analytical essays, and every teacher focuses on the process of writing such essays. Tests and comprehensive examinations encourage retentive memory.

## English 2

In this broad survey of British literature from Chaucer to the twentieth century, the readings include the works of Shakespeare and Milton, Jane Austen, Dickens or Hardy, and the Augustans, Romantics, Victorians, and modernists. Emphasis throughout the course is placed on close reading and composition.

## Honors English 2

Honors English 2 requires more extensive analysis and writing of greater sophistication while covering similar material to English 2 above.

*Prerequisite: departmental approval.*

## English 3

In the 3rd form, the English curriculum follows the evolution of American post-colonial literature, which has reflected and influenced the development of the United States. Students read Transcendentalist essays; slave narratives; novels by Twain, Cather, Fitzgerald, and O'Brien; poems by Whitman, Dickinson, Frost, Moore, Stevens, Bishop, and Ginsburg; and plays by Williams, Miller and Kushner. Class discussion is constant, and frequent essays are required.

## Honors English 3

Honors English 3 requires more extensive analysis and writing of greater sophistication while covering similar material to English 3 above.

*Prerequisite: departmental approval.*

## AP English Literature

AP English Literature is an advanced course in criticism and style. Students read a wide range of literature, including Greek, Shakespearean, and modern drama, novels, essays, and poetry. The course aims at a successful undertaking of the AP exam in English Literature and Composition offered by the College Board.

*Prerequisite: departmental approval.*

## English 4

Our standard course for 6th formers is divided into three terms. During the fall term all 6th formers read Shakespeare's *Hamlet* and, if time permits, a novel. Another focus is personal narrative, in preparation for writing college application essays. During the winter and spring terms students choose from a variety of fields of concentration. These currently include:

### † Acting – Scenes and Monologues

There are as many ways to learn acting as there have been teachers of acting. In this course, we explore the techniques of some of the greatest teachers of all time, including Uta Hagen, Sanford Meisner, Lee Strasberg, Michael Chekov, Stella Adler, and, of course, Constantin Stanislavski. Stanislavski's eight principles are employed as students work on scenes and monologues to be presented in class. Improvisation, scene study, and text analysis techniques are developed. Students leave the course with a thorough understanding of how actors approach their craft. In addition to performing, students give a final presentation in class on the work and techniques of a great acting teacher or director.

### † The Art of the Personal Essay

The personal essay is a unique hybrid combining the intimacy of the memoir and the creativity of the short story. In *The Art of the Personal Essay*, we read personal essays from antiquity to the present. We study the formal features of the personal essay as well as each writer's relationship to his or her subject. Students also write their own essays, drawing on nature, childhood, school, sports, and other subjects for inspiration.

### † Jane Austen

Surprise! *Pride and Prejudice* is not her only novel! The novels of Jane Austen have experienced a resurgence in popularity in recent years, thanks in part to comic re-workings of her hits (*Pride & Prejudice & Zombies*, *Sense & Sensibility & Sea Monsters*) as well as blockbuster films with Hollywood starlets. We try to discover through close reading of her novels exactly why Jane Austen has been able to remain relevant in a world that is ever-changing. Readings include *Sense and Sensibility* and *Emma*.

### † Contemporary American Drama

Explore some of the most influential American playwrights of the last twenty years, including some whose plays are currently running on Broadway. We question what makes drama relevant to its audience, as well as how the American audience has changed over time. Readings include plays by Neil LaBute (dubbed "American theater's reigning misanthrope"), a Sarah Ruhl, some Christopher Durang, and Tony Kushner's Tony Award-winning *Angels in America: A Gay Fantasia on National Themes*, which the *New York Times* called "provocative, witty, and deeply upsetting . . . a searching and radical rethinking of American political drama."

### † Hunger and Desire

"Food, glorious food!" A surprising range of subjects and perspectives seem to emerge whenever food is discussed: politics, hunger, pleasure, identity. In *Hunger and Desire* we explore food as inspiration, as sustenance, and as metaphor. We read fiction, nonfiction, and poetry from writers such as M.F. K. Fisher, Ruth Reichl, Emily Dickinson, Barbara Kingsolver, Michael Pollan, Eric Schlosser, and Anthony Bourdain. Students practice both analytical writing and creative writing in this course.

### † Literature and Religion

In *Literature and Religion* we examine two modern novels and their biblical inspiration and theological themes. John Steinbeck's *East of Eden* and John Irving's *A Prayer for Owen Meany* are read and discussed in terms of the Old and New Testament's influence on them. The biblical themes of creation, fall, and redemption are discussed through Steinbeck's use of character and his explicit invocation of the Old Testament as a parent of modern literature. The concepts of Christology and the historical Jesus are examined in terms of the questions raised in Irving's novel through the life of the main character.

### † Memoir

Did you enjoy Jeannette Walls's *The Glass Castle*? Isn't a story better when it's true? Here we study memoir as a genre and look at the various ways writers craft their identities through the art of nonfiction storytelling. We examine questions of race, religion, and "truth." Readings range from experimental memoirs like Dave Eggers's *Heartbreaking Work of Staggering Genius* and Marjane Satrapi's *Persepolis* to more traditional forms. Students practice analytical and creative writing and create their own memoirs for their final project.

### † Neither Dead, Nor White, Nor Male: Contemporary Writing from “Minority” Women Writers

Don't let the long title scare you away – this is an exciting course. We look at the work of three contemporary, “minority,” women writers, Edwidge Danticat, Jhumpa Lahiri, and Zadie Smith, all of whom are using fiction as a way to examine, critique, and expose the state of their worlds today. We delve deep into the hows and whys of the works we cover, using our own writing (both critical and creative) as a way to examine theirs..

### † Reading and Writing Short Fiction

We read, discuss, and write about a series of short stories by an eclectic group of contemporary authors, from John Updike to Jhumpa Lahiri. Our analysis of the stories focuses on the craft choices made by the author in constructing the story (*i.e.*, trying to figure out why the story is the way it is) with the ultimate goal of learning to incorporate these craft elements into our own creative work. One class each week is devoted to workshop, discussing short stories written by class members, so there is a balance of creative and analytical work. This is a discussion-driven, creative class. Bring your thinking cap and your imagination.

### † Russian Literature

Have you had your fill of Shakespeare and Dickens, Fitzgerald and Twain? Are you ready to expand your literary horizons beyond the English-speaking world? Travel to nineteenth-century Russia and read the great works of Russian literature in translation. Texts include Fyodor Dostoyevsky's *Crime and Punishment* and Leo Tolstoy's *Death of Ivan Ilyich*.

### † Screenwriting

Screenwriting exposes students to the art and craft of an often overlooked, but critical genre within the 20th and 21st

centuries: screenwriting. Throughout the term, we analyze published screenplays and view films in an effort to grasp the genre's conventions, including format, dialogue, plot structure, and character development. Students extend their understanding of these conventions by developing and writing original screenplays in a workshop environment.

### † Shakespeare for the Stage

Have fun playing the Shakespearean roles you always coveted but may never have been cast in! Students work on a variety of scenes from Shakespeare's comedies, histories, and tragedies, exploring the text and developing effective, memorized performances. A close study of Shakespeare's language gives students the confidence to deliver lines with ease. The course devotes considerable attention to acting techniques used in Shakespeare's time. There are readings and some writing related to past actors' approaches to the challenges posed by the greatest roles, with active in-class application of techniques as the primary focus.

### † Spanish Comedy

From 1580-1700 Spanish playwrights created a dramatic repertoire of plays that rivals the literary traditions of Elizabethan England and Classical Greece. Spanish Comedy studies the most famous plays of Miguel de Cervantes, Lope de Vega, Calderon de la Barca, Tirso de Molina, and female playwrights Maria de Zayas and Sor Juana Ines de la Cruz. The political, religious, and social background of the plays is presented in class lectures and readings, along with the unusual mixture of high and low culture, tragedy and comedy, and classical and popular influences on the plays. Students read articles that describe the comedy of the Spanish theater. The very different cultural environment in Spain, which included women as actors, producers, theater owners, and playwrights is also studied and discussed. This is

done in the context of each playwright's biographical background. All plays are read in English.

## ENGLISH AS A SECOND LANGUAGE

The English as a Second Language program (ESL) comprises two courses, ESL and ESL Literature. Students are assigned to one or both courses as required.

### ESL

The two levels of ESL stress the acquisition of academic language skills through reading, writing, listening, and speaking.

### ESL Literature

The three levels of ESL Literature provide an introduction to works of British and American literature. In these courses, students become familiar with the basic elements of critical analysis through readings of, and written response to, novels, short stories, poetry, essays, and plays. Students are assigned to the ESL courses after placement testing when they arrive at Kent. There is an additional fee for this course.

## HISTORY

History is the record of a nation or a community's heritage and environment and the development of political, social, and economic institutions. The History program at Kent explores epochs in which extraordinary activity and intellectual ferment created spirit, enterprise, and advancement in human development. The History Department encourages a healthy skepticism by stressing the many sides of each historical question and teaches students to extract the significant information from readings in primary and secondary sources. Students learn to synthesize data into meaningful hypotheses from which they can express

ideas clearly in discussion, examination, and extended research. The term-contained History electives below are generally taken in the 6th form.

### Ancient and Medieval World History

Designed for new 3rd and 4th formers, Ancient and Medieval World History introduces students to the major civilizations of the Ancient Western World and Medieval Europe. Students examine the economic, social, political, and cultural history of these major civilizations while exploring their lasting influence on us today. The course provides a sound background for future history courses, especially Modern European History and AP Modern European History.

### Modern European History

The study of political and cultural developments since the Renaissance. Students are exposed to concepts such as the nature of power, nationalism, mass movements, republicanism, Marxism, propaganda, and the origins and consequences of a totalitarian state. In addition, their skills in the use of historical evidence in essay writing are developed. The course uses textbooks as well as primary and secondary source materials.

### AP Modern European History

AP Modern European History is designed to stimulate and challenge 4th, 5th, and 6th form students. The course strives to improve analytical skills by demonstrating that history is a series of interpretations as well as the study of the ongoing relationship between cause and effect. Students learn to think about history, what it is, what it means, and why events happen. In addition, the course prepares students for the AP exam, which all students in the course take. The course considers political, economic, military, and cultural developments in Europe beginning with the Renaissance. The course uses textbooks

as well as primary and secondary source materials.

*Prerequisite: departmental approval.*

### United States History

United States History is a required course and may be taken in the 5th or 6th form year. In the fall, the course considers revolutionary principles and the establishment of the republic, emphasizing the principles of Hamiltonian, Jeffersonian, and Jacksonian democracy. It also examines manifest destiny, slavery, and states' rights. During the winter term, the course examines four distinct domestic epochs: the Civil War and Reconstruction, the Gilded Age and Populism, Progressivism, and World War I. Readings focus on domestic and foreign policy during these periods. In the spring term, analysis of the shaping and conduct of domestic and foreign policy focuses on the 1920s and the beginning of the Great Depression, the New Deal, the Cold War Years, the liberal reform decades of the 1960s and 1970s and the conservative retrenchment of the 1980s and 1990s. Specific emphasis is placed on themes such as government regulation of the economy, civil rights, neutrality, balance of power, collective security, and the United States' role in Central and South America.

### AP United States History

AP United States History is a year-long course which focuses on selected individuals and groups, their ideas and the political, social, and economic effects of their thinking. The course is intended to develop skill in the use of evidence and in writing essays as a means of analyzing the American past. The course prepares students to sit for the AP exam, which all students in the course take.

*Prerequisite: departmental approval.*

### Selected Topics in United States History

Selected Topics is a survey course in United States History specifically designed

for English as a Second Language students. The course develops a deeper understanding of the core ideals and philosophies that make up the foundation of the form of government in the United States and the history that has shaped such a diverse society. Emphasis is placed on understanding the major themes, events, and figures in the history of the United States. The course engages students to improve their English language skills, with focus placed on written assignments and classroom discussions.

### AP Economics

AP Economics is a study of the principles of both micro and macro economics. The goal of the course is to achieve a working knowledge of the problems and issues in the economy of the United States. Among the concepts covered are: the ways in which land, labor, and capital (the factors of production) contribute to the growth and operation of a market economy, the ways in which supply and demand affect price and output levels of goods, the ways in which government policies alter the natural working of the market, and how international factors influence a nation's domestic economic conditions. All students in the course take the AP exam.

*Prerequisite: departmental approval.*

### AP United States Government and Politics

Offered to 5th and 6th formers who have met their United States History requirement, AP U.S. Government and Politics is a year-long study of varied themes such as Constitutional history, political beliefs, political parties, interest groups, governmental institutions, public policy, civil rights, and civil liberties in preparation for the AP exam, which all students in the course take. The course provides a detailed examination of the political landscape of the United States and prepares students for government and political science coursework in college.

*Prerequisite: departmental approval.*

### † Introduction to International Relations (fall)

Introduction to International Relations is designed to integrate students' knowledge of current events into their historic context and situate this understanding of global affairs within a body of International Relations theory. Through the study of international organizations, students develop their own analyses of events with the realities of how these events are perceived, reacted to and addressed in the international arena. Using research papers and presentations, debate, simulations, analysis of news sources and global media, and international relations theory, this course challenges students to step outside themselves and understand the difficult choices world leaders make while forging their own ideas about how to build a better world.

### † China: from Mao to the Present (fall)

Chinese History is a term-contained introduction to major themes and trends from early Chinese history as they relate to the events of the late nineteenth and twentieth centuries. The course of study includes the origin and development of Chinese philosophy, the legacy of authoritarian rule in the Ming and Qing dynasties, the impact of foreign domination, the origin and development of the civil war between Chiang Kai-shek and Mao Tse Tung, Japan's ruthless occupation in WWII, Mao's Cultural Revolution and Great Leap Forward, and China's evolution into a world economic power.

### † 20th Century Capitalism (fall)

An inquiry into the recent growth of the United States' national productivity and the perils we have encountered as a nation in arriving at our current level of affluence.

We first establish basic economic principles and trace the roots of a free capitalistic society, then emphasize three conceptual areas: production, distribution, and consumption. Texts by Robert Heilbroner and C.J. Pusateri are our primary sources.

### † Soviet Communism (winter)

Emphasis is placed on the theories of Karl Marx and V.I. Lenin and their implications for classless societies in the 20th century. Soviet Communism examines why communism succeeded in Russia, how it was practiced globally and why it ultimately failed. Among texts used are Marx, *The Communist Manifesto*; McClellan, *Russia: The Soviet Period and After*; Koestler, *Darkness at Noon*; and selected readings from Arbatov, *The System*; Remnick, *Lenin's Tomb*; and Dobbs, *Down with Big Brother: The Fall of the Soviet Empire*.

### † The Modern Middle East (winter)

The goal of the Modern Middle East is to introduce students to the major intellectual, political, social, and cultural issues and practices of the Middle East from the beginning of the 19th through the 20th century. Many contemporary conflicts in the Middle East have deep historic roots that continue to shape this dynamic region's place in our global understanding. Created from the remains of the Ottoman Empire, states and societies in the region still struggle to create an identity separate from the Western imperialism that dominated following World War I. Looking at the history and historiography of this period, we will focus on important events, movements, and ideas that have shaped the Middle East through three loosely defined periods of development: The Ottoman Empire and its Decline, World Wars I & II and European Dominance, and Post-Colonial Independence.

### † African-American Studies I (winter)

African-American Studies I examines the origins of the African-American experience. Significant attention is paid to the West African cultures from which most enslaved Africans originated; the American colonial experience and the origins of slavery in the 17th and 18th centuries; the culture of free black Americans; and the rise of the cotton kingdom in the United States. Primary consideration is given to the development of slave culture, religion, and resistance, to the era of Reconstruction and to the differing programs proposed by Booker T. Washington and W.E.B. DuBois. We supplement the textbook with primary sources, secondary articles, and documentary films.

### † African-American Studies II (spring)

The spring term of African-American Studies focuses primarily on the development of the Freedom Movement, beginning with the electric effects of World War I on the black American community and continuing through the Great Depression and World War II. We rely heavily on the celebrated documentary film, *Eyes on the Prize*, to illuminate the tumultuous 1950s and 1960s. The term culminates in an investigation of the development of modern black American culture and of the issues and obstacles that confront American society today. In addition to the textbook, the course makes great use of primary and secondary sources.

### Contemporary Issues in the Middle East (spring)

The Middle East frequents news headlines and Hollywood billboards as its internal dynamics and foreign policy decisions attract the attention of the world. How much do we actually know and can we really appreciate this culturally rich and diverse region of the globe? Contemporary

issues in the Middle East examines some of the highly debated current issues in the Middle East. Looking at modern history through academic texts and the media, this course introduces students to major political, social, and cultural issues in the region through the study of both its history and historiography.

### † World War II (Spring)

World War II was the largest global conflict in world history. Over 100 million personnel were involved. Approximately 50 to 70 million people died as a direct or indirect result of the war. The war marked three major turning points in history: genocide on an unprecedented scale, the use of nuclear weapons, and the triumph of democracy over fascism. The course offers a general survey of the war as well an exploration of the motivations and strategies of the architects of the war (Hitler, Tojo, Roosevelt, Stalin, Churchill et al.) as well as the experiences of ordinary people affected by it.

## MATHEMATICS

The Mathematics Department offers appropriate challenges to students from a wide range of backgrounds possessing a wide range of interests and skills. At all levels, we emphasize reading mathematics, solving problems, and communicating results. Graphing calculators and computer applications are often used in coursework. The minimum requirement for graduation is satisfactory completion of Geometry and Algebra 2 & Trigonometry, as well as mathematics through the 5th form year. Students are expected to work at a course level commensurate with their ability. All course selections require approval of the mathematics department.

### Algebra 1

This course presupposes a working

knowledge of the skills necessary to begin algebra, along with a willingness to strengthen those skills while learning the fundamentals of algebra. Course content includes operations with algebraic expressions, linear equations and inequalities, polynomials, quadratic equations, and an introduction to the notion of functions.

### Honors Algebra 1

As above, but assumes prior experience with algebra or a high degree of facility with pre-algebra mathematics.

### Geometry

Geometry aims to advance the ability to think logically and analytically. Properties of plane and solid geometric objects are discovered and verified or deduced. The student is taught to supply formal proof of valid propositions and to recognize invalid ones. Algebra skill development continues and coordinate geometry is introduced. Specialized computer software aids discovery and visualization.

*Prerequisite: Algebra I.*

### Honors Geometry

As above, but at an intensive pace and greater depth.

*Prerequisite: Honors Algebra 1 or strong performance in Algebra I.*

### Accelerated Geometry & Trigonometry

This selective course is for students qualified to make rapid progress in a highly rigorous mathematical setting. The content of Geometry, described above, is studied thoroughly. Advanced topics from algebra and trigonometry are incorporated. Investigations employ specialized software and the Internet. Non-routine problems are an integral part of the course.

*Prerequisite: a first course in Algebra and indications of strong mathematical aptitude.*

### Algebra 2 & Trigonometry

Like Algebra I, this course stresses basic

skills. Essential facts and techniques from Algebra I are reviewed and the student's command of skills is strengthened. Manipulation of algebraic expressions, equation solving, functions and their graphs, complex numbers, exponents, logarithms, trigonometry, radian measure, sequences and series, and probability are studied.

*Prerequisite: Algebra I and Geometry.*

### Honors Algebra 2 & Trigonometry

As above, but at an intensive pace and greater depth.

*Prerequisite: Honors Algebra 1 and Honors Geometry, or strong performance in Algebra 1 and Geometry.*

### Accelerated Algebra 2 & Trigonometry

Combining topics from Algebra 2 & Trigonometry Honors (above) and Honors FTS (see below), this course prepares students for Accelerated Precalculus. It is a fast-paced, rigorous course that emphasizes intuitive understanding in addition to skill development. Non-routine problems are an integral part of the course. *Prerequisite: strong performance in Accelerated Geometry & Trigonometry.*

### Functions, Trigonometry & Statistics (FTS)

Functions, Trigonometry & Statistics (FTS) is a year-long course that extends algebra knowledge and problem-solving skills while introducing key topics from precalculus and statistics. Included are such subjects as measures of central tendency and dispersion, best-fit lines, the behavior of polynomial, exponential and logarithmic functions, complex numbers, and the binomial theorem.

*Prerequisite: Algebra 2 & Trigonometry.*

### † Functions, Trigonometry & Statistics (FTS) 1, 2, 3 (fall, winter, spring)

The term-contained version of FTS is

offered only to the 6th form. Other students should see the description for the year-long FTS above.

*Prerequisite: 6th form only, Algebra 2 & Trigonometry, each term is a prerequisite for the following term.*

## Honors Functions, Trigonometry & Statistics (FTS)

As above, but at an intensive pace and increased depth. Includes additional topics such as matrices and transformations, an introduction to conic sections, expected value, binomial, and normal distributions.

*Prerequisite: strong performance in Honors Algebra 2 & Trigonometry.*

## Precalculus

Aimed at providing solid preparation for a general calculus course, Precalculus stresses the behavioral characteristics of elementary functions and those derived from them by addition, multiplication, composition, and inverse. Much attention is paid to inferring, from the equations that define them, the attributes of graphs, such as symmetry, asymptotes, periodicity, continuity, and end-behavior. Vectors, parametric equations, and an introduction to limits may be included.

*Prerequisite: FTS.*

### † Precalculus 1, 2, 3 (fall, winter, spring)

The term-contained version of Precalculus is offered only to the 6th form. Other students should see the description for the year-long Precalculus above.

*Prerequisite: FTS, each term is a prerequisite for the following term. Only 6th formers may elect this course by term; others, see the year-long Precalculus course.*

## Honors Precalculus

As above, but at an intensive pace and greater depth. Additional topics may be covered. Prepares students for AP Calculus AB.

*Prerequisite: Accelerated Algebra II &*

*Trigonometry or Honors FTS.*

## Accelerated Precalculus

Prepares students for AP Calculus BC. Includes topics from Precalculus Honors, as well as mathematical induction, De Moivre's theorem, polar coordinates, partial fractions, and an introduction to the derivative. Non-routine problems are an integral part of the course.

*Prerequisite: strong performance in Accelerated Algebra II & Trigonometry or Honors FTS.*

## Introduction to Calculus

Introduction to Calculus includes topics such as limits, continuity, derivative, and mean value theorem. Students learn graphical, numerical, verbal, and modeling approaches to elementary functions. The emphasis is on the interplay between geometric and analytic information and on the use of calculus both to predict and to explain the observed local and global behavior of a function. The course covers the derivatives of all elementary functions as well as the rules for differentiating, products, quotients, and composite functions, and the concept of a differential equation.

*Prerequisite: Honors Precalculus or strong performance in Precalculus.*

## AP Calculus AB

This course prepares for the AP Calculus AB exam. Differential and integral calculus are studied both intuitively and formally. Topics include the chain rule, the mean value theorem, Riemann sums, slope fields, and numerical methods for approximating derivatives and definite integrals. All students take the AP Calculus AB exam.

*Prerequisite: Honors Precalculus or very strong performance in Precalculus.*

## AP Calculus BC

This course prepares for the AP Calculus BC Exam. Topics include those of AP

Calculus AB (above), additional integration techniques, differential equations, polar and parametric equations, Taylor and MacLaurin series, and intervals of convergence. All students take the AP Calculus BC exam.

*Prerequisite: strong performance in Accelerated Precalculus.*

### † Postcalculus Mathematics 1, 2, 3 (fall, winter, spring)

These independent, term-contained courses survey substantive topics at a level commensurate with collegiate mathematics. Topics are selected with the backgrounds of the students in mind. Recent studies include multivariate calculus, statistics, linear algebra, number theory, and the mathematics of chaos. Investigations using specialized computer software are a common feature of the course. A student may take these courses more than once as topics vary year-to-year.

*Prerequisite: completion of or concurrent enrollment in AP Calculus AB or BC.*

## AP Statistics

This course prepares students for the AP exam in statistics, which all students in the class take. Features of the course are selection and analysis of data, developing probability models, and using statistical inference. Topics include regression and correlation, sample and experimental design, discrete and continuous random variables, normal, geometric and binomial distributions, significance testing, and the chi-square test.

*Prerequisite: strong performance in Honors FTS or Honors Precalculus.*

## MODERN LANGUAGES

The Modern Languages Department offers instruction in Chinese, French, and Spanish as well as a course in Italian

language and culture. The goal in all classes is to develop the ability to understand the spoken tongue, to express oneself in that tongue, both orally and in writing, and to read with ever increasing comprehension and understanding of the culture and civilization of the target language. All students are required to complete at least three years of foreign language to graduate.

The Language Learning Center's twenty language carrels are controlled by the teacher's console and provide each student with a semi-private learning environment that focuses on the four key language learning activities: listening, speaking, reading, and writing.

## Chinese 1

Chinese 1 is a beginning course for students who have no previous knowledge of the language. The goal is to help students master the pronunciation system and tones, gain knowledge of the essential components of Chinese characters and develop basic speaking, listening, reading, and writing skills. Mandarin Chinese is the spoken language, while the written language is based on simplified forms. In addition to linguistic knowledge, related Chinese culture and history are introduced.

## Chinese 2

Chinese 2 continues and builds on the fundamentals learned in Chinese 1. This course is designed to develop students' grammar, sentence structure, and practical use of the Chinese language while enlarging students' vocabulary and related knowledge of the language. In addition to linguistic knowledge, development of the students' awareness of Chinese culture and history continues.

*Prerequisite: Chinese 1.*

## Chinese 3

Chinese 3 continues and builds on the fundamentals learned in Chinese 2. This course further develops fluency and natural expression in spoken Chinese.

Students distinguish formal written styles from conventional or spoken styles, while enriching vocabulary and related linguistic knowledge. In addition to the textbook, students at this level have gained enough knowledge of the language for selected readings in Chinese as well as furthering knowledge of Chinese culture and history.

*Prerequisite: Chinese 2.*

## Chinese 4

Chinese 4 is an advanced course for students who want to take their study of the language a high level. Students continue to develop reading and written skills, while enhancing their spoken skills. Chinese culture, history, and social issues are part of class. The textbook is supplemented with additional selected readings.

*Prerequisite: Chinese 3.*

## French 1

This beginning French course is for those with no previous experience studying the subject. The course focuses on a basic introduction to listening, speaking, reading, and writing in French. Both text and videos are employed as instructional materials in the course.

## French 2

This course follows French 1, aiming to complete basic grammar and place greater emphasis on reading and writing.

*Prerequisite: French 1.*

## French 3

French 3 is a study of grammar coupled with an introduction to short literary works like plays and short stories. Students are guided in writing short compositions and emphasis is placed on classroom discussion in French.

*Prerequisite: French 2.*

## Honors French 4

This advanced course is aimed at improving students' language skills in all areas: speaking, listening, reading, and writing.

This course utilizes a variety of literary selections and texts that deal with French civilization and culture. There is also extensive use of film, including some of the classics of French cinema from the past twenty-five years.

*Prerequisite: French 3.*

### † French 4 (fall, winter, spring)

These three advanced term-contained courses stress oral communication in French. Their primary objective is to prepare students to adequately communicate orally within several practical areas of interest. Throughout the course, colloquial usage of French and grammar review are stressed to enrich students' basic command of the French language. These courses are recommended for students who wish to continue the study of French beyond the third year, but not at the AP level. Enthusiastic class participation is essential in all three courses, as the class focuses on student interaction. All three courses are taught entirely in French. All tests, quizzes, and examinations are oral.

### † French 4: Conversation (fall)

*Vous avez la parole.* The conversation course is for students who desire to improve their ability to speak French and learn more about France. The course is geared solely to the spoken language and the aim is to achieve an effective level of communication. Through independent and group projects involving the Internet, students study French art, culture, and history in conjunction with different regions of France, beginning with the Gauls and Provence.

*Prerequisite: French 3.*

### † French 4: Literature (winter)

*La littérature française.* The literature course is for students who desire to improve their ability to speak French and read French

literature. The goal is to enable students to improve their reading comprehension and better understand the value of francophone literature in the world. Students read French and francophone poetry, short stories, and a short novel.

*Prerequisite: French 3.*

#### † French 4: Cinema (spring)

*Le cinéma français.* The cinema course is for students who desire to improve their ability to speak French and to learn more about the art of French cinema. Through viewing, discussing, and analyzing some of the classic works of French cinema, students improve their ability to express themselves orally while learning about the history of French cinema, including la Nouvelle Vague, and in particular the elements of French cinema that make it unique. The class takes theatre trips to see French films, when possible.

*Prerequisite: French 3.*

#### AP French Language

This advanced course is designed for those students who wish to expand their command of the French language and prepare for the AP French Language exam. The focus is on language acquisition rather than on literature. The material studied is not limited to conventional texts, but is based on any of the broad areas of intellectual interest shared by the students and the teacher. As a result, students develop language skills to the point at which they can clearly demonstrate the following: an understanding of both conventional language and extended discourse on a variety of topics; comprehension of challenging texts on a wide variety of subjects; ability to express ideas accurately, fluently, and coherently by reacting at some length both orally and in writing to what has been heard or read. Students enrolled in this course sit for the AP exam in French language. Texts used are *Une Fois Pour Toutes*; a selection of

readings including current articles, short stories, and plays; and extensive use of French films and videos.

*Prerequisite: department approval.*

#### Advanced French Literature

Advanced French Literature is a comprehensive approach to representative works in French literature and mastery of the techniques of literary analysis in all genres. Students read novels, plays, and poetry from French authors from different historical periods. Classes involve participation, oral presentations, and analytical essays. All reading, writing, and discussion is conducted in French. This course is offered at the option of the department.

*Prerequisite: AP French Language or departmental approval.*

#### Spanish 1

Spanish 1 emphasizes the development of a solid foundation in grammar and pronunciation. As the year progresses, classes are conducted in Spanish. Comprehension is acquired through the use of simple idiomatic Spanish. Selected readings are assigned throughout the year.

#### Spanish 2

Spanish 2 increases the emphasis on reading, vocabulary, and grammar. The conversational methods of the first year are broadened through extemporaneous speaking. The speed and scope of the reading are increased as students develop facility with the language.

*Prerequisite: Spanish 1.*

#### Spanish 3

Spanish 3 continues to develop speaking and listening skills and increases emphasis on written composition. Selected readings from the texts are discussed in Spanish and vocabulary expansion is stressed. It is expected that students will speak only Spanish in the classroom. In addition to textbooks, a variety of texts are employed to practice listening and reading

comprehension.

*Prerequisite: Spanish 2.*

#### † Spanish 4

These three advanced term-contained courses stress oral communication in Spanish. Their primary objective is to prepare students to adequately communicate orally within several practical areas of interest. Throughout each course, colloquial usage of Spanish and grammar review are stressed to enrich students' basic command of the Spanish language. These courses are recommended for students who wish to continue the study of Spanish beyond the third year, but not at the AP level. Enthusiastic class participation is essential in all three courses, as the class focuses on student interaction. All three courses are taught entirely in Spanish. All tests, quizzes, and examinations are oral.

#### † Spanish 4: Conversation (fall)

Everyday Spanish conversation. This term focuses on oral communication in everyday situations in Spanish. This is accomplished through the use of situational skits, dialogues, student videos, oral presentations, and discussions. Topics are chosen in accordance with the students' interests and needs and have recently included: airports and travel, the city and the country, restaurants, sports, and current events. Contemporary Spanish language newspapers and magazines are used as resources.

*Prerequisite: Spanish 3.*

#### † Spanish 4: Film (winter)

This term involves renowned films reflecting Hispanic culture, politics, influence in the United States and change. Students are encouraged to reflect on the importance of these films in our society and the messages they convey in both the Hispanic and Anglo worlds. Classwork includes discussions and presentations and is tailored to the individual interests and

needs of the class.

*Prerequisite: Spanish 3.*

#### † Spanish 4: Latino Culture (spring)

This term begins with the discovery of the New World and follows the contributing influences that ultimately formed what is known as the Latino culture. Arts in the Hispanic world are explored, offering students the opportunity to experience several aspects of Hispanic culture. Topics may include music, painting, murals, dance, architecture, and culinary arts, among others. Reality videos are used for instruction. Students conduct discussions and offer class presentations. The topics reflect the interests and needs of the class.

*Prerequisite: Spanish 3.*

#### AP Spanish Language

This advanced composition and conversation course is designed to meet the requirements of the AP exam in Spanish language for students whose native language is not Spanish. The course stresses oral skills, composition, grammar, listening, and reading comprehension. Emphasizing the use of Spanish for active communication, the course has the following objectives: to develop the ability to comprehend formal and informal spoken Spanish, to increase vocabulary and understanding of the structures of Spanish to allow the easy, accurate reading of newspapers, magazine articles, and modern Hispanic literature, to facilitate the organization and writing of brief expository passages, and to develop the ability to express ideas orally with accuracy and fluency. All students taking this course sit for the AP exam in Spanish language. Students who plan to take AP Spanish Literature may elect to take both the language and literature exams at the end of the AP Spanish Literature course.

*Prerequisite: Spanish 3 or Spanish 4, departmental approval.*

#### AP Spanish Literature

AP Spanish literature prepares students for the AP Spanish literature exam which all students in the course take. Readings are drawn from the College Board's annual list. The student is directed toward an appreciation of content and the perception of literary values, forms, and techniques. Aspects of Spanish civilization and culture are also studied. With the consent of the instructor, students may also take the AP exam in Spanish language. This course is offered at the option of the department.

*Prerequisites: Spanish 4, AP Spanish Language, departmental approval.*

#### Italian Language and Culture

The Italian Language and Culture course is for 6th formers who have completed their language requirement in another language. Through the use of a traditional textbook as well as independent use of the Rosetta Stone on-line software, students will acquire knowledge of basic grammar, vocabulary and Italian idioms. Screenings of films, oral presentations, and independent projects will help students gain an understanding of the development of modern Italian culture.

*Prerequisite: 6th form students with completed language requirement.*

## MUSIC

There are many opportunities for students to become involved in the study and performance of music at Kent. In addition to the performing groups and private instruction, courses range from those dealing with the rudiments of music to major electives in theory. Every student at Kent must satisfy a music requirement for graduation.

#### † Music Survey (fall, winter, spring)

This course presents music as a means of human expression and communication.

Concepts and terminology are considered as steps toward increasing the understanding and enjoyment of music. This course satisfies the music requirement for graduation.

#### † Music Theory 1, 2, 3 (fall, winter, spring)

Music Theory is offered as three term-contained courses.

Music Theory 1 introduces students to basic concepts, including clefs, intervals, scale structure, triads, chord progression, melodic and harmonic analysis, sight singing, dictation, and elementary composition.

Music Theory 2 continues Music Theory 1 which is a prerequisite for it. Secondary triads, melodic and harmonic analysis, sight-singing, dictation, elementary composition, arranging for small ensembles, knowledge of orchestral instruments, and score reading are all considered.

Music Theory 3 similarly builds on Music Theory 2 which is a prerequisite for it. Students are introduced to chromatic harmony, including secondary sevenths, modulation, and analysis of small forms.

#### Orchestra, Concert Band and Choir

These three performing mixed ensembles are credit-earning courses as well. Choir is open to qualified vocalists, Orchestra and Concert Band to qualified string, wind, and percussion players. Students are encouraged to perform in more than one ensemble. Two terms in an ensemble satisfy the music requirement for graduation.

#### Private Instrumental or Vocal Lessons

Lessons may be elected and are encouraged for all instrumental and vocal students, both beginning and advanced. Each interested student is scheduled for

one forty-five minute lesson per week; however, more lessons may be scheduled if desired. Performances by the students are encouraged throughout the year, both on and off campus. Three terms of lessons satisfy the music requirement. There is an additional fee for lessons.

### Music Technology 1 (fall)

Music Technology 1 is an examination of live sound applications and the set-up and operation of sound reinforcement and public address equipment. Topics include acoustics and the science of sound, sound reproduction and recording medium, audio equipment operation and care, sound production and reinforcement, and ethical and legal issues.

### Music Technology 2 (winter)

In Music Technology 2, students create original musical projects. The course introduces the equipment and methods of software-based music composition, arranging, and multi-track recording. Topics include electronic composition, sound production techniques, Acid Music Studio 8.0, and the MIDI digital format.

*Prerequisite: Music Technology 1 or department approval*

### Music Technology 3 (spring)

Music Technology 3 continues the studies of the winter term course through advanced recording and post-production techniques. In addition, music promotion and marketing methods are examined. Topics include advanced studio production techniques; film scoring, mastering, and post-production; and promotion and marketing.

*Prerequisite: Music Technology 2*

## PRE-ENGINEERING

Pursuit of the Kent School Pre-Engineering Certificate acquaints students with the practice and profession of engineering through coursework and extra-curricular activities, such as the *FIRST* Robotics competition ([www.usfirst.org](http://www.usfirst.org)), summer programs, guest lectures, and field trips.

### † Engineering Design (fall)

Engineering Design is a term-contained introduction to the principles and practice of design. It covers mechanical drawing and documentation, reverse engineering, design principles, and design presentation (in both 2 and 3 dimensions). We live in a world surrounded by objects that have been intentionally conceived, designed, manufactured, and assembled by other people. This course embraces two aims: to give the student greater appreciation for and understanding of their designed world and to provide an introduction to the skills inherent in the conception, design, and manufacture of artifacts.

### † Structures: Design and Testing (winter)

Students build structures, test their strength, and literally see how physical and mathematical principles contribute to the structural strength of a design. Our analysis of design and of the performance of structures is from the point of view of materials science. It includes problems of form versus function and practical considerations of strength versus cost.

*Prerequisite: Geometry and Algebra 2 & Trigonometry.*

### † Manufacturing Engineering (spring)

A term-contained introduction to manufacturing science and engineering and prototype part production, Manufacturing Engineering takes advantage of the prototyping provided by the School's 3D

printing and CNC machining capabilities. The course focuses on the creation of products which may grow out of work done in the Engineering Design and Structures courses or real world examples. In addition, it seeks to answer several questions: Is the design too complex to manufacture? How can I improve on the design to increase manufacturability? What materials do I need to produce it? How do I produce it?

## RESEARCH & LEARNING STUDIES

Research & Learning Studies offers New Student Seminar in formats tailored to their specific audiences - new students in their 3rd or 4th form year. Students take these courses in the fall of their first year at Kent. These term-contained courses are required for graduation.

### † New Student Seminar - 3rd (fall)

The New Student Seminar for the 3rd Form (NSS-3rd) is designed to help students take charge of their learning and be more active in the process. The level and quantity of work increases over a student's academic career. To meet these challenges, understanding how you learn and acquiring strategies to help you in different learning situations is invaluable. In NSS-3rd, students practice strategies of organization and time management, become acquainted with different approaches to studying, gain a solid foundation in essay structure and MLA citation, and learn research skills involving all of the types of resources available to them (books, digital resources, and the open web). Students are required to use their weekly conference and advisory periods to develop the habit of using the available human resources.

### † New Student Seminar - 4th (fall)

The New Student Seminar for the 4th Form (NSS-4th) covers much of the content in NSS-3rd above. However, because many 4th form students already possess some of these skills, NSS-4th focuses more on assessment of required skills, including student self-assessment. Accordingly, students may be working on different skills at the same time or some students may be in guided study hall while others are working with the teacher.

## SCIENCE

The Dickinson Science Center houses Kent's well-equipped science laboratories and classrooms. The graduation requirement in Science is a minimum of two years of study in lab sciences. However, most students elect additional courses, preparing in depth and breadth for college work in science. Many take advantage of the five courses that lead to AP exams. A choice of electives and courses at multiple levels allows students to complete a four-year program of rigorous science courses even if they are not taking AP courses. Laboratory sciences normally meet each week for six periods, two of which are joined as a double-length lab period. There is an additional fee associated with every Science course.

### Biology 1

Biology 1 is an introductory course open to all students. It emphasizes application of the scientific method in discovering and verifying major concepts in biology. Through reading, experimentation, and observation students study cellular biology, genetics, characteristics of life, and human physiology. There is an additional fee for this course.

### Honors Biology 1

This fast-paced introductory course

explores the basic concepts more quickly than Biology 1 so that a more thorough treatment of certain topics is possible. Through readings and careful laboratory work, students acquire a working knowledge of modern discoveries including molecular biology and genetic engineering. There is an additional fee for this course.

*Prerequisite: department approval.*

### AP Biology

This college-level study of biology follows the recommendations of the College Board and prepares students for the AP biology exam. In addition to the textbook, readings are taken from Scientific American and other current scientific journals. There is an additional fee for this course.

*Prerequisite: Biology 1, Chemistry 1, and department approval.*

### Chemistry 1

Chemistry 1 investigates types of chemical reactions, molar relationships and stoichiometry, Kinetic theory and gas laws, atomic structure, periodic law, bonding, states of matter, thermodynamics, solutions, equilibrium, and acids and bases. The calculations require basic algebra. Laboratory work parallels and augments the class material. Formal lab reports are an integral part of the course. There is an additional fee for this course.

### Honors Chemistry 1

The topics of Chemistry 1 are explored in greater depth with the addition of some electrochemistry and organic chemistry. The quantitative material is more rigorous. Lab work is a more significant part of this course than in Chemistry 1. There is an additional fee for this course.

*Prerequisite: departmental approval.*

### AP Chemistry

This college-level general chemistry course follows the guidelines prescribed by the College Board. The course prepares students for the AP exam in chemistry which all students in the course will take.

There is an additional fee for this course. *Prerequisite: Chemistry 1, a strong background in math, departmental approval.*

### Physics 1

This course follows a classical sequence of topics including mechanics, waves, optics, magnetism, and electricity. This course applies the basic concepts of physics to real-world phenomena. Demonstrations and laboratory work are an integral part of this course. There is an additional fee for this course.

*Prerequisite: Algebra 1*

### † Honors Physics 1

This course follows the classical sequence of topics covered in the Physics 1 course but does so in more depth and with a more mathematical approach. Additional topics draw from relativity, astronomy, nuclear, and modern physics. Frequent laboratory work is an integral part of the course. There is an additional fee for this course.

*Prerequisite: a good background in algebra and geometry, departmental approval.*

### AP Physics B

AP Physics B is a demanding, first-year physics course designed to prepare students for the AP Physics B exam in the spring and for the AP Physics C course in a subsequent academic year. The curriculum is broad and fast paced, covering mechanics, electromagnetism, optics, thermodynamics, hydraulics, and nuclear physics. In addition, a post-AP exam project must be completed by the end of the spring term. There is an additional fee for this course.

*Prerequisite: Accelerated Algebra 2 or pre-Calculus, department approval.*

### AP Physics C

This college-level, calculus-based course is designed for students with significant physics experience. As a result, completion of an introductory physics course or equivalent is required. This course prepares the student to take the AP C-level exams

in both Mechanics and Electricity and Magnetism. Labs are performed to complement and extend the classroom work. Calculus, either completed or taken concurrently, is required to take this course. There is an additional fee for this course.

*Prerequisite: Physics 1, concurrent or past study of calculus, department approval.*

## AP Psychology

AP Psychology acquaints students with the systematic and scientific study of the behavior and mental processes of human beings. This introduction to psychology covers topics that include theories and findings on learning, memory, perception, social development, and personality, as well as abnormal psychology. It also gives students an opportunity to experience material covered in the texts through in-class demonstrations and out-of-class activities. One major goal of AP Psychology is to develop a proficiency in basic psychological principles in preparation for the AP exam, which all students in the course take.

*Prerequisite: departmental approval.*

## AP Environmental Science

This year-long course prepares students for the AP Environmental Science Exam which all students in the course will take. Students gain the scientific principles, concepts, and methodologies required to understand inter-relationships in the natural world including human populations, environmental problems, and risks. Extensive field and laboratory studies facilitate understanding of our local environment. There is an additional fee for this course.

*Prerequisite: Biology 1, Chemistry 1, departmental approval; Physics 1 recommended.*

### † Ecology 1, 2, 3 (fall, winter, spring)

The study of Ecology at Kent is made up

of three term-contained courses. Students may take all three or fewer. Any student entering the course after the first term will need to already have a grasp of ecological concepts from other coursework. There is an additional fee for this course.

### † Ecology 1 (fall)

The core concepts of evolution form the roots of this course. Students examine adaptations of local flora and fauna and interaction between organisms with regard to energy demands. There is an additional fee for this course.

### † Ecology 2 (winter)

Building on the ideas from Ecology 1, students examine predator-prey relationships, animal behavior and human interactions on the environment. Long term research projects form a major component of this term course. There is an additional fee for this course.

*Prerequisite: Ecology 1 or demonstrable grasp of ecological concepts.*

### † Ecology 3 (spring)

The final term of Ecology concentrates on the aquatic ecosystems of Kent. In field studies, students examine pond, stream, and wetland environments with a focus on relationships between physical factors, organisms, and human activities within watersheds. There is an additional fee for this course.

*Prerequisite: Ecology 1, 2 or demonstrable grasp of ecological concepts.*

### † Genetics (fall)

Genetics is a term-contained course offered to 5th and 6th form students twice each year. It explores the principles and applications of modern genetics. Major topics include DNA structure and chromosome organization, transmission

thermodynamics and genetics, pedigree analysis, genes in populations, cancer, metabolic disorders, and genetic screening. Basic probability and statistical concepts are also covered. Several genetic systems are examined, but the emphasis is placed on human genetics. There is an additional fee for this course.

*Prerequisite: Biology 1, departmental approval.*

### † Biotechnology (winter)

This survey course introduces students to recombinant DNA technology. Students gain hands-on experience in such techniques as: bacterial transformation, DNA isolation, cloning and targeted amplification (with PCR), restriction analysis, and gel electrophoresis. The lectures and discussions focus on current topics in DNA forensics, gene therapy, the genetic engineering of crop plants, cloning, genetic screening, and bio-remediation. Consideration is also given to the ethical, legal, and philosophical issues associated with biotechnology today. There is an additional fee for this course.

*Prerequisite: Biology 1, Genetics.*

### † Human Anatomy (spring)

Human Anatomy is a term-contained examination of the anatomy and physiology of selected systems in the human body.

*Prerequisite: Biology 1*

### † Astronomy (fall)

Astronomy is a survey of historical and modern astronomy. Topics include the solar system, stars and galaxies, cosmology, black holes, and quasars. The student supplements theoretical study with the use of Kent School's telescopes. The class meets five single periods per week. Astronomy does not have a lab component. There is an additional fee for this course.

### † Meteorology (winter)

This course is a study of weather systems, forecasting and the physical laws governing meteorological phenomena. Topics include the water cycle, winds, pressure systems, fronts, measurements, and mapping. The class meets five single periods per week. Meteorology does not have a lab component. There is an additional fee for this course.

### † Geology (spring)

This course is a survey of the major landforms on the earth's surface. Beginning with the study of minerals, rocks, and the rock cycle, students examine weathering, plate tectonics, rivers and streams, ground water, glaciers, deserts, and shorelines. Geology does not have a lab component. There is an additional fee for this course.

## THEOLOGY

All Theology courses are term-contained. Theology I is taken in the 4th form year. Theology II may be taken during the 5th or 6th form year. There are no prerequisites for theology electives, which are taken in the 5th or 6th form year.

### † Theology 1: Foundations of Christian Faith (fall, winter, spring)

Theology 1 is required of all 4th form students. We read selections from the Bible and key philosophers including Plato, Kierkegaard, and Nietzsche. As a class for 4th form students, an emphasis is placed on constructing a clear and logical argument as well as learning to confidently write in-class essays.

### † Theology 2: Theology and Culture (fall, winter, spring)

Theology 2 presents theology as an enterprise, a dialectic, something that can

be questioned, probed, studied, discussed, and experienced. Students read selections from the Gospels, as well as books by Elie Wiesel, Chaim Potok, J.D. Salinger, John Irving, and others. The course emphasizes philosophical argument and discussion. In it we explore the historical context of the writing of the Gospels as well as the circumstances under which the canonical Gospels were selected. The course introduces Christianity as a thoughtful and intelligent way of responding to contemporary world problems like violence and poverty.

### † Psychology and Religion (fall)

Psychology and Religion seeks to establish a dialogue between the discourse of science and the questions and concerns of religion. The class acknowledges and makes explicit the very different ways science and religion view "knowledge." We look at the history of psychology from the ancient Greeks through the twenty-first century, read selections by Sigmund Freud and Carl Jung and engage contemporary thinkers such as Rene Girard and Ernest Becker on questions regarding the value of religion, the human fear of death, and the problem of violence. The course is writing-intensive. Students learn to craft properly-cited, thoughtful papers fully engaging with the material read.

### † Theology and Literature (winter)

Theology and Literature is an exploration of genre studies meant to give students a feel for college courses in literature. The course focuses on the history of "fantasy" for the last one-hundred years. We read H.G. Wells, Isaac Asimov, and Stephen King, among others, and discuss the differences between fantasy, science-fiction, and horror. Bringing the cultural theories of Paul Tillich into play, we explore what the "ultimate concern" of each genre might be. Students learn to write properly-cited papers throughout

the course.

### † World Religions (spring)

World Religions looks at religious traditions not covered in Theology 2. We explore Buddhism, Islam, Native American traditions, and Hinduism. We read, for example, selections from Black Elk Speaks and the Ramayana. The theme of the course is to explore a number of questions: What is a "religion?" How is religion defined? What is unique about the study of religion as opposed to other academic disciplines such as the study of history or literature?

### † Philosophy (spring)

This term-contained course is an introduction to the major philosophies that have shaped western thought - those of Plato, Aristotle, Descartes, Hobbes, Locke, Hume, Rousseau, Kant, Mill, and others - and to fundamental philosophical questions: "How do we know anything?", "Are we free or determined?", "What is the basis of morality?" Through selected readings, class discussions, and presentations, students practice the skills of critical thinking, essay writing, and public speaking.

## NON-CREDIT COURSES

In addition to the curriculum, Kent offers several classes on a non-credit basis.

### Confirmation

The opportunity to be confirmed in the Episcopal or Roman Catholic Church is open to all interested students. Classes meet regularly and are conducted by the chaplains and other qualified clergy. The services of Confirmation usually take place in the spring. Students interested in this commitment and declaration of faith are encouraged to discuss it with the clergy.

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## Private Instrumental and Vocal Lessons

Please see the Music section for details.

## Kent School Sports Medicine

Sports Medicine, which is offered as a class and an afternoon activity, covers fundamental athletic training techniques.

American Red Cross certification may be earned in: Preventing Disease Transmission, C.P.R./A.E.D. for the Professional Rescuer, Oxygen Administration for the Professional Rescuer and Sports Safety Training.

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