GRADUATION REQUIREMENTS

In order to receive a diploma, a student must meet both the credit and the course requirements for graduation. Kent does not award credit for work done at other schools and so the number of credits required for the diploma varies according to the year a student enters Kent.

<table>
<thead>
<tr>
<th>Entering Year</th>
<th>Credits Required</th>
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<tbody>
<tr>
<td>3rd form</td>
<td>18</td>
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<tr>
<td>4th form</td>
<td>13</td>
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<tr>
<td>5th form</td>
<td>9</td>
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<td>6th form</td>
<td>4</td>
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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 required courses, for which a student must earn credit, are:

- English each year,
- Language, either classical or modern, through the Kent third year level,
- Mathematics - Geometry and Algebra 2 plus enrollment in math through the fifth form year,
- Science - a minimum of 2 year-long laboratory sciences,
- Theology - a major, term-contained course in the fifth or sixth form year,
- History - a minimum of two years, one of which must be U.S. History in either the fifth or sixth form year,
- Minor, term-contained courses in art and music, usually taken in the fourth form year.

A student entering in the third form year must take the New Student Seminar, a minor term-contained course in study skills.

A student entering in the fourth form year must take the New Student Seminar, a minor term-contained course in study skills and Wellness, a minor term-contained course.

The course load for students is five major courses, with the minor courses in art and music generally added to the load in the fourth form year. Please note that courses in theology, art, and music taken at a previous school may not be used to satisfy the Kent School requirements.

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 for detailed descriptions of individual courses and the overall program.
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† Indicates a term-contained major course
‡ Indicates a term-contained minor course
◊ Indicates a lab science course
DEPARTMENTS & COURSES

ART

Art is never created in a vacuum; therefore, the Art Department supports building inter-disciplinary bridges for and by our students. Student artwork is exhibited throughout the campus to showcase our talented students, but also to stimulate dialogue between academic departments. Our students work is exhibited in local and national competitions yearly.

All studio art courses are term contained; therefore, a student may take three different courses in one year. Since the syllabi change each term, a student may also elect to take the same class more than once. Art Survey is the only minor course offered in the Art Department and all Advanced Placement courses (Art History, Drawing, 2-D Design, 3-D Design) require at least one year to complete successfully. Each year several students also complete independent studies to follow their creative inspiration beyond the courses offered including fashion design, video, and illustration. To complete an independent study, 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 the only art class required for the Kent School diploma. We have designed this minor course to introduce students to the basic tenets of visual art including: two and three-dimensional studio projects, independent and collaborative work, and art history as an inspiration for studio assignments. In addition to specific class projects, each student is required to complete a sketch folder. The sketch folder serves as the backbone of the class because within its pages each student completes several research, drawing, and design assignments using a variety of media.

† Electives in Art History (fall, winter, spring)

This year, we began teaching art history as term contained courses. In the fall, we traced the origins of art during the prehistoric period through the grandeur of Hellenistic Greece. In the winter, we begin investigating the art and architecture of the Roman Empire and conclude our discussion with the Renaissance. During the spring term, we investigate artwork from the late Renaissance through the 20th century.

If a student wishes to take the College Board exam, he/she begins to prepare during the summer and in tandem with our classes. Our term contained courses will assist greatly in his/her preparation, but since we would not cover all the specific required masterpieces, such a student would need to complete additional research. Once the teacher knows of his/her ambition, the teacher can also provide additional guidance and support during conference periods.

In addition to the western canon, the art of several nonwestern cultures and regions including: the Aboriginal, Navajo, Sepik River Tribe, and the Islamic world are considered. “Art Across Time”, by Dr. Laurie Schneider-Adams and Jansen’s “History of Art” serve as our texts, but students also reference numerous museum web sites and several art monographs in The John Gray Park Library throughout the year. In addition, students take two trips to major museums in New York to enhance their classroom experience. There is no fee for this course.

† Architecture (fall, winter, spring)

Architecture is a study of perspective drawing and the construction of models. The course reflects the dynamic nature of contemporary architecture and design, but also investigates numerous architectural masterpieces each term. Students create individually and collaboratively in the studio to think deeply about structures for private or public use. Work from this course could contribute to a student’s Advanced Placement 2-D and/or 3-D Design 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. Students are instructed in a range of decoration methods including slip, oxides, and glaze techniques. Firing techniques and physical considerations such as drying and shrinking problems are also discussed. Work from this course may contribute to a student’s Advanced Placement 3-D Design portfolio. There is an additional fee for this course.

† Drawing (fall, winter, spring)

Drawing is the study of a variety of techniques within the context of still life, portraiture, and landscape. A wide range of aesthetic challenges inherent in drawing or “work on paper” are considered. Representational study, the work of historical periods, and abstract concepts inspire class projects. Each student keeps a sketchbook for his/her 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. Work created in this class can contribute to a student’s Advanced Placement Drawing portfolio. There is an additional fee for this course.

† Oil Painting (fall, winter, spring)

This class probes the techniques and materials of oil painting within the context of still life, portraiture, and landscape. Students also explore color as a means of
artistic expression, and they are encouraged to complete oil sketches and monotypes to stimulate their creative process. Topics include: color theory, the importance of drawing, design issues with color, developing ideas for painting, abstraction, and contemporary approaches to painting. Various historical periods serve as direct inspiration for class assignments, and an “apprenticeships with a master” may also be part of the term of study. Each student keeps a sketchbook of research to help develop ideas for his/her paintings. Work created in this class can contribute to a student’s Advanced Placement Drawing portfolio. There is an additional fee for this course.

† Film Photography (fall, winter, spring)
If a student is interested in photography, we recommend starting with film and a manual camera. Not only is film still relevant for fine art photography, but studying film first will improve a student’s digital images. Some students choose to work in film through the Advanced Placement level, but others transition into digital images after the completion of one term.

† Advanced Photography (fall, winter, spring)
This course involves refining the skill of black and white photography. Students are instructed in the use of 35mm, mid-format, and digital cameras. Advanced Photography also guides students in refining printing techniques using filters, fiber paper, and toning. By the end of the term, each student submits a portfolio and has learned to discuss his/her imagery with confidence. Finally, depending on student’s interest, negatives or prints may be altered with the use of digital technologies. The work created in this class may contribute to a student’s Advanced Placement 2-D Design portfolio. There is an additional fee for this course. 

Prerequisite: two terms of 3-D Design

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. Students explore the digital image and digital capture while expanding their understanding of the use of computers in imaging. Since the computer has become an important tool for the design and the manipulation of images, the process’ instant results help to increase the rate of learning. Work created in this class can contribute to a student’s Advanced Placement 2-D Design portfolio. There is an additional fee for this course. 

Prerequisite: Advanced Photography, departmental approval

† Sculpture (fall, winter, spring)
This course addresses the inclusive nature of contemporary sculpture and 3-D design. Traditional and innovative materials and techniques are explored. Students may create small studio pieces and/or large earthworks set in the landscape; students may work independently or collaboratively to create their sculptures. Topics vary each term and have included: ceramic sculpture, portraiture, earthworks, site-based installation, modular constructions, relief sculptures, and mobiles. The curriculum recognizes the broad definition of contemporary sculpture, and students are required to view art monographs, magazines, and websites to inspire their creative process. We use of a wide range of materials each term including: clay, wire, paper, cardboard, fabric, plastic, wood, aluminum, and found objects. Work created in this class can contribute to a student’s Advanced Placement 3-D Design portfolio. There is an additional fee for this course.

Prerequisite: two terms of 3-D Design

AP Studio Art (Drawing, 2-D, 3-D)
This college foundation course prepares students to submit a portfolio to the College Board by taking three major classes. A total of 20-29 artworks are required to fulfill the three separate sections of the portfolio—Quality, Concentration, and Breadth, and a student may begin the process during the winter term of the 5th form year. Independent study is also required during the summer following the 5th form year to complete at least four finished pieces. It is also advantageous, although not required, to work on the portfolio during one term in the afternoon during Art Deca. 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.

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.

**Greek 1**

This course trains the student in the basic structure and elements of Attic Greek, the dialect of fifth-century Athens. Graded readings provide a window into Greek history, culture, mythology, and daily life ranging in subject and time from the Homeric poems to the Peloponnesian war. Students are introduced to the peculiarities of the Greek noun and verb systems, and build a basic vocabulary as a foundation for further study.

**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*. 

**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:

- **Herodotus**
  At the pleasure of the instructor, selections from Herodotus of Halicarnassus’ *Histories* (Researches) are read, including the conflict between East and West, the tale of Croesus and happiness and the legend of Cyrus, paying attention to Herodotus’ place as a “historian.”

- **Homer’s Epic - The Iliad (fall, winter, spring)**
  Homer’s 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,

- **Homer’s Epic 1 (fall)**
  Students read Book I of the *Iliad* and examine the archaeological and mythological background of Homer’s epic. A special topic for consideration is the “oral” nature of Homer’s verse.

- **Homer’s 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.

- **Homer’s 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?

- **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.

- **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 introduces the student to the language and culture of ancient Rome. In preparation for reading the classical authors, Latin is approached as a practical means of communication through reading, writing, and conversation. Special attention is also given to the acquisition of vocabulary through an engaging narrative with numerous digressions into the fields of astronomy, biology, chronology, geography, and meteorology.

**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: 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 Vergil and Caesar
The Advanced Placement Latin course offers students the opportunity to read, analyze and gain an appreciation for Golden Age Latin poetry and prose through the works of Virgil’s Aeneid and Caesar’s Commentarii de Bello Gallico. Latin readings include (but are not limited to) selections from Books 1, 2, 4 and 6 of The Aeneid and Books 1, 4, 5 and 6 of Commentarii de Bello Gallico. Additional readings in English of both works is required, with a view toward recognition of themes, central characters and key ideas. Period tests will require students to translate familiar and unfamiliar passages as literally as possible, identify passages in context and analyze and comment upon content with respect to style, rhetorical aspects and theme. Departmental permission is required.

† 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.

† 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.
**Computer Science**

Computer Science offerings impart the knowledge and skills necessary for students to participate in the digital revolution that defines the current and future generations. Students in these courses develop algorithmic thinking and problem-solving skills while experiencing the collaborative and creative nature of the discipline. The courses offer introductions to a broad range of topics in computer science, including programming, algorithms, data structures, and abstraction. Students may also independently pursue specialized computer science interests under faculty guidance. Courses assume no prior experience with the subject.

**AP Computer Science Principles**

AP Computer Science Principles introduces students to seven big ideas of computer science: creativity, abstraction, data and information, algorithms, programming, The Internet, and global impact. It is a project-based course built around Android app development, discussion, and collaboration. Students will develop technological and computational thinking skills useful for solving problems across a variety of disciplines. Individual digital portfolios will be created and submitted to the College Board as a part of the AP course evaluation, in addition to the traditional sit-down exam in May. Students may take the first units of the course as a fall term-contained elective (Computer Science Principles 1) and subsequently a second set of units as a winter term-contained elective (Computer Science Principles 2). Students taking the term-contained electives will not submit a digital portfolio to the College Board or sit for the AP exam.

† **Computer Science Principles 1**

See course description for AP Computer Science Principles, above.

† **Computer Science Principles 2**

See course description for AP Computer Science Principles, above. 

Prerequisite: Computer Science Principles 1

**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 the means of understanding a range of texts from several different genres, both contemporary and classic, so that students might be “conscious…of what is already living” (T.S. Eliot). 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, including during class discussions. The critical essay is the main focus of writing instruction, but we also emphasize expression in personal narratives, fiction, and poetry.

AP and honors sections expect you to have already developed critical perceptiveness and a graceful prose style. They are for those students who readily see the connections between a text’s form and content. The English department reviews the placement of every student at the end of every year to make sure each is in the right course, so some move into honors sections, and some out.

**English 1**

English 1 invites students to develop their reading and writing skills in a collaborative classroom environment. By reading and discussing works of various genres (Macbeth and The Odyssey, along with a variety of poetry, plays, novels, short stories, and essays), students develop analytical abilities essential to their careers at Kent at beyond. Through both critical and creative written responses, as well as instruction in grammar and mechanics, students learn to share their ideas in writing that is effective, persuasive, and engaging. Honors-level sections of English 1 are offered each year; departmental permission is required.

**English 2**

By carefully analyzing works of British literature (including The Tempest, Paradise Lost, and Frankenstein, as well as Romantic, Victorian, and modern poetry), English 2 students discover what literature reveals about our humanity and the contemporary age. Through both critical and creative written responses, as well as continued instruction in grammar and mechanics, students learn to share their own ideas in writing that is effective, persuasive, and engaging. Honors-level sections of English 2 are offered each year; departmental permission is required.

**English 3**

English 3 students read a variety of American literature (including The Underground Railroad, The Things They Carried, The Great Gatsby and a selection of narratives, short fiction, plays, essays, and poems) in order to develop a broad understanding of American voices and perspectives. Through both critical and creative responses, English 3 students will build upon the skills developed in earlier
classes to express their ideas in writing that is effective, persuasive, and engaging. Honors-level sections of English 3 are offered each year; departmental permission is required.

**AP English Literature**

AP English Literature is an advanced AP English Literature is an advanced course in both critical analysis and style. Students read a wide range of literature, including Greek, Shakespearean, and modern drama, novels, essays, and poetry, and write frequent essays in multiple formats analyzing those texts. 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**

All sixth-formers not enrolled in AP English Literature (described above) begin the year with a fall term course that encourages students to develop their own authentic written voice. Using the summer reading, *The Art of Loneliness* by Marina Keegan, as model and inspiration, students will workshop and revise personal and college essays. Students will then read a variety of texts to examine how different authors, from Shakespeare to David Foster Wallace, have addressed the development of identity and the human desire to understand the self in relationship to the world and others. In the winter and spring terms, English 4 students can choose from a variety of elective courses (open also to AP English Literature students). A list of courses offered last year follows:

† **The Once and Future King**

We will read T.H. White’s adaptation of the Arthurian legend for the twentieth century, written against the backdrop of the second world war. Round-table discussions will include chivalry, justice, the role of government, and relationship of humans to the natural world. We will also consider the role of fantasy literature as both an escape from and an engagement with the difficult questions of modern society.

† **Playwriting**

Experience the excitement of seeing your written work come to life! Students in this class will write short original plays, using Louis E. Catron’s seminal text *Playwriting* as a constant companion and guide. Students will develop their work in class through weekly presentations of their newest scenes, and will revise their plays based on both peer and instructor criticism. All students will seek to finish the semester with polished, dramatically sound works. We will end the term with in-class readings of the completed plays.

† **Art and Literature**

What do the visual arts have in common with the literary arts? How do the visual arts and literary arts complement and influence one another? How can one convey experience through images and words? By looking at literature inspired by paintings, sculpture, and other art forms and by writing about visual art forms, students will explore these questions and more. Students may also be asked to draw, depict, or otherwise make manifest what the readings bring to mind. Major assignments will include an analytical paper on a painting or sculpture, a multimedia project, and various other responses to the course materials. Readings will be drawn from William Blake’s *Songs of Innocence and of Experience*, Italo Calvino’s *Invisible Cities*, and Terrance Hayes’s *How to be Drawn*. Readings will also be considered. Assignments will include analytical comparisons, reviews of film adaptations, and an attempt to create a short fantasy story of your own. Texts: *The Fellowship of the Ring* (J.R.R. Tolkien), *The Lion, the Witch, and the Wardrobe* (C.S. Lewis), and assorted short stories and poems.

† **The Sixties**

In this course we will explore the dynamic cultural milieu of the 1960s through representative literature, music, and cinema. Texts will include Tom Wolfe’s *Electric Kool-Aid Acid Test* and the New Yorker Magazine’s *The 60s: The Story of a Decade*.

† **Contemporary Short Fiction**

In this course, students will read and examine a sampling of contemporary American short stories as they work to better understand the elements of short fiction writing. Students will write several original short stories in a workshop setting in an effort to showcase their grasp of the aforementioned elements, including but not limited to plot, character, setting and point of view. The term will culminate with students revising and compile their completed stories into a portfolio for submission.

† **Hobbits and Witches and Dwarves - Oh My!**

Fantasy novels purportedly take us out of our world, but often they intend to make a statement about our very own problematic or mundane world. We will read the first book of two different fantasy series (leaving it up to you to read the rest, if you so choose!). What similarities can we identify between the worlds of the novels and our own? What similarities between the authors and their intentions or inspiration? For the two main authors, questions about faith will also be considered. Assignments will include analytical comparisons, reviews of film adaptations, and an attempt to create a short fantasy story of your own. Texts: *The Fellowship of the Ring* (J.R.R. Tolkien), *The Lion, the Witch, and the Wardrobe* (C.S. Lewis), and assorted short stories and poems.
**The New Yorker**
The sole text for the term will be a subscription to the literary and current events magazine, The New Yorker. Each week, students will read all components of the magazine: political, sociological, and scientific reporting, criticism, fiction, and humor. Discussion and analysis of the articles will focus on the content but also the structure and writing techniques employed. At the end of the course, students will create their own individual versions of the magazine, but with a focus on content that appeals to the Kent community: an interview with a member of the thirds hockey, a review of the One Acts, or an investigation into the history of the bell tower, for example. Text: 12-week subscription to *The New Yorker* (print and digital).

† **Detective Elective**
This spring English elective is for those interested in uncovering some of literature's greatest capers, puzzles, and mysteries. As a class, we will conduct research and discuss some of the world's most famous unsolved "whodunits" and examine several controversial court cases. We will explore the “genre” through class discussions, creative and analytical writing assignments, movie viewings, and a forensics lab. Major texts will include Agatha Christie's *And Then There Were None*, short stories written by Dashiell Hammett, and excerpts from Arthur Conan Doyle's *Sherlock Holmes* anthology. Students will also analyze a Hitchcock film and watch episodes of Law and Order

† **The Long Recovery After Disaster**
Disasters grab the world's attention by the sheer scale of their destruction. The 21st century has seen a rise in the number of disasters, and news cycles move so quickly from one catastrophe to another that long-term issues of recovery are largely ignored... except for the victims. In this class we will consider how writers imagine post-disaster spaces during the long, slow recovery. What happens when victims return to their destroyed communities? How do local communities reconstruct their lives? How do victims understand their relationships to place after such destruction? We will primarily focus on Hurricane Katrina and 9/11, and our primary texts will be *Zone One* by Colson Whitehead and *A.D.: New Orleans After the Deluge* by Josh Neufeld.

† **Why Poetry?**
This course will acquaint students with a handful of poets publishing in the past hundred years or so, including Sherman Alexie, Elizabeth Bishop, e. e. cummings, Robert Frost, Louise Gluck, Seamus Heaney, Philip Larkin, Denise Levertov, Sharon Olds, Mary Oliver, and Richard Wilbur, among others. Our goal will be enjoyment as well as edification. Text: Matthew Zapruder’s *Why Poetry*.

† **Sports Writing as a Literary Genre**
The best sports writing is more than a box score and trying to make something out of the cryptic and evasive comments of a paranoid coach. The best sports writing includes all the elements of the human condition: ambition, disappointment, jealousy, deception, and betrayal. It also employs some of the devices of great literary fiction and non-fiction – strong characters, conflict, and suspense. In this course, we will study some of the best sports writing of the past and present. Course texts will include *The Best American Sports Writing 2018* and *The Only Game in Town: Sportswriting in the New Yorker*. Students will be asked to write in a variety of sports-related modes from the game recap to the sports profile to the opinion piece. For sports and non-sports fans alike, if you appreciate idiosyncratic characters, drama, and good writing, this may be the class for you.

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**ENGLISH AS A SECOND LANGUAGE**
The English as a Second Language program (ESL) comprises two courses, ESL and ESL Literature (note: there is an additional fee for this course). Students are assigned to one or both courses as required, following a placement test at the beginning of the academic year.

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

**ESL Literature**
The two 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. 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 / Honors Ancient 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 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.

**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.

**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. This course provides a detailed examination of the political landscape of the United States and prepares students for government and political science coursework in college.
American Mosaic: Immigration, Ethnicity, and Race in the United States (fall)

This course is broad introduction to American immigration, ethnicity, and race. Reading and class discussions deal with immigrant life in the old world, the causes and processes of immigration, how these immigrants and their descendants interacted with Americans, one another, and changed and adjusted to the new world. The course covers numerous themes: gender, family, politics, economics, and culture. Ethnicity and race are also discussed at length, and addressed as powerful social constructs that change over time and space that had and continue to have a significant impact on the historical experience and identity of various groups.

Prerequisite: completion of United States History

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)

This course is a historical examination of the development of the economic system of the United States. We first establish basic economic principles and trace the roots of a free capitalistic society, then emphasize three conceptual areas: production, distribution, and consumption. That is followed by 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.

Constitutional Law: Civil Rights and the Supreme Court (winter)

This course focuses on the evolving importance of the United States Constitution and the Supreme Court in delineating the civil rights of minority groups and protected classes in America and in developing a more egalitarian, integrated society. Students will research, prepare legal briefs and consider current Supreme Court cases. Readings will be drawn from case law and related materials.

Prerequisite: completion of United States History

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.

† Financial Systems of The United States (winter)
Using economic theory and principles, students will explore the various financial structures of the United States. Topics will include: The Federal Reserve, Taxation, GDP, and the Financial Markets. Students will also be introduced to financial planning through the use of various investment vehicles.

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.

† Soldiers, Slaves, and Scalawags: A History of the Civil War Era (spring)
This course covers the history of the United States from the Antebellum years through the Civil War and Reconstruction. Politics, economics, ideology, and battlefield events are addressed, but in the context of social history. Since the complexity of the era is often understated, the course emphasizes not only “typical” narratives of historical subjects but delves into the lesser known, yet very common groups of the time. The tragic unfolding of Reconstruction and its long-term effects constitute the latter portion of the course. Prerequisite: completion of United States History

† 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.

† Global Economics (spring)
Using economic theory and principles, students will explore various global current events and the impact economics plays in decision making. Topics may include: Economics and the War on Terror, Minimum Wage, How oil rules the world, and the urban struggle – the struggle with economic mobility.

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 I and Geometry.

Accelerated Algebra 2 & Trigonometry
Combining topics from Algebra 2 & Trigonometry Honors and Honors Precalculus with Statistics, this course prepares students for Accelerated Introduction to Calculus. 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.

Precalculus with Statistics
Precalculus with Statistics 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.

† Precalculus with Statistics 1, 2, 3 (fall, winter, spring)
The term-contained version of Precalculus with Statistics is offered only to the 6th form. Other students should see the description for the year-long Precalculus above. Prerequisite: Precalculus with Statistics, each term is a prerequisite for the following term. Only 6th formers may elect this course by term; others, see the year-long Introduction to Calculus course.

Honors Introduction to Calculus
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 Precalculus with Statistics.

Accelerated Introduction to Calculus
Prepares students for AP Calculus BC. Includes topics from Honors Introduction to Calculus, 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 Precalculus with Statistics.

Calculus
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 Introduction to Calculus or strong performance in Introduction to Calculus.

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 Introduction to Calculus or very strong performance in Introduction to Calculus.

Prerequisite: strong performance in Accelerated Introduction to Calculus.

AP Calculus BC
This course prepares for the AP Calculus BC exam. 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: Honors Introduction to Calculus or very strong performance in Introduction to Calculus.

MODERN LANGUAGES

The Modern Languages Department offers instruction in Chinese, French, and Spanish as well as an elective course in Italian Language and Culture. The goal in all classes is to develop the ability to understand the spoken tongue, to express oneself, both orally and in writing, and to read with ever-increasing knowledge and understanding of the culture and civilization of the target language. All students are required to successfully complete at least three years of foreign language to receive a Kent diploma.

The Language Learning Center’s twenty language carrels provide each student with a 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 where students continue to develop reading and written skills while enhancing their spoken skills. Chinese culture, history, and social issues are part of the course. The textbook is supplemented with additional selected readings. Prerequisite: Chinese 3.

French 1/Honors 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. The French in Action immersive and textbook methods are the primary course materials for both French 1 and French 2.
French 2/Honors 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/Honors French 3
French 3 is a study of grammar coupled with an introduction to short literary works. Students are guided in writing short compositions and emphasis is placed on classroom discussion in French. Honors French 3 is conducted at a faster pace with further enrichment, and will prepare students to continue with AP French in the following year. Prerequisite: French 2.

† French 4: Conversation (fall, winter, spring)
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 as the class focuses on student interaction.

AP French Language
This advanced course is designed for those students who wish to expand their command of French language and culture, and prepare for the AP French Language exam. 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. Prerequisite: Honors French 3 and/or departmental 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 are conducted in French. This course is offered at the option of the department. Prerequisite: AP French Language or departmental approval.

Spanish 1/Honors 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/Honors 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/Honors 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. Honors Spanish 3 provides a faster pace and further enrichment to prepare students to continue with the AP Spanish course in the following year. Prerequisite: Spanish 2.

† Spanish 4: Conversation
These 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.

AP Spanish Language
This advanced 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. Prerequisite: Honors Spanish 3 and/or departmental approval.

† Advanced Spanish Literature
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. This course is offered at the option of the department.

Prerequisites: AP Spanish Language or departmental approval.

**Russian Language and Culture**

The Russian Language and Culture course is for 5th and 6th formers who have completed their language requirement in another language. Students will acquire knowledge of basic grammar, vocabulary and Russian idioms. Screenings of films, oral presentations, and independent projects will help students gain an understanding of the development of modern Russian culture. Prerequisite: 5th and 6th form students who have fulfilled their language requirement or by approval of the Modern Language department chair. Russian Language and Culture will be offered in alternating years with Italian Language and Culture.

**Italian Language and Culture**

This year-long major course offers an introduction to Italian language and culture. Using a college-level textbook as well as games, projects, films, and other authentic materials, students will build skills in speaking, listening, reading and writing. Prerequisite: 5th and 6th form students who have fulfilled their language requirement at Kent; exceptions may be made for students in the second or third year of study of another language, with the approval of the advisor, the Studies Office, and the Modern Language Department Chair. Italian Language and Culture will be offered in alternating years with Russian Language and Culture.

**MUSIC**

There are many opportunities for students to be involved in the study and performance of music at Kent. In addition to a variety of ensembles and private instruction, there are course offerings which explore the creative fundamentals and history of music, as well as major electives in Music Theory and Music Technology. To earn the Kent School diploma, all students must fulfill a music requirement through either three terms of dedicated participation in the orchestra, concert band or choir, three terms of dedicated private lesson attendance, or the successful completion of the Music Survey course. If a student elects to fulfill the requirement through lessons or participation in an ensemble, this must be completed by the end of the winter term of their sixth form year.

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

Musical concepts and terminology are studied and applied as students gain a greater understanding of selected musical masterworks through active listening. Engaging, creative activities foster the appreciation of music as an expressive and structural art form. One term of this course satisfies the music requirement.

‡ **Music Theory 1, 2, 3**
(fall, winter, spring)

Music Theory is offered as three term-contained courses.

**Music Theory 1** Students learn the elemental concepts of music theory, including basic notation, intervals, scale structures, key signatures, triads, basic chord progressions, and the first stage of melodic & harmonic analysis. Music theory skills (sight singing, dictation & ear training) and composition basics are an integral part of this course.

**Music Theory 2** Melodic & harmonic analysis continues with the introduction of more intermediate concepts such as secondary triads. Students arrange music for small ensembles, gain knowledge about orchestral instruments, and begin full score reading & conducting. Music theory skills continue. Prerequisite: Theory 1

**Music Theory 3** In this continuation of Theory 2, students are introduced to chromatic harmony, functional seventh chords, key modulation, and analysis of small forms. Music theory skills are further developed and students may elect to take the Advanced Placement Test in Music Theory. Student compositions are performed at the conclusion of the term. Prerequisite: Theory 2

**Applied Music Courses**
(fall, winter, spring)

The concert band, orchestra and concert choir are graded, credit-earning ensembles. Three terms of dedicated involvement in any of these ensembles satisfy the music requirement for graduation.

**Concert Band: Woodwind, Brass, and Percussion**

The Concert Band is comprised of students, faculty, and some community members. The Concert Band studies classic, modern, and “pops” literature and performs throughout the year.

**Orchestra & String Orchestra: String, Woodwind, Brass and Percussion**

The Orchestra is comprised of students, faculty, and some community members. The woodwind, brass, and percussion members are selected primarily from the Concert Band through recommendation. The String Orchestra is a required part of the full orchestra program for the full orchestra’s string section members. Both orchestras study classical, modern, and “pops” literature and perform throughout the year.

**Concert Choir: Vocal**

The Concert Choir is a large, mixed choral ensemble open to all students. This larger choir gives newer singers a wonderful opportunity to learn about quality choral singing techniques. More seasoned singers will enjoy singing with a larger group, as well as the extensive, challenging and fun
repertoire available for this size ensemble.

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
These courses are electives that can apply toward the fulfillment of the Pre-Engineering Certificate.

† Music Technology 1 (fall)
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. No prerequisite

† Music Technology 2 (winter)
This course serves as an introduction to the equipment and methods used in software based music composition, arranging and multi-track recording. Students will create original musical projects. Topics include: Electronic Composition, Sound Production Techniques, Acid Music Studio 8.0, Pro Tools, SONOR, Cubase and MIDI. No prerequisite, however Music Technology I or a music background is suggested

‡ Music Technology 3 (spring)
This course is a continuation of Music Technology II including advanced recording and post-production techniques. In addition, music promotion and marketing methods will be examined. Topics include: Advanced Studio Production Techniques, Film Scoring, Mastering and Post-Production, and Promotion and Marketing. Pre-requisite: Music Technology II

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), summer programs, guest lectures, and field trips.

† Manufacturing Engineering (winter, 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?

† Structures: Design and Testing (winter, spring)
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.

† Engineering Design (fall, spring)
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.

RESEARCH & ACADEMIC SKILLS

Research & Academic Skills offers New Student Seminar in a format tailored to a specific audience: new students in their 3rd or 4th form year. Students take this class in the fall of their first year at Kent to fulfill a graduation requirement.

† New Student Seminar - 3rd, 4th Forms (fall)
New Student Seminar is designed to help students evaluate and improve their work habits so they can produce their best academic results at Kent and beyond. Students practice methods of organization and time management, review how their study choices help them effectively process new information, and are introduced to new methods of active
study. The course also addresses the basic research skills of accessing and evaluating information and introduces students to the different types of academic resources they will be expected to use at Kent including peer-reviewed journals, research databases, and e-books. For many, Kent provides a first opportunity to create written work synthesizing one’s own ideas with the published work of others and this course teaches students how to do this well. Learning to navigate the vast world of information resources available today is an essential and life-long skill, and in NSS we encourage students to address questions with an inquiring mind paired with practical research skills.

**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 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, evolution, 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 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 biology course follows the guidelines prescribed by the College Board. The course prepares students for the AP exam in Biology, which all students in the course will take. There is an additional fee for this course. Prerequisite: Biology 1, Chemistry 1, and department approval.

**Chemistry 1**

Chemistry 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.

**Accelerated Chemistry 1**

Accelerated Chemistry is a first year course intended for students with some previous chemistry experience and covers the topics of Honors Chemistry 1 at an accelerated pace while maintaining the comprehensive laboratory experience of an Honors Chemistry 1 course. The accelerated pace of the course will allow students to cover a wide range of topics not covered in the Honors Chemistry 1 course in the spring term. Additional concepts covered include reaction equilibrium, redox reactions, electrochemistry, organic, and nuclear chemistry. There is an additional fee for this course.

**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, Physics 1, 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.

**Accelerated Physics**

Accelerated Physics is a demanding, first-year physics course designed to challenge students and prepare them 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. There is an additional fee for this course. Prerequisite: Accelerated Algebra 2 or pre-Calculus, departmental 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: AP Calculus (AB or BC) either completed or concurrently is required to take this course.

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, 6th form students only.

◊ 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 (fall)
The core concepts of evolution form the roots of this course. Students examine adaptations of local flora and fauna and interactions between organisms with regard to energy demands. There is an additional fee for this course. Prerequisite: Biology 1.

† Marine Biology (winter)
Students explore the physical parameters of oceans, unique adaptations of major taxonomic groups and ecological interactions of marine life forms. There is an additional fee for this course. Prerequisites: Biology 1 and Ecology 1 or demonstrable grasp of ecological concepts.

† Ecology 2 (spring)
With multiple field studies focusing on the freshwater ecosystems of Kent 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. Prerequisites: Biology 1 and Ecology 1 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.

† 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.

† 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.

† History of Life on Earth (winter)
History of Life on Earth is a term contained course exploring the basics of paleontology and its impact on our understanding of evolution and the development of the diverse life forms on our planet. Exploring hundreds of millions of years of organisms recorded in the fossil record, the course will explore principles of geology, evolution, origins of oxygen, mass extinction events including the rise and fall of the dinosaurs. History of Life on Earth has no lab associated with it. There
is an additional fee for this course. This course is taught in alternating years with Meteorology.

† **Meterology (winter)**

Meteorology is a term contained course exploring the basics of weather and climate. Emphasis is placed on the physical conditions that lead to the phenomena we experience every day, the methodology and challenges in predictions and implications of changing conditions. There is no lab component for this course, but there is an additional fee. This course is taught in alternating years with History of Life on Earth.

† **Pandemics (fall)**

Pandemics is a term contained course exploring the history, evolution and future of major diseases that have impacted human populations. The course probes the evolution of Homo sapiens, the nature of infectious disease transmission, and the impact of historical outbreaks of small pox, cholera, malaria and others. An exploration of current pandemics, including AIDS, Ebola and Zika concludes with analyses of as yet unknown future emerging disease causes and sources. Pandemics has no lab associated with it. There is an additional fee for this course. **Prerequisite: Biology 1**

† **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**

† **Theology (fall, winter, spring)**

Theology explores the academic study of religion surveying the interpretation of myth, history, and fiction in order to distinguish how concepts such as “truth,” “fact,” “belief” and “knowledge” are used in varying contexts. We examine varying creation myths from different religions, read biblical stories with an emphasis on historical criticism, look closely at the anthropology of violence and the way religion in contemporary times has been weaponized for political purposes, and read novels by authors such as Kurt Vonnegut and Elie Wiesel. The role of religion in human history is undeniably important and should not be thought of as un-rescuable “matter of personal faith”; rather, there are historical, literary, and philosophical facts which make academic discussion and interpretation of religions possible.

† **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.

† **Dreams (winter)**

This course will survey different cultural, religious and scientific attitudes toward dreams and dreaming. Reading Sigmund Freud and Carl Jung as well as contemporary mystic Robert Moss, we will bring science and religion into dialogue by exploring both side by side regarding a universal human experience: everyone sleeps, everyone dreams.

† **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.

‡ **WELLNESS**

Wellness is taken in the 4th form year. Wellness is more than “health.” According to the National Wellness Institute, wellness impacts at least six different dimensions: physical, social, occupational, educational, spiritual, emotional. We will survey all six dimensions of wellness focusing on the factors and issues that often impede wellness at Kent School. Developed from the same material which has been used to train Kent’s peer counselors, the issues and problems discussed are those which have been brought to the school’s attention by students. Success here, or at any school or college—academically, athletically, and personally—depends on pursuing and achieving wellness which is grounded by (or lost because of the lack of) individual awareness. Insofar as education helps promote awareness, this class seeks not only to survey the idea of wellness, but help bring students to a place where they achieve wellness, body, mind and soul.

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**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.

**Private Instrumental and Vocal Lessons**

Please see the Music section for details.