



Curriculum Guide 2025 - 2026

Develop Character to Discover Unique Potential.



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HYDE SCHOOL MISSION STATEMENT



Hyde's Five Words

Courage: *I learn the most about myself by facing challenges and taking risks.*

Concern: *I need a challenging and supportive community in which to develop my character.*

Curiosity: *I am responsible for my own learning.*

Integrity: *I am gifted with a unique potential and conscience is my guide to discovering it.*

Leadership: *I am a leader by asking the best of myself and others.*

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**Bath,
Maine.**

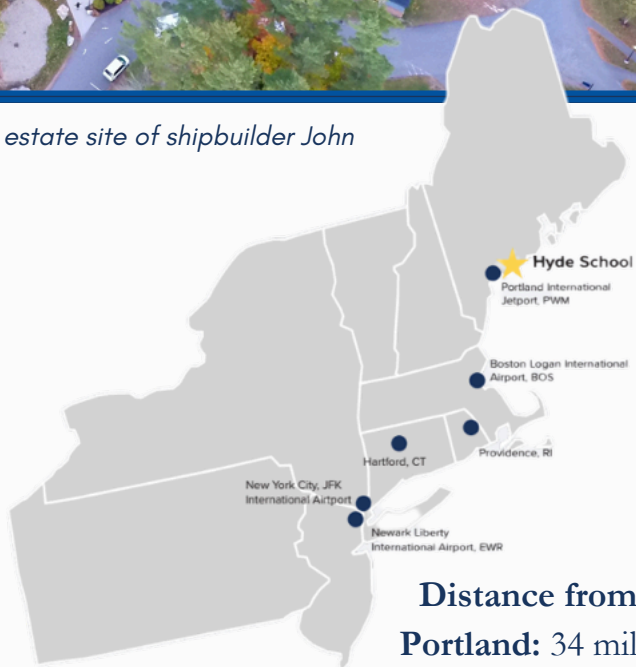
*City of Ships and Home of
Hyde's Wolfpack!*



Our campus is situated on the site of the 145-acre estate site of shipbuilder John S. Hyde.

What you'll see on our campus:

- Hyde Mansion
- Athletic Center
- Student Life Center
- State-of-the-art Ropes Course & Climbing Wall
- Music Recording Studio
- Art Barn
- Brand New Track/Turf Fields



Distance from:
Portland: 34 miles
Boston: 140 miles
NYC: 368 miles

Hyde School Mission

An Independent Boarding and Day School with a focus on Character and Leadership Development.

Our Community

The Hyde School community is a rich mosaic of high-potential students united in the common pursuit of personal excellence. Our educational approach is transformational and is specifically designed to help all types of students. In fact, we pride ourselves on meeting students where they stand and providing the tools necessary for each to realize meaningful success.

Our Commitment

At the heart of the Hyde education is a commitment to character development, open and effective communication, personal integrity, and impactful leadership. In essence, Hyde takes a multifaceted approach to educating students that ensures our graduates are both academically and emotionally prepared to thrive in college and beyond.

Developing Essential Skills

In preparation for life, we develop writers, speakers, and problem solvers through:

- **Comprehension**
- **Critical Thinking**
- **Collaboration**
- **Communication**
- **Creativity**

The Hyde Learning Promise

At Hyde, we believe education extends beyond mastering academic content; it is about cultivating intellectual character and preparing students for a lifetime of growth and discovery. In addition to striving for excellence in the classroom and committing to their intellectual endeavors, Hyde students are expected to embrace the following principles:

- **Lifelong Learning:** Demonstrate a genuine desire to continue learning throughout their lives.
- **Intellectual Risk-Taking:** Challenge themselves by selecting courses that honor their academic performance and potential while fostering growth in intellectual character and work ethic.
- **Peer Support:** Act with concern and compassion, supporting classmates as they face academic challenges.
- **Leadership:** Take initiative and leadership roles both in the classroom and within the broader school community.
- **High Standards:** Maintain high expectations for themselves and their peers, fostering an environment of mutual respect and excellence.

What Sets Hyde Apart

Hyde's academic experience is enriched by several unique features that set it apart from traditional educational programs:

- **Self-Assessments:** Students engage in self-assessments to evaluate their effort and growth in the classroom, fostering self-awareness and accountability.
- **Focus on Writing:** The curriculum places a strong emphasis on the craft of writing, helping students develop clarity, creativity, and confidence in their written expression.
- **Commitment to the Arts:** With resources like a state-of-the-art recording studio and workshops for singers and songwriters, Hyde integrates the performing arts into the academic experience, encouraging creative expression and exploration.
- **Public Speaking:** Students are consistently exposed to high-quality opportunities for public speaking, helping them build confidence and communication skills essential for leadership and success.

Our Philosophy

By focusing on who students are, rather than just what they can do, Hyde's academic program enriches minds, builds confidence, and equips students with the tools to excel both in the classroom and in life. This holistic approach ensures that every Hyde student is prepared to lead with integrity, embrace challenges, and contribute meaningfully to the world around them.

The Leadership Team

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HYDE COMMUNITY

Since 1966, Hyde has created a unique learning environment that fosters growth and accountability for high-potential students. Hyde pioneered character education, which has led to life-changing outcomes for many students and their families.

Hyde expects a lot of its students and their families. In addition to its academic rigor, Hyde requires participation in athletics, public speaking, and performing arts. Students face challenges and harness their strengths in an environment of remarkable support from peers, faculty, and students' families.

Hyde has refined character education over time, instilling values that guide students on their path.

ACCREDITATION

Hyde School is an Independent School accredited by the New England Association of Schools and Colleges.

Academic Life & Support



HYDE ACADEMICS AT A GLANCE

Hyde School offers a robust and dynamic academic program that combines rigorous coursework with personalized support, ensuring that every student has the opportunity to reach their full potential. The curriculum includes a broad range of courses designed to challenge and inspire students, including Advanced Placement (AP) classes and Honors options. These courses provide motivated students with the opportunity to engage in advanced, college-level material and demonstrate academic rigor while pursuing their interests and goals. With a 10:1 student-to-teacher ratio, Hyde ensures small class sizes and individualized attention, fostering an environment where meaningful connections between students and faculty can thrive. This intimate setting allows teachers to closely monitor each student's progress and provide tailored guidance that addresses their unique strengths and areas for growth.

Hyde's grading system is a distinctive feature of its academic philosophy, emphasizing both effort and achievement. By recognizing a student's attitude, perseverance, and character alongside their mastery of course material, the school promotes a balanced approach to education that values the process of learning as much as the outcomes. Personalized academic support is a cornerstone of Hyde's program. Faculty members are deeply committed to helping students succeed, offering extra help, guidance, and mentorship as needed. For students facing learning challenges, the school provides a comprehensive Academic Support Program designed to address specific needs and empower them to overcome obstacles. Hyde also offers English Language Learner (ELL) support, creating an inclusive environment where non-native English speakers can develop the skills they need to succeed academically and socially. Through this multifaceted approach, Hyde's academic program reflects a commitment to excellence, character development, and holistic growth. By combining rigorous academics with individualized support, Hyde equips students with the tools and confidence to excel in school and beyond.

Sample Program of Study

| 9th Grade | 10th Grade |
|--|---------------------------------------|
| English 9 | English 10 |
| Algebra 1 | Algebra II |
| Biology | Chemistry |
| World History | AP History or US History |
| Spanish 1 or 2 | Spanish 2 or 3 |
| 11th Grade | 12th Grade |
| English 11 or AP English Composition | English 12 |
| Geometry, College Algebra, or Pre-Calculus | Pre-Calculus, Calculus or AP Calculus |
| Physics or Upper-Level Science | Upper-Level Science |
| AP or 20th Century History | Government |
| Spanish 3 or 4, or Art/Humanities | Art/Language/Humanities |

STUDENT ACADEMIC PLANNING:

Hyde School provides a comprehensive range of course offerings across all disciplines, emphasizing core fundamentals in the lower grades and encouraging students to explore a broader array of interests in the upper grades. This approach ensures a strong academic foundation while allowing students to tailor their education to their interests and goals as they progress.

Before enrollment, the Director of Academic Studies, Registrar, and College Counseling Office conduct a thorough analysis of each student's incoming transcripts, educational testing, and other relevant reports. Based on this evaluation, the team designs an academic schedule that adheres to Hyde's college preparatory graduation requirements, honors the student's academic performance and potential, and challenges their intellectual character and work ethic. If it is determined that a student would benefit from the Academic Support Program, this recommendation is incorporated into the student's schedule. Parents or guardians must approve this recommendation due to the additional financial commitment associated with the program.

Students are generally scheduled for six classes per term. Ninth-grade students and most tenth graders are expected to take a full course load, and students who benefit from a structured schedule are required to do so. While the standard schedule includes six class periods, students may petition the Director of Studies to take five classes if they demonstrate strong time management skills or wish to pursue alternative leadership opportunities. For postgraduate (PG) students, their academic program is individually tailored to strengthen their high school transcripts and prepare them for college and post-secondary admission. PG students typically enroll in a full course load and are actively involved in leadership roles within the school. This flexibility ensures that students can pursue additional academic opportunities while maintaining a balanced and effective learning experience.

Graduation Requirements

With an expectation that all students achieve at their intellectual best, Hyde has defined the following minimum requirements for graduation:

Subject Specific Requirements:

English Four (4) credits.
 History (3) credits to include World History (9th or 10th grade), U.S. History (11th grade) and Government (12th grade).
 Mathematics (3) credits to include Algebra 1, Geometry, Algebra 2.
 Science (3) credits (two with lab component) to include Biology and Chemistry.
 Foreign Language (2) credits (of the same language).
 Electives (3) credits to include 1 year of a Fine Art.
 Hyde Character and Leadership Seminar (1) credit per each year in attendance at Hyde.

*One full year is equivalent to one credit.

Specific graduation requirements for international students are adjusted based on the number of years in attendance at Hyde School and previous coursework. Please see the Academic Studies Office for more information.

ACADEMIC INFORMATION

College Counseling & Post-Secondary Preparation

The college application process can be complex and overwhelming, especially for students managing the demands of academics, athletics, extracurricular activities, and community service. Hyde School's College Counseling Workshop is designed to provide comprehensive support to seniors and postgraduate students as they navigate this pivotal stage of their educational journey.

The College Counseling Workshop is a dedicated academic block focused on preparing students for every aspect of the college application process. During this time, students meet one-on-one and in small groups with counselors to ensure they are thoroughly prepared. The program includes intensive work on application materials, such as crafting the Personal Statement, completing Supplemental Essays, building resumes, and meeting individual application requirements. Students are guided in creating a well-rounded list of colleges and universities, tailored to their interests, goals, and strengths, resulting in well-matched acceptances.

With a college acceptance rate of 96 to 98 percent, Hyde's exceptional college counseling program has a proven track record of preparing students not only for college admissions but also for the challenges they will face in their academic and personal lives beyond high school.

Contact: Lisa Geller
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Course Levels

Courses at Hyde offer a range of levels to academically challenge students. The "general" level of classes provide students with appropriate preparation for both collegiate studies and the rigor of work outside academia. Students looking for a competitive college experience are encouraged to enroll in Honors and Advanced Placement courses, especially if they are interested in applying to selective colleges and universities. Students who would prefer courses at a more structured pace, may sign up for regular sections of the core academic subjects. All class sizes are small compared to larger institutions, so regardless of the level students can expect the same individualized attention to learning. Each student will sign up for courses appropriate to the academic trail they blaze while at the Hyde School.

Trimester Schedule

The academic year at Hyde is divided into three trimesters: fall, winter, and spring. Progress is monitored regularly, with Progress Grades issued each month and made available to parents and guardians through Blackbaud, the school's online academic portal. At the end of each trimester, a comprehensive grade report is prepared, providing a detailed evaluation of the student's performance in each course.

An Effort-Based Grading System

Final exams are administered at the conclusion of each trimester to assess the student's cumulative understanding of core course concepts. Trimester Grade Reports, available online within one week of the term's conclusion, include a teacher's narrative comment, the student's Effort Grade, Achievement Grade, and Final Exam Grade for each course. The Final Grade for the year is reported on the spring term grade report and is determined by averaging the three trimester grades. This final calculation assigns a 25% weight to the Effort Grade and a 75% weight to the Achievement Grade.

The Effort Grade reflects the student's attitude, effort, and character in the classroom, while the Achievement Grade evaluates mastery of course material, objectives, and the quality of completed work. Hyde uses a 100-point grading scale with a GPA conversion matrix to the 4.0 scale. When calculating GPA, Advanced Placement (AP) courses are given a 10-point bonus and Honors courses a 5-point bonus. However, these bonuses are not displayed on transcripts or factored into credit earnings. For college application purposes, both weighted and unweighted GPAs are included in the School Counselor's report submitted to each college.

In keeping with the practice of many public and private schools, Hyde does not provide a class rank. For seniors applying to college, the school relies on the student's GPA, transcript, and accomplishments to represent their academic achievements and future potential. This approach aligns with Hyde's focus on holistic development and individualized growth.

| Score | Grade | GPA Conversion |
|-------------|-------|----------------|
| 95-100 | A | 4.0 |
| 90-94 | A- | 3.75 |
| 86-89 | B+ | 3.5 |
| 83-85 | B | 3.0 |
| 80-82 | B- | 2.75 |
| 76-79 | C+ | 2.5 |
| 73-75 | C | 2.0 |
| 70-72 | C- | 1.75 |
| 68-69 | D+ | 1.5 |
| 66-67 | D | 1.0 |
| 65 | D- | 0.5 |
| 64 or below | F | 0.0 |

ACADEMIC SUPPORT PROGRAMS

Learning Connections Program

Learning Connections is an academic support program that helps students master essential academic skills and develop executive function in order to promote responsible and independent learning.

Students in the program meet in small groups with Learning Connections faculty as part of their daily course rotations. Instruction is designed to reinforce fundamental learning strategies by focusing on study-skill development, successful test-taking, and organization of time, materials, and study spaces. The program also provides scaffolded skill support for class assignments when applicable.

The low mentor-to-student ratio fosters the bonds of trust essential to strong working relationships. Hyde values social-emotional learning and the action-reflection cycle. Accordingly, the Learning Connections program includes ongoing reflection on strengths and challenges, creating regular opportunities for students and faculty to develop, implement, and review learning goals, short and long-term time management strategies, and tailored learning plans. The collaborative learning relationships among students, Learning Connections faculty, and subject teachers facilitate positive academic outcomes and empower students to work towards achieving their academic potential. Meanwhile, we promote students' growth in self-advocacy, academic responsibility, and ownership.

Blackbaud

Hyde School utilizes Blackbaud as its primary classroom platform, providing a comprehensive electronic management system to enhance teaching and learning. Blackbaud enables teachers to create and post assignments, share videos and website links, make announcements, distribute materials, and communicate effectively with students and parents. The platform also helps teachers stay organized by tracking missing assignments and providing real-time feedback and assessments directly to students. For students, Blackbaud serves as a valuable tool for increasing engagement in the classroom while improving time management and personal organization. By integrating assignments, resources, and communication in one place, the platform supports students in staying on top of their academic responsibilities and allows them to collaborate effectively with their teachers and peers. The use of Blackbaud also prepares students for the demands of modern college learning environments, where similar systems are widely used. By gaining experience with this platform, Hyde students develop critical skills in digital organization and communication, positioning them for success in their future academic pursuits.

English Language Learner Program

Hyde School's ELL program is designed to support English Language Learners in their transition into mainstream classes while fostering integration into the broader school community. The program provides targeted instruction and assistance in all four critical English language skill areas: reading, writing, listening, and speaking. Through personalized instruction, students develop essential study techniques and critical thinking skills, while building a strong foundation in grammar and vocabulary. The program emphasizes practical application of these skills, helping students confidently navigate academic coursework and everyday communication. By focusing on both academic and linguistic development, Hyde's ELL program ensures that students acquire the skills and confidence needed to excel in a rigorous college-preparatory environment and beyond. This comprehensive approach not only enhances language proficiency but also promotes cultural understanding and personal growth, aligning with Hyde School's commitment to developing lifelong learners who are prepared for success in college and beyond.

The Hyde Learning Triangle

Developing Writers, Public Speakers, and Problem-Solvers

At Hyde, we are dedicated to creating an environment that nurtures every student's potential, guiding them to discover who they are and what they are capable of achieving. Our philosophy is rooted in a holistic approach to education, one that values character development as much as academic success. This commitment reflects our belief that education is not solely about mastering facts or skills but about shaping individuals who are prepared to lead meaningful lives and contribute to the world around them. One of the key pillars of our approach is our emphasis on effort-based evaluation.

We understand that effort—characterized by attitude, resilience, intellectual curiosity, and a willingness to embrace challenges—is a fundamental component of success. To this end, we evaluate students not only on their academic achievements but also on the dedication and determination they bring to the classroom. By combining these measures, we provide a more complete and fair assessment of each student's growth. This dual approach reinforces our belief that learning is a process, and effort is as important as outcomes.



Central to our mission is the development of the whole person. At Hyde, we recognize that intellectual, spiritual, physical, emotional, and social growth are interconnected. True education supports and integrates all these dimensions of a student's life. We aim to inspire curiosity, foster emotional intelligence, encourage physical well-being, and cultivate social responsibility alongside academic excellence. This comprehensive approach ensures that students leave Hyde with the tools to succeed not only in their careers but also in their relationships and communities.

Our commitment to community engagement is another cornerstone of our philosophy. We believe education extends far beyond the classroom, and active participation in leadership, the performing arts, athletics, and community service is essential to a well-rounded education. These experiences challenge students to explore their interests, develop new skills, and form connections with others. In doing so, they build confidence, resilience, and a deeper understanding of themselves and the world around them.

At the heart of our academic program lies the Learning Triangle, which highlights the dynamic and essential relationship between the student, the teacher, and the subject. This framework fosters an active and collaborative learning environment where discovery and inquiry drive the pursuit of knowledge. The Learning Triangle emphasizes the bond between teacher and student, rooted in mutual respect and shared goals. Together, they delve into the subject matter with curiosity and commitment, creating a culture of learning that inspires both personal and academic growth.

Academic Departments & Course Offerings

CORE COURSES

English Department (4 credits required)

- English 9 *
- English 10 *
- English 11 *
- English 12 *
- AP English: Language & Composition
- ELL English

Mathematics Department (3 credits required)

- Foundations of Mathematics
- Algebra 1 *
- Algebra 2 *
- Geometry *
- PreCalculus
- Calculus
- AP Calculus AB

History & Social Sciences (3 credits required)

- World History *
- U.S. History *
- Government *
- AP U.S. History
- 20th Century World History
- ELL U.S. History

Science Department (3 credits required)

- Biology *
- Chemistry *
- Advanced Honors Biology
- Physics
- AP Physics 1
- AP Environmental Science

Foreign Languages (2 credits required)

- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- AP Spanish Language
- Mandarin 1
- Mandarin 2
- Mandarin 3
- Mandarin 4
- English Language Learners
- ELL English
- ELL U.S. History
- ELL Support

ELECTIVE COURSES

The Arts & Design

- Introduction to Art
- Advanced Art
- Ceramics
- AP Studio Art
- Photography & Graphic Design
- Animation
- Creative Design
- Media Production
- Introduction to Music
- Sound Production & Lighting Design
- Film History

STEM

- Introduction to Engineering and Design

Other Electives

- Be an Outsider: Outdoor Skills
- Living Nourished: Health and Wellness

Other Programs

- Learning Connections
- College Workshop
- Hyde Discovery Process

Advanced Programs

- Dual-Enrollment Courses
- Entre-X & Lead-X (University of Delaware)
- Early College Courses (University of Maine)
- Most non-AP courses may be completed for Honors Distinction with departmental approval

Notes

*(Courses with an asterisk * are required for graduation*)*

At least two consecutive years of the same foreign language are required

Advanced and Honors Courses

Hyde School's Commitment to Academic Excellence

Overview

Hyde School's academic program offers motivated students the opportunity to engage in challenging coursework through Honors and Advanced Placement (AP) courses. These rigorous offerings prepare students for the academic expectations of college and promote intellectual growth across disciplines.

Advanced Placement (AP) Courses

AP courses are designed to mirror the rigor of college-level freshman courses. Students are expected to complete substantial readings and assignments outside of class, demonstrating a high level of dedication and discipline. These courses help prepare students for the independence and academic intensity of higher education.

AP Exam Requirement:

Students enrolled in AP courses are required to take the national Advanced Placement Exam for each course. These exams are administered on campus each May and may lead to college credit or advanced standing, depending on exam performance and the policies of the student's chosen college or university.

Eligibility & Enrollment:

Enrollment in AP courses is selective and based on the following criteria:

- Teacher recommendation
- A minimum grade of B+ in similar prior coursework
- Approval by the Director of Studies
- A demonstrated commitment to academic discipline and effort

This process ensures students are prepared to meet the challenges of advanced coursework and thrive in a college-level academic environment.

Honors Courses

Hyde offers an "Honors" designation in most non-AP courses. This provides students the opportunity to pursue enriched coursework within their regular classes.

Honors Designation Requirements:

To earn Honors credit, students must:

- Enter a formal agreement with the teacher
- Complete additional advanced work during the trimester
- Deepen their subject understanding beyond standard course expectations

Upon successful completion of this work, the course will be designated as Honors on the student's grade report and transcript, recognizing their academic ambition and achievement.

AP Courses Offered at Hyde

- AP Calculus AB
- AP Physics
- AP Environmental Science
- AP English: Language and Composition
- AP U.S. History
- AP Spanish Language
- AP Studio Art

Course Descriptions

English Department

Mission Statement

The study of English seeks to create a dialogue between the student and language through literature, drama, poetry, and other media. As the act of storytelling is central to the human experience, this is a lifelong relationship. Students are encouraged to develop habits of thoughtful reflection, critical analysis, creativity, fearless imagination, rigor, and clear expression of their emerging voices. Above all, this course of study provides a space where students may examine their sense of conscience and compassion through their growing understanding of community, world, and self.

English 9

Freshman English introduces students to a variety of literary genres, including short stories, novels, and poetry. The class emphasizes personal writing and class discussion as strategies for exploring literature and its connections with life. The different units include relevant non-fiction for two reasons: to build needed background knowledge and to teach annotation and summary strategies. The course reviews grammar and usage, as well as sentence structure and paragraph development. It also includes practice in different types of writing, from responses relating personal experiences to fiction reading, to more academic prose and even student-authored short stories.

Learning goals for this class include:

- Proficiency in Active Reading at the 9th-Grade level, including the ability to identify genre, narrative voice and point of view, and theme and message.
- Emerging proficiency in using annotation and summary as “reading to learn” strategies.
- Emerging mastery of the conventions of sentence structure, capitalization, and punctuation, and a growing ability to compose using a variety of sentence structures.
- Ability to compose well-structured paragraphs that include topic sentences and supporting examples.
- Ability to write five-paragraph essays using the MLA format.

English 10

This course focuses on advancing Tenth Grade students’ reading and writing skills and stresses the importance of considering a text within the background of the time and place of its writer and its setting. Units include works by major American and other English-language authors, and they also teach relevant non-fiction in order to build needed background knowledge and to teach annotation and summary strategies. The course deepens understanding of grammar and usage, especially in the understanding and composition of complex sentences, and includes focus on strategies for paragraph development.

Learning goals for the class include:

- Proficiency in Active Reading at the 10th-Grade level, including the ability to draw valid inferences from readings about narrative voice, character, theme, and plot.
- Emerging proficiency in using annotation and summary as “reading to learn” strategies.
- Growing sensitivity to tone and voice in literary and non-fiction writing.
- Growing ability to compose complex sentences with correct punctuation and other mechanics.
- Ability to compose thoughtful paragraphs and analysis essays using a formal tone.

English 11

English 11 focuses on short stories, novellas, and memoirs by American authors with the aim of teaching students about how narratives are constructed and about different techniques that authors use to engage readers and to convey their messages. Topics include the definition and nature of narrative, plot analysis, masterplots, character types, imagery, symbols, allusion, and more. Units include relevant non-fiction in order to build needed background knowledge and to reinforce annotation and summary strategies. Ongoing instruction in descriptive grammar and sentence analysis builds students' appreciation of literary style, as well as improving their own writing. Students use this knowledge to perform written analyses of literary fiction and are asked to do frequent revisions in order to take their writing to new levels of clarity and expression. The year ends with a unit on memoir and the personal essay to prepare students for writing their college essays.

Learning goals include:

- Proficiency in Active Reading at the 11th-Grade level, including the ability to draw valid, nuanced inferences from readings about narrative voice, character, theme, plot, imagery, allusions and symbols.
- Competence in writing paraphrases and summaries of stories and informational texts.
- Competence in composing strongly-structured paragraphs and analysis essays using a formal tone.
- Ability to understand the genre of memoir and to use the conventions of memoir writing to compose life stories.

English 12

In Senior English, students start the year by returning to the writing of memoir and personal essays, this time with a stress on giving the narratives an arc. In other words, students will learn to take episodes in their lives and turn them into stories of change and discovery. Units on a variety of topics hone reading to learn skills and give students a chance to write and respond to readings academically and creatively. Time is also devoted to the fine-tuning of grammar, mechanics, and rhetoric in preparation for college-level writing. The spring term dovetails with the Senior Evaluation sessions with its focus on "What is the good life, and how do you lead it?" Texts from Genesis to Plato and Aristotle and the Stoics help students explore this ultimate question.

Learning goals include:

- Proficiency in active reading with ability to grasp the different levels of meaning in text, to make logical inferences, and to support conclusions with evidence.
- Emerging sophistication in summary and analysis of college-level readings.
- Development of individual writing plans/strategies which effectively address each student's writing process
- Development of peer and self-assessment skills for improving written work.
- Mastery of the conventions of grammar and mechanics with ability to compose controlled, complex prose.
- Mastery of the conventions of college writing, including strategies of essay structuring, research methods, and citation using the MLA Style.



AP English Language and Composition

Juniors in AP Language and Composition class are challenged to engage as readers, writers, speakers, and problem solvers in their world. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Over the course of the year, students uncover and polish their own powers of communication through discussion and debate, building vocabulary, and engaging in an intensive speaking, writing, and revision process.



English Language Learner Program

Mission Statement

Hyde's English Language Learner Support program, ELL Support, complements students' integration into mainstream classes. It is our goal to support acquisition of the English language, while focusing on a variety of topics including grammar, vocabulary, history, and geography. It also incorporates conversation around cultural awareness and sensitivity to help students adapt to our Global community. The goal of Hyde's ELL program is to provide a supportive and tailored learning environment that helps non-native English speakers become proficient in English, allowing them to succeed academically and socially in the United States.

English Language Learner Classes

The English Language Learner (ELL) Support program at Hyde is designed to help non-native English speakers develop the language skills necessary for success in academic courses and daily life. This program provides a structured approach to language acquisition, focusing on grammar, vocabulary, reading comprehension, writing, and practical communication. In addition to language skills, students will explore topics such as history, geography, and personal finance, while also engaging in discussions that promote cultural awareness and sensitivity. By fostering confidence in both academic and social settings, the program equips students with the tools to navigate and contribute to a global community.

To accommodate varying proficiency levels, the ELL Support program offers three levels: Basic, Intermediate, and Advanced. Placement for these level classes is determined based on English proficiency test scores, including but not limited to the TOEFL, IELTS, Duolingo, or equivalent assessments administered at Hyde School.

Course Goals and Outcomes:

Students will

- Strengthen their listening, speaking, reading, and writing skills in English.
- Expand their academic vocabulary and improve grammatical accuracy.
- Develop practical communication skills for everyday and academic situations.
- Gain an understanding of American history, geography, and cultural norms.



Mathematics Department

Mission Statement

The mission of the Mathematics Department at Hyde is to promote our students' growth as problem solvers and critical thinkers. We aim to foster an appreciation for mathematical subjects and mindsets as well as to challenge our students to effectively communicate their understanding of those subjects. The focus of the mathematics curriculum at Hyde is geared toward real-world applications and experienced-based understanding of course materials so that students may apply what they learn toward topics beyond the classroom.

Algebra 1

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations.

Geometry

This course will introduce the study of points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization, and logical reasoning patterns are improved through this course. Points, segments, polygons, circles, and solid figures are the structures studied. Algebra 1 skills are used throughout this course.

Algebra 2

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts, including the study of trigonometric functions. This course allows the student to develop a mastery of algebraic techniques and a thorough knowledge of elementary functions and the graphs of these functions.

Pre-Calculus

This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as the Law of Sines and Cosines will be introduced. This class is important for any student planning to take a college algebra or college pre-calculus class.

Calculus

This course is designed for students who have completed courses in pre-college mathematics curriculum. Students will cover topics including limits, derivatives, applications of derivatives, definite and indefinite integrals, applications of integration, and the Fundamental Theorem of Calculus.

AP Calculus (AB)

AP Calculus is roughly equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions

Science Department

Mission Statement

Hyde School's Science Department endeavors to give students broad exposure to traditional science fields and increase their overall science literacy. Class lectures, interactive lessons, group projects, field trips, and laboratory experiments combine to form a strong foundation of skills and knowledge with the intent that students will pursue further study in the physical and natural sciences.

Biology (9th grade)

Biology introduces students to habits of observing, critiquing, and relating general biological topics to the living world around them. They begin to see behaviors and attributes as adaptations to survival and reproduction, and then to apply these concepts to vertebrate anatomy, cell physiology, health, and plant biology. Students become familiar with the adaptive strategies of the full range of life forms. Concepts and terminology are perceived as tools for understanding the complexity of their own lives as they exercise their skills in writing, presenting, analyzing, and applying material from the class, the text, research, and their own experiences.

Chemistry (10th grade)

This course provides an opportunity for students to understand the nature of chemistry through exploration, experimentation, student directed projects, and a rigorous study of scientific principles related to the study of matter. Course content will include atomic structure and theory, chemical composition, bonding, and chemical reactions. In addition to gaining knowledge about matter and chemistry, students focus on improving academic skill, as well as developing tools that will be useful for their future as learners.

Physics (11th grade)

This course is intended to stress the physical aspects of science and the further development of scientific reasoning. The fundamental concepts dealing with mechanics, heat, light, sound, electricity, and nuclear physics are investigated through extensive use of laboratory exercises and computers. Physics course work requires students to demonstrate fairly advanced math skills as the math level is rigorous.

AP Physics

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in content areas such as kinematics; forces & translational dynamics; work, energy, & power; linear momentum; torque and rotational dynamics; energy and momentum of rotating systems; oscillations; and fluids.

Advanced Honors Biology (Grades 11-12)

This advanced, inquiry-based course is designed for students with a strong passion for biology, particularly those interested in careers in medicine, research, or related fields. While covering the core principles of biology, this course goes beyond traditional content, allowing students to explore topics based on their individual interests and career aspirations.

Students will engage in an in-depth study of the major themes of biology, including cellular processes, genetics, evolution, ecology, anatomy and physiology, microbiology, and biotechnology. However, the specific focus within each unit will be shaped by student curiosity, emerging scientific discoveries, and real-world applications.

This course emphasizes critical thinking, hands-on experimentation, and independent inquiry. It encourages students to analyze, explore current scientific advancements, and engage in discussions on bioethical issues. A portion of the course will be dedicated to student-driven research projects, where individuals or groups can investigate topics of personal interest, conduct experiments, or analyze real-world biological problems.

Prerequisite: Strong performance in prior Biology coursework and recommendation from a science instructor.

AP Environmental Science

This course explores the dynamic relationships among individual species, ecosystems, and the planet as a whole. Students will delve into topics such as biodiversity, the composition and structure of Earth's systems, and strategies for achieving sustainability in a rapidly evolving world. Through a problem-solving approach, the course emphasizes finding a balance between nurturing nature and meeting the demands of modern living. As a discussion-driven class, students will engage in active participation, presenting research, debating environmental issues, and sharing insights inspired by their curiosity. Whether analyzing ecosystems, tackling global challenges, or envisioning sustainable futures, students will develop critical thinking, collaboration, and public speaking skills. This course is ideal for those passionate about understanding our planet and driving meaningful change.



History and Social Sciences

Mission Statement

The History Department at Hyde School offers a dynamic approach to the study of our past and makes frequent and deliberate connections to our future. The purpose of the curriculum is to offer both broad and focused views into humanity's development and to challenge perceptions through Hyde's focus on character. Through the variety of courses offered, the unique and creative approaches of the History Faculty, and the rigorous integration of technological resources and myriad opportunities to express deep comprehension, the History Department at Hyde School seeks to guide students in a process of critical discovery and self-evaluation in keeping with our commitment to "Writers, Thinkers, and Problem Solvers."

World History (9th grade)

World History is a year-long required survey course that explores the key events and global historical developments since 1350 A.C.E. that have shaped the world we live in today. The scope of Modern World History provides the latitude to range widely across all aspects of the human experience: economics, science, religion, philosophy, politics, and law, military conflict, literature, and the arts. The course highlights connections between our lives and those of our ancestors around the world. Students uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

United States History (10th grade)

This course introduces students to the history of the United States with an emphasis on the transformative events of cultural, economic and political significance from the colonial period to the present. Questions for student exploration throughout the year include:

How did cultural contact challenge the identities and value systems of people from the Americas, Asia, Africa, and Europe? Can political freedom exist without an economic foundation? Does equality in a democratic society depend upon government action? Students will explore these and other enduring questions through the period of the Revolutionary Era, the Constitutional Convention, Jacksonian Democracy, Antebellum slavery, the Civil War and Reconstruction, the Gilded Age and Progressive Era. The course is bookended by an examination of important events of the 20th Century from the Great Depression and New Deal to the Cold War Era and the Civil Rights Movement.

The class will address themes including but not limited to the politics of race, class, and gender, and the social upheaval of migration, economic transformations, and interrogate the idea of American exceptionalism. Over the course of the semester, students will be asked to think critically about these topics, and in the process, develop important intellectual and analytical tools, including how to structure an argument, write a paper, and deliver a presentation.

AP United States History (11th grade)

AP U.S. History is a rigorous full year course, designed to provide students with a college-level academic experience and prepare them for the Advanced Placement examination on May 9th, 2025. In the first trimester, students will examine transformative events of cultural, economic and political significance to the development of “America” beginning with European settler colonization in the 16th century, bookended by the United States’ first experiment in bi-racial democracy during the period of Reconstruction after the American Civil War in the 1860s. The course emphasizes two key skills: reading comprehension (the textbook, primary sources, and historians' interpretive essays) and analytical and interpretive essay writing. We will find ourselves reading and wrestling with a broad array of primary source testimony and secondary source historical interpretations.

20th Century World History (11th grade)

This course encourages students to think about history critically and to question our understanding of the past. Students consider the roles of policymakers, leaders, laborers, families, minorities, and citizens of other countries in shaping how the United States of the 21st century looks and operates. The class uses selected events and characters from the twentieth century to hone their analytical reading, writing, and research skills and to reflect on the American experience. In this course, the class will continue to work on the essential skills of the historian: summarizing, drawing conclusions, comparing and contrasting, analyzing cause and effect, hypothesizing, and making inferences.





Government (Seminar: Seniors & PGs)

Throughout Hyde School's history, the study of Government as it relates to self and community is a seminal part of the Senior Year experience. As stated in Hyde: Preparation for Life, "Government teaches us about our responsibilities to the community ... [it] helps us become part of the great American experiment committed to the dignity and worth of all individuals." Government provides students the opportunity to explore the notion of "big citizenship" – what it means to be a part of something bigger than self.

Using the Constitution as our guide, students critically analyze relevant theories and concepts, apply them to historic and current events, and develop connections across Hyde's curriculum.

Students study the governmental institutions provided by the Constitution (Legislative; Executive; Judicial), as well as major institutions not written in the Constitution (media; political parties; interest groups). The goal of Senior Government is not to tell students "what" to think; instead, the goal is to teach seniors "how" to think in order to strengthen their capacity for reasoned judgment.

Students in Senior Government are assessed not only on their academic performance, but also on their contributions to the Hyde community (both inside and outside the gates) and their commitment to Hyde's words, principles, and inner leadership deliverables.

Foreign Languages

Mission Statement

The Hyde School Language Department systematically and sequentially develops the basic skills of language acquisition: Reading and listening comprehension, articulation, writing, and conversation. Through this evolving attainment of a foreign language, students begin to appreciate the various cultural and geographical settings in which the language is used, as well as the historical and present context of its expression.

Spanish 1

This course provides students with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis is on the acquisition of four skills: listening, speaking, reading, and limited writing.

Spanish 2

Building on skills developed in Spanish 1, this course provides instruction in more complex grammar and more advanced oral and written expression in the language. Major goals of this course include developing stronger abilities to read and to present knowledge in both oral and written form with clarity, purpose, and understanding. As a class, we will learn about other Spanish-speaking cultures which will require students to evaluate contexts, perspectives, and assumptions as to why Spanish is an important, widespread language in the world today.

Spanish 3

The emphasis in Spanish 3 is on understanding and developing the ability to use correctly, previously learned grammatical concepts, along with new aspects of Spanish grammar, to attain proficiency in Spanish. Students will therefore express themselves both orally and in writing at a more advanced level. Through listening, speaking, reading, and writing the target language, students will build additional vocabulary and grow their knowledge of the culture, history, arts, traditions, and peoples of the Spanish-speaking world.

Spanish 4

This course continues covering, more in-depth, culture and Spanish Literature by presenting more advanced vocabulary, grammatical concepts, writing, and conversational skills. All grammatical concepts are thoroughly reviewed and expanded and students will be applying these to writing compositions. Reading strategies and fundamentals of formal composition are introduced in conjunction with level-appropriate literary selections. The Spanish IV class is conducted almost exclusively in Spanish.

Throughout their years of preparation for the Spanish IV course in the Spanish Language, the students are expected to practice Spanish as their level allows with designated partners, other classmates, and teachers.

Mandarin 1

This course is the beginner level in Mandarin Chinese, an introductory course for students to learn the basic skills of Mandarin; listening, speaking, reading, and writing Chinese pronunciation (pinyin) and characters. The textbook *Integrated Chinese Level 1, Part 1* covers topics like Greetings, Family, Dates and Time, Hobbies, Visiting Friends, Making Appointments, Studying Chinese traditions, School Life, Shopping, and Transportation. Students will learn how to handle everyday situations, and explain their life, family, interests, pastimes, and more in Mandarin Chinese. Through a structured and immersive approach, students will develop foundational skills in listening, speaking, reading, and writing. The curriculum emphasizes practical communication while fostering an appreciation for Chinese customs, traditions, and history.

Mandarin 2

Prerequisite Mandarin I. After learning basic vocabulary and getting to know the Chinese culture and language, this course allows students to experience more advanced and rigorous learning of the Mandarin language.

AP Spanish Language and Culture

This advanced course is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

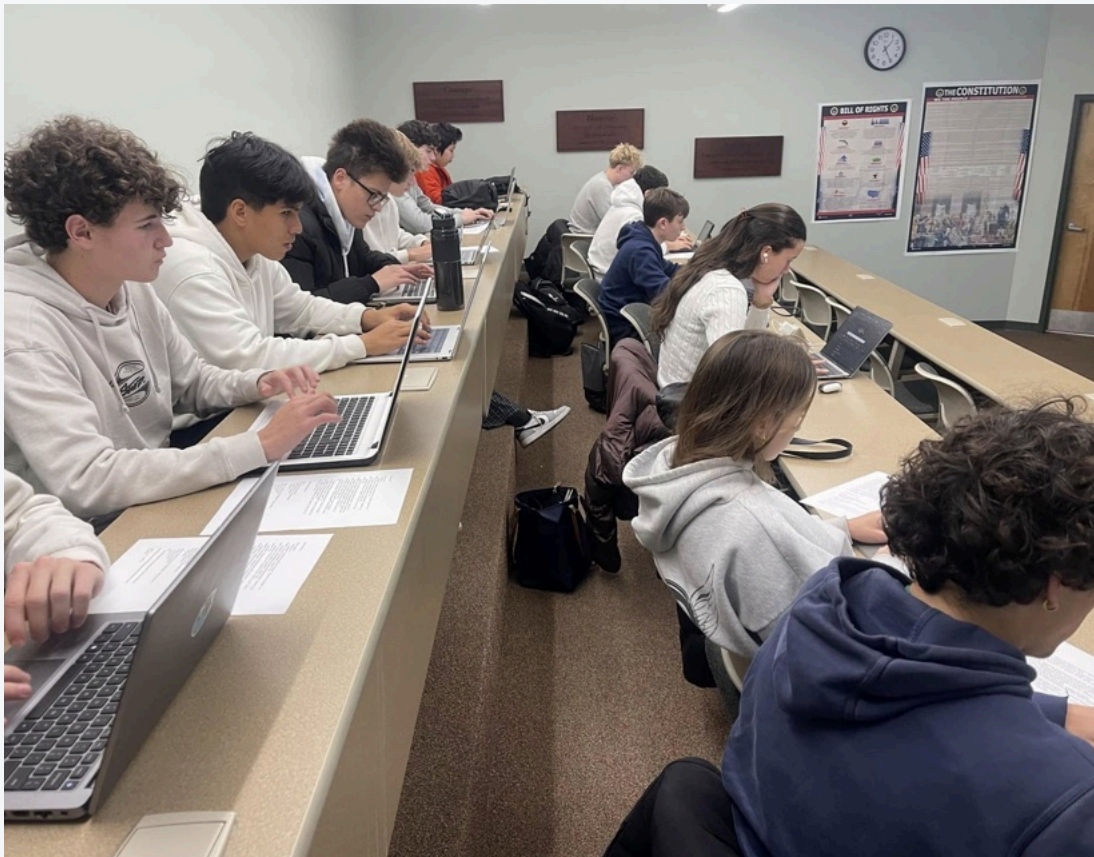


Elective Course Offerings

New To the Hyde Curriculum

Hyde School is excited to introduce a variety of new elective courses to its academic offerings, designed to broaden students' horizons and provide hands-on experience in emerging and innovative fields. These new courses include Film History, Film Production and Animation, and Sound Engineering & Lighting Design. By engaging in these electives, students will have the opportunity to explore areas of personal interest and develop practical skills, preparing them to make more informed decisions about their college and career paths. These courses offer valuable exposure to industries and disciplines that extend well beyond the classroom, equipping students with knowledge and experience that can set them apart in the future.

Additionally, the Science Department has expanded its curriculum with the addition of several advanced courses. These include Honors Biology, Honors Chemistry, AP Environmental Science, and an introductory Engineering course. These additions are designed to challenge students with a strong interest in science and technology, providing a rigorous foundation in these subjects and preparing them for success in higher education and STEM-related careers. With these new offerings, Hyde continues to innovate and adapt its academic program to meet the evolving interests and needs of its students, ensuring they are well-prepared to thrive in an ever-changing world.

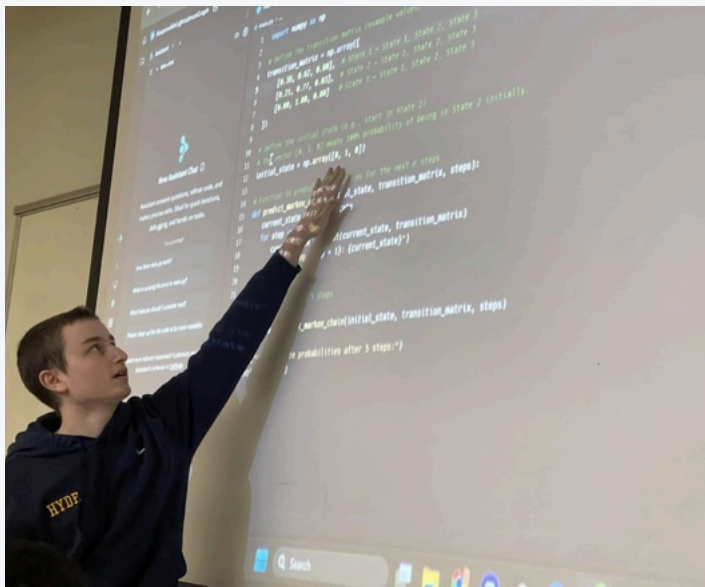


Science – Technology – Engineering – Mathematics

Mission Statement

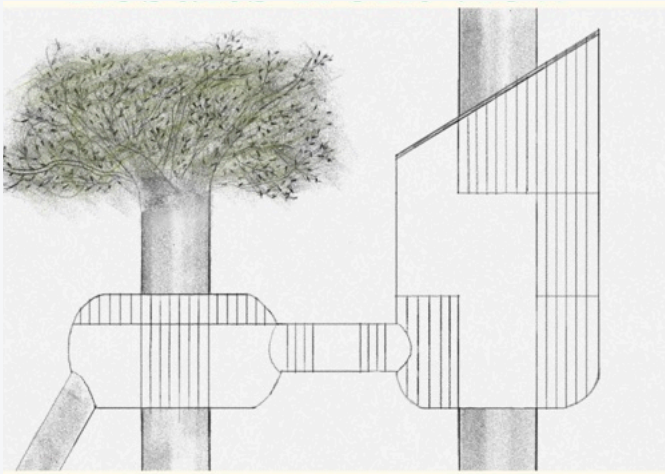
The mission of the STEM Department at Hyde is to foster a dynamic, inclusive, and innovative learning environment where students engage in interdisciplinary exploration of diverse fields of inquiry in Science, Technology, Engineering, and Mathematics. We aim to cultivate innovative thinking, creativity, and collaboration, empowering students to solve real-world challenges, embrace curiosity, and become leaders in shaping a sustainable future. Through hands-on learning, inquiry-based instruction, and a focus on both academic and personal growth, we strive to prepare Hyde students for success in an ever-evolving global society.





Introduction to Engineering and Design

In this hands-on and collaborative engineering course, students will explore the fundamentals of engineering design, problem-solving, and teamwork. Drawing inspiration from real-world engineering challenges, students will engage in projects that encourage creativity, critical thinking, and innovation. The class aims to provide a foundational understanding of engineering concepts while fostering a collaborative and exploratory learning environment. Students complete a semester-long design project on AutoCAD in 2-D.



Sound Engineering & Lighting Design

This class explores the fundamentals of music and sound production and engineering. We start by focusing on engineering, learning how to operate soundboards, understand the differences in microphones, and set up equipment for live events. Students can apply this knowledge to our school performances. Next, we delve into music production, covering basic Western music theory and industry programs like Pro Tools and FL Studio, along with a unit on DJing. We conclude the year by assembling a digital portfolio. Students also gain insight into the life of a professional artist/ musician through field trips and guest speakers.



Film History

Focusing primarily on Hollywood, Film History will introduce students to various classics dating from the silent era to contemporary film. The course will look at major figures, film landmarks, and styles across different genres and eras. We will also discuss film technology and major historical developments within the industry.

Creative Design

This class explores the various ways students can apply their creativity across multiple design modes. We begin by learning the elements and principles of design through handmade projects. We then apply those concepts to digital work, covering the basics of Adobe Photoshop and Illustrator, which are industry-standard tools. We create personal and client-based projects and finish the year by assembling a digital portfolio. Students also gain insight into what it's like to be a professional artist through field trips and guest speakers.

Introduction to Music

This class explores various aspects of music and music-making. We begin by learning the fundamentals of Western music theory. Students then have the opportunity to learn to play one of the following instruments: guitar, piano, or drums/percussion. Next, we examine music theories and genres from around the world, including India, Sudan, Brazil, and Spain. We conclude the year with an instrument-making project that combines art, music, and engineering. Students also gain insight into the life of a professional artist/ musician through field trips and guest speakers.

Media Production

This class explores how to produce videos for various types of media outlets, including YouTube, short films, and Instagram. We begin with the history of video and an overview of film and content creation. We examine how media creators from around the world develop engaging videos. Next, we practice the fundamentals of filming and editing, including lighting, composition, audio recording, and the DaVinci Resolve program, which is an industry standard. We then create content for Hyde TV, our class project's YouTube channel. We conclude the year by assembling a digital portfolio. Students also gain insight into the life of a professional artist through field trips and guest speakers.

Photography and Graphic Design

This course introduces students to the fundamentals of digital photography and graphic design. Through hands-on projects, students will learn to use Adobe Creative Suite tools (Lightroom, Photoshop, InDesign, Illustrator) and explore various photography techniques. The course will culminate in a final project integrating photography and design elements, including yearbook design, and a final group art book.

Animation

This hands-on course introduces students to the art and techniques of animation, with a primary focus on stop motion and digital animation. Students will explore the fundamentals of movement, timing, storytelling, and visual communication while gaining experience with both traditional and digital tools. Throughout the course, students will engage in creative projects that emphasize imagination, collaboration, and technical skill-building.

Arts Department

Mission Statement

The Arts program emphasizes the development of each student's creativity, artistic skills, and analytical thinking, emphasizing process over product. The mission of the Arts program is to make the artistic process available to all students and levels through the cultivation of an environment which supports the student's creative growth and personal expression through the exploration of various mediums and materials.

Introduction to Art

Students will learn foundational skills in art such as drawing, painting and understanding the elements and principles while also getting to create art of your choosing and work outside the box. The first half of this course begins with a traditional teaching format. We will start with learning how to book-bind by making a custom sketchbook that you will then use for the remainder of the year. You will learn about the elements and principles and how they can affect and elevate your artwork. You will be taken through a crash course on drawing-- learning about continuous line, blind contour, gesture drawing, as well as how to tackle portraiture. Intro to paint will focus on familiarizing you with the color wheel and how to mix any color you may need using the primaries. The second half of the year is "Open Studio"-- each week you will have a mini demo of a new art practice on Monday as a class, but from Tuesday to Friday you will be able to make the art of your choosing. Open studio format allows for you to explore the areas you wish to and to develop the skills of a professional artist-- such as managing your own time and generating your own ideas. Students will be asked to complete 4 projects accompanied by "write ups" that explain your work and your creative process. Most of the work in this class will be done in studio, but you can expect to complete weekly homework assignments in your sketchbook.

Ceramics

Learn a variety of different clay-based art forms. This course will cover hand building techniques such as slab building, coil building and joining techniques. It will also cover traditional wheel throwing. Students will learn each of these methods before settling into a chosen method to create a body of work. The number of pieces and the complexity required will depend entirely on what method the student is using to create. Students may be allowed to work on small-scale sculptural work as well. Students will be taught how to take care of the ceramic studio by keeping the space clean and tools cared for. Students will learn how to glaze and decorate their ceramic works. This class will not have much homework aside from documenting their work and watching YouTube tutorials when needed. There is no prior experience necessary to take this course.



Advanced Art

Advanced art is taught side by side with Intro to Art, so the structure is very similar, but you will be further challenged and be given the opportunity to work one-on-one with the teacher to refine your skills. The first half of this course begins with a traditional teaching format. We will start with learning how to book-bind by making a custom sketchbook that you will then use for the remainder of the year. You will go over the foundational skills of drawing and painting, as well as to demonstrate an understanding of the elements and principles. The second half of the year is "Open Studio"-- each week you will have a mini demo of a new art practice on Monday as a class, but from Tuesday to Friday you will be able to make the art of your choosing. Open studio format allows for you to explore the areas you wish to and to develop the skills of a professional artist-- such as managing your own time and generating your own ideas. Students will be asked to complete 5 projects accompanied by "write ups" that explain your work and your creative process. Most of the work in this class will be done in studio, but you can expect to complete bi-weekly homework assignments in your sketchbook as well as on Blackbaud.

AP Art and Design

Students must be approved by the Art Teacher and must have completed a prerequisite of advanced art or submit a portfolio that shows a mastery of the subject. AP Art and Design is divided into 3 categories: 2-D Art and Design, 3-D Art and Design and Drawing. In this course you will create a portfolio of college level work and submit it for evaluation (there is no paper and pencil exam). The submission will explore 3 main categories: Investigation, Experimentation, and Communication. The student portfolio submission is graded on 2 categories. Sustained Investigation: this section is 60% of your total score and should "show a body of related works that demonstrate an inquiry-based investigation of materials, processes, and ideas." Selected Works: this section is worth 40% of your total score and "should feature five artworks that best demonstrate skillful synthesis of materials, processes, and ideas." It is worth noting that this course requires research, citing, and the production of a great volume of work. If you are a slow creator, or don't like explaining or justifying your work this may not be the course for you.



Outdoor Education



Given our location in Maine's midcoast region, we also offer a number of nearby off campus outdoor activities, such as kayaking, trips to Popham Beach, fishing, and whitewater rafting. Off campus, students have the chance to experience outdoor adventures including camping, canoeing, hiking, skiing, and other outdoor expeditions.

On our state-of-the-art challenge course with high and low elements to in the field classroom opportunities, Hyde School students are enriched by experiential learning on campus and across the great state of Maine.



Hyde offers a variety of on and off campus outdoor learning opportunities that correlate with and provide the physical manifestation of Hyde's Five Words, in particular the focus on courage, concern, curiosity, and leadership. On our Bath campus, students can take advantage of our challenge course, including both high and low ropes courses, and our indoor rock wall..



Whether students are working with their Discovery Groups to conquer the Hyde Ropes course, or taking an overnight trip with their classmates to the shores of Flagstaff Lake, through these experiences, Hyde students learn how to become more resilient, be a self-advocate, and lead by example, in an immersive outdoor setting.

Be an Outsider: Orienteering & Outdoor Leadership Skills for the Future Guide

From learning about the numerous benefits of being in nature to knowing what it takes to become an Outdoor Adventure Guide, this class teaches you everything you should know about BEING OUTSIDE. Learn skills that can help you read maps, read the stars or read the weather and without reading any words at all! Being an Outsider is a class about investigating your relationship with the natural world, learning about indigenous practices, TEK's (Traditional Ecological Knowledges), and building outdoor skills that you can take anywhere.

Living Nourished: Health & Wellness

What does it mean to be a healthy human these days? How do we balance out this busy life with good decision making skills? How do we create healthy relationships with ourselves and others? This course teaches the student about the many forms of well-being one can bring into their life. It will emphasize tools and techniques that teach and promote physical, mental, and social health. This course will cover common health topics such as nutrition, physical activity, mental health, substance abuse, and disease prevention. We will cover these topics with a holistic approach to the mind, body and soul - investigating historical patterns and envisioning a new future. The goal is to empower students to make informed choices about their health and wellness.





EntreX Lab

THE **ULTIMATE** HIGH SCHOOL
ENTREPRENEURSHIP
LEARNING EXPERIENCE



EntreX Lab

Do you want to improve your community,
change the world, disrupt the current
marketplace?

Entre-X or Entrepreneurial Experience (3-Credit Course)

Overview:

EntreX provides a comprehensive introduction to entrepreneurship through experiential learning, reflection, and an evidence-based approach. Students will explore real-world problems and transform them into opportunities, utilizing tools like the business model canvas and customer discovery interviews.

Key Topics:

- **Entrepreneurial Mindset:** Develop the mindset to turn problems into opportunities.
- **Evidence-Based Process:** Conduct field research and test ideas to reduce risks.
- **Startup Basics:** Learn storytelling, leadership, and business essentials.
- **Special Challenges:** Tackle social, technological, and corporate entrepreneurship.
- **Professional Launch:** Network, build your brand, and approach your career entrepreneurially.

A New Dual-Enrollment
Entrepreneurial Experience
offered to seniors and post-
graduates here at Hyde
beginning in the Fall, 2025.

Entre-X and Lead-X will be
taught as a full year sequence of
college credit-bearing elective
courses on entrepreneurship
and business practice through
the University of Delaware.

This will be the pilot program
for this High School Course in
the State of Maine. For more
information, contact
Admissions.



Lead-X or Leadership Experience (1-Credit Course)

Overview:

Leadership starts from within. LeadX is designed to help students cultivate the mindset, habits, and character ethic necessary for effective self-leadership. Through reflection, exploration, and practical exercises, participants build a strong foundation in leadership that can positively impact their lives and communities. This course can be seamlessly integrated with other programs or used as a standalone leadership development opportunity.

Key Topics:

- **Leading Yourself:** Establish a strong personal foundation by exploring your values, character, and strengths.
- **Leading Others:** Learn how to inspire and influence others by exploring different leadership styles and strategies.
- **Continuous Leadership Growth:** Tailor your development to fit your strengths and values.
- **Leadership in Action:** Set and pursue leadership goals aligned with your purpose.



UNIVERSITY OF DELAWARE
HORN ENTREPRENEURSHIP



Early College Courses

Students enrolled at the Hyde School have the option to take a number of courses through the University of Maine's Early College Program that can be taken in place of an elective offering. Students who want to get a head start on their undergraduate studies before leaving Hyde may choose from a slate of asynchronous online courses for dual enrollment credit for the cost of \$149.00 per credit hour from the University of Maine. Students may take these courses independently, however, if they elect to enroll in these courses, they will be assigned to complete the required work for them under the guidance and supervision of a Hyde faculty member during a period in the regularly scheduled academic day. All fees must be submitted to the registrar at the University of Maine by the deadlines set for their Add/Drop period. For more information, please contact the Academic Office.

Introduction to Anthropology: Human Origins and Prehistory

A survey course focusing on the evolution of humankind, the development of culture, and the beginnings of civilization.

Introduction to Anthropology: Diversity of Culture

A survey course focusing on the nature of culture, similarities and differences among the world's cultures, relationships among cultures, and culture change.

Anthropology: Religions of the World

A survey of the distinctive features of the major world religions and the most studied Native American, African and aboriginal Australian religions. Focuses on the fit between myth and ritual, the problems involved in trying to understand both "from the believer's point of view," and what generalizations can be made about religion in general.

Introduction to Philosophy

An introduction to philosophical thought and critical thinking through a reading of works from the philosophical tradition. Readings might include works from philosophers such as Plato, Aristotle, Augustine, Descartes, Hume, Locke, Kant, Marx, Nietzsche and/or other great works of philosophy. Questions will be asked about the nature of wisdom and knowledge, the essence of reality and of ideas, human nature, virtue and community, justice and political life.

General Psychology

Lecture on and discussions of basic psychological processes, including learning, perception, motivation and emotion, higher mental processes, individual differences, personality and additional selected topics.

Introduction to Sociology

Introduces the fundamental concepts, principles, and methods of sociology, analyzes the influence of social and cultural factors upon human behavior and evaluates the effect of group processes, social classes, stratification, and basic institutions on contemporary society.

Introduction to Women's, Gender & Sexuality Studies

An introduction to Women's, Gender, and Sexuality Studies and to its perspectives. The course will use interdisciplinary perspectives to begin to examine the categories of gender and sexuality, as they intersect with race, ethnicity, class, nationality, disability and other sites of social inequality.

Character, Leadership, & Family Development





Family Learning

A cornerstone of Hyde’s educational philosophy is the belief that family plays a critical role in character development. Hyde’s founder, Joseph Gauld, emphasized that parents are the primary teachers of character and the home is the primary classroom. This philosophy is woven into the Hyde experience through programs and activities designed to strengthen family dynamics and engagement.

Students are encouraged to examine their family’s strengths and challenges with curiosity and openness, fostering a deeper understanding of their role within the family unit. This exploration is supported through Family Learning Conferences (FLC), where students and parents come together to gain insight, address past and present concerns, and learn effective strategies for communication and problem-solving.

In addition, Family Weekends held each fall and spring offer families an opportunity to connect and grow in a supportive and educational setting. These weekends are distinct from FLC events and are multi-faceted, emphasizing the progress and learning that occur within Discovery Groups. Both programs reinforce Hyde’s commitment to family excellence, creating meaningful opportunities for shared growth and understanding.

Together, the residential life and family learning programs at Hyde extend the principles of its educational philosophy beyond the classroom, cultivating a community that values character, connection, and lifelong learning.

Year-Long Curriculum Program: *The Hyde Discovery Process*

Objectives:

This course is designed to equip students with the skills and attitudes necessary for personal growth, meaningful connections, and effective leadership. Through the course, students will develop the ability to communicate a sense of self-awareness in both public and private settings, fostering meaningful conversations and authentic relationships. They will be encouraged to live according to a developing moral compass, holding themselves and others to high standards. By cultivating an attitude of compassion and unity, students will learn to lead themselves, their peers, and their families to realize their potential. Additionally, the course encourages students to embrace challenges as a way to build resilience and unlock their unique capabilities. This one-credit experience is an essential requirement for graduation at Hyde and is designed to be an integral part of the school's educational philosophy. Students engage in scheduled sessions throughout the academic calendar, where they explore and apply Hyde's principles of self-discovery, leadership, and community engagement. The course emphasizes the importance of character development and equips students with the tools to navigate their personal and interpersonal growth in alignment with Hyde's holistic approach to education.

Academic Block:

Each week, a cohort of 7–10 students and one to two faculty members, known as a Discovery Group, meets for a 60-minute session. These meetings follow a structured curriculum designed to teach and embody the Hyde Philosophy, which is built around the 5 Words—Courage, Integrity, Leadership, Curiosity, and Concern—and the 5 Principles—Truth, Conscience, Humility, Each Other's Keeper, and Destiny. During this dedicated time, students are encouraged to explore and articulate their personal vision, set meaningful personal and family goals, and develop critical life skills. These include effective communication, coping strategies, and a deeper understanding of themselves and their potential. The academic block serves as a foundation for personal growth and self-discovery within the supportive framework of the Hyde community.

Leadership Evaluations:

A central component of Hyde's educational approach is the Leadership Evaluation process, in which all students actively participate. This involves evaluating themselves, their peers, and the faculty, fostering a culture of accountability and mutual growth. The evaluations are guided by Hyde's Inner Leadership Model (ILM), a framework designed to track and monitor progress across five key areas of personal development: Public Speaking, Stepping Outside One's Comfort Zone, Self-Awareness, Family Context, and Meaningful Relationships. Through this process, students learn to give and receive honest, constructive feedback, developing the skills necessary to measure their growth and strengthen their leadership capabilities.



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|---|---|
| <p>COURAGE I learn the most about myself through challenge and taking risks.</p> | <p>DESTINY Each of us is gifted with a unique potential.</p> |
| <p>INTEGRITY Honesty is when my words match my deeds; integrity is when my deeds match my words.</p> | <p>HUMILITY We believe in a power and purpose beyond ourselves.</p> |
| <p>LEADERSHIP I am a leader by asking the best of myself and others.</p> | <p>CONSCIENCE We attain our best through character and listening to our inner voice.</p> |
| <p>CURIOSITY I am responsible for my learning.</p> | <p>TRUTH Truth is our primary guide.</p> |
| <p>CONCERN I need a challenging and supportive community to develop my character.</p> | <p>EACH OTHER'S KEEPER We help each other achieve our best.</p> |



MAINE YOUTH LEADERSHIP DAY

- LEADERS OF THE 207 -

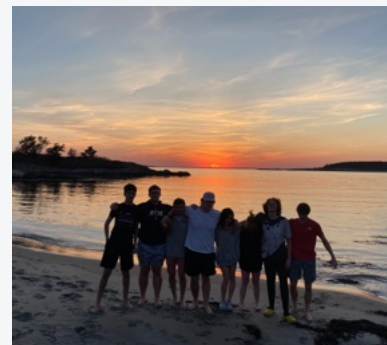
Maine has a storied tradition of producing leaders who embody courage and integrity. These leaders are known not only for their ability to collaborate effectively but also for their willingness to stand alone on principle when necessary. At Hyde School, this legacy of leadership aligns with the school's mission to help students discover their unique potential and develop into confident, principled individuals.

Hyde's approach to leadership focuses on what it calls Inner Leadership—a process of self-discovery that equips students with a deep understanding of themselves, the presence to articulate their values, and the resilience to persevere through challenges. Through the Maine Leadership Alliance, students are encouraged to step out of their comfort zones and actively contribute to their communities. With the support of mentors, community leaders, and peers, students experience transformative personal growth. The program offers opportunities for students to engage directly with Maine entrepreneurs and organizations dedicated to leadership development, providing them with real-world examples of leadership in action. These interactions inspire students and give them the tools and confidence to embrace leadership roles, both at Hyde and beyond.

Each fall, Hyde School hosts **Maine Youth Leadership Day**, a statewide event that brings together over 1,000 students from more than 30 schools. This day-long program invites participants to campus for a series of workshops led by business and community leaders, as well as peer-led sessions facilitated by fellow student groups.



STUDENT AND RESIDENTIAL LIFE





Life at Hyde goes far beyond the classroom. Whether hanging out in the dorm, joining a weekend trip, or sharing a meal in the dining hall, students at Hyde are part of a close-knit, active community where there's always something going on — and someone to connect with.

Dorm Life

Dorms are where students live, build friendships, and learn how to share space and responsibilities. Each dorm is led by faculty members who live on campus and are there to support students, host dorm meetings, and help with everything from homework to laundry.

Regular dorm check-ins and group discussions help students stay on track and get to know each other. It's also where important topics like leadership, communication, and community living are explored in a casual, open setting.

What Makes It Work

- Supportive adults in the dorms
- Opportunities to lead and help out
- Roommates and suitemates from all over the world
- Shared responsibilities (like room checks and dorm jobs)
- Time to relax, recharge, and have fun

Beyond the Dorm

Life at Hyde includes weekend activities, trips around Maine, movie nights, bonfires, open mic nights, and time to explore new interests. Students stay busy, stay connected, and build lasting memories with friends and faculty.

At Hyde, living on campus means learning how to balance work and fun, independence and community — all while making the most of high school life.

ATHLETICS



Hyde School Athletics

Building Character Through Competition

At Hyde School, athletics is not just an extracurricular — it's an essential part of who we are. Every student, regardless of prior experience or ability, is a student-athlete and participates in a team sport each season.

We believe that the playing field is a powerful classroom. Through the daily challenges of training, competing, winning, and losing, students learn to lead, to be resilient, and to support others. They gain confidence and character — qualities that last long after the final whistle.

Why Every Student Plays

- Three-Season Participation: All students play a sport each season — fall, winter, and spring.
- Growth Over Glory: Our coaches emphasize effort, integrity, and team-first mindset.
- Leadership Development: From captains to first-time athletes, every student learns how to lead and be led.
- Transferable Lessons: What students learn on the field translates to the classroom, dorm, family, and future.

Our Athletic Philosophy

Hyde athletics is about personal growth, not just performance. We challenge our students to push beyond comfort zones, discover hidden strengths, and build lasting bonds with teammates and coaches. Our athletes compete hard, represent the school with pride, and walk off the field with a stronger sense of self.

Fall Sports

Boys' Varsity Soccer
Boys' Junior Varsity Soccer
Girls' Varsity Soccer
Cross Country (Coed)
Golf (Coed)

Winter Sports

Boys' Varsity Basketball
Boys Junior Varsity Basketball
Girls' Varsity Basketball
Wrestling (Coed)
Swimming (Coed)

Spring Sports

Boys' Varsity Lacrosse
Girls' Varsity Lacrosse
Track and Field (Coed)
Tennis (Coed)



Hyde School Mission Statement



*Develop Character To Discover
Unique Potential*

Join our community nestled in the best little city in Maine.