



# **KENTS HILL SCHOOL**

**2026-2027 Academic Handbook and Curriculum Guide**

**Subject to Change**

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# ACADEMIC VISION AND PHILOSOPHY

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## Academic Vision

*At Kents Hill School, we provide a rigorous and forward-looking academic experience designed to prepare students for a future we cannot yet fully imagine.*

Our program blends the strength of traditional disciplines with a distinctive, future-focused education that integrates the sciences, mathematics, arts, and humanities, with engineering, emerging technologies, stewardship of our outdoor environment, and the entrepreneurial spirit here in Maine. Through place-based, inquiry-driven, technology-integrated, and experiential learning, students tackle authentic challenges and develop the skills to think critically, communicate effectively, and lead with purpose. We believe deep learning goes beyond content mastery. It means creating space for students to take risks, make mistakes, and grow through challenge. We see our campus as a dynamic learning community—from design labs to studios, seminar tables to forest trails—where students and educators engage deeply through exploring, prototyping, and creating. We are deeply committed to knowing and supporting each learner. We design learning to honor diverse strengths, needs, and aspirations, equipping students not just to succeed in the classroom but to thrive as active, engaged, and curious global citizens.

## Academic Philosophy

At Kents Hill School, we believe that students are not passive recipients of knowledge but active sensemakers who construct understanding through experience, reflection, and collaboration. Rooted in the constructivist theories of Dewey, Piaget, and Vygotsky, our approach emphasizes that meaningful learning occurs when students grapple with complex ideas, engage in dialogue, and apply knowledge in real-world contexts. Students explore problems, analyze data, and refine their thinking over time, developing conceptual understanding alongside academic skills. We also draw from the insights of cognitive psychology and neuroscience, which affirm that learning is most effective when it builds on prior knowledge, is spaced and revisited over time, and engages multiple modalities and contexts.

We view education as both a personal and civic endeavor. In line with the philosophies of thinkers such as Plato, Dewey, Freire, and Du Bois, we view schooling not just as preparation for college or career, but as a means of cultivating ethical, engaged citizens capable of contributing to the common good. At its core, learning at Kents Hill is a process of becoming - developing identity, agency, and purpose in a rapidly changing world.

# ACADEMIC GUIDELINES

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## Credits

Kents Hill School awards 1 credit for each successfully completed yearlong course and 1/2 credit for each semester course. Successful completion of each yearlong course entails earning two semester grades that, when averaged together, result in a passing grade for the year. Students may receive 1/2 credit by earning a passing grade for one semester but failing the course for the year.

Kents Hill School also awards 1/2 credit to students who enroll for part of a school year. In order to be eligible to earn 1/2 credit in a course, students need to have completed the majority of the semester. Students joining Kents Hill prior to the end of the first quarter will be treated as full-year students and may earn credit accordingly; students who enroll after the first quarter concludes will be treated as midyear students and receive 1/2 credit for each successfully completed course; students who leave Kents Hill School before the end of the year will be awarded 1/2 credit for each successfully completed Semester 1 course.

# Graduation Requirements

Students must fulfill the requirements listed below to receive a Kents Hill diploma. In exceptional circumstances, waivers may be granted for some requirements; all waivers must be approved by the Academic Leadership Team in conjunction with the Director of College Counseling. Please note that students must be enrolled until graduation and may not graduate early.

## 4-Year Students

Arts	2 credits (1/2 credit must be in Visual Arts and 1/2 credit in Performing Arts)
English	4 credits (each student must be enrolled in an English course at all times)
Mathematics	3 credits (including Algebra 1, Geometry, and Algebra 2 or beyond)
Science	3 credits (including 1 credit of Biology, 1 credit of Chemistry or Physics, and 1 credit of Enviro Science)
Social Studies	4 credits (including 1 credit of United States History)
Tech and Engineering	2 credits
World Languages	2 credits in high school and completion of Level 200 in one language

Total Kents Hill credits required to graduate: 20

## 3-Year Students

Arts	2 credits (1/2 credit must be in Visual Arts and 1/2 credit in Performing Arts)
English	3 credits (each student must be enrolled in an English course at all times and accrue 4 credits of English total in order to graduate from high school)
Mathematics	2 credits (including Geometry and Algebra 2 or beyond)
Science	2 credits (including 1 credit of Chemistry or Physics and 1 credit of Enviro Science)
Social Studies	3 credits (including 1 credit of United States History)
Tech and Engineering	2 credits
World Languages	2 credits in high school and completion of Level 200 in one language

Total Kents Hill credits required to graduate: 15

## 2-Year Students

Arts	1/2 credit (which may be fulfilled by either Visual Arts or Performing Arts)
English	2 credits (each student must be enrolled in an English course at all times and accrue 4 credits of English total in order to graduate from high school)
Mathematics	1 credit (including Algebra 2 or beyond)
Science	1 credit (including 1 credit of Enviro Science)
Social Studies	2 credits (including 1 credit of United States History if not previously taken)
Tech and Engineering	1 credit
World Languages	2 credits in high school and completion of Level 200 in one language

Total Kents Hill credits required to graduate: 10

## 1-Year Students

Arts	1/2 credit (which may be fulfilled by either Visual Arts or Performing Arts)
English	1 credit (each student must be enrolled in an English course at all times and accrue 4 credits of English total in order to graduate from high school)
Mathematics	1 credit of Algebra 2 if not previously taken
Science	1 credit of Life Science (e.g., Human Anatomy and Physiology or Enviro Science) if not previously taken
Social Studies	1 credit (which must be United States History if not previously taken)
Tech and Engineering	1 credit (suggested but not required)
World Languages	1 credit (if not previously taken)

Total Kents Hill credits required to graduate: 5

# Course Load

A typical course load for students in grades 9-12 is 6 classes at all times. Exceptions to this policy are rare and must be approved by appropriate academic leadership in conjunction with the Director of Student Learning Support. For students in grades 11 and 12 approval must also come from the Director of College Counseling.

Students with sufficient credits, both aggregate and departmental, are promoted to the next grade level according to these guidelines:

10th grade:	5 credits and a clear path to fulfilling all graduation requirements
11th grade:	10 credits and a clear path to fulfilling all graduation requirements
12th grade:	15 credits and a clear path to fulfilling all graduation requirements
Postgraduate:	High School diploma

## Course Requests

Students are encouraged to pursue a course load that is both appropriately challenging and manageable, allowing them to build a strong academic record. During the second semester, students work closely with their advisors, teachers, College Counselors, and members of the Academic Leadership Team to determine the most appropriate course requests for the following years for the following year. While every effort is made to accommodate individual preferences and academic goals, course schedules are ultimately shaped by staffing and sectioning needs.

## Course Changes

Student-initiated course changes may be made during the first week of each semester. Students must obtain permission from the appropriate Department Chair, their advisor, and the Academic Leadership Team. For Juniors, Seniors, and postgraduates, the College Counseling Office must also approve of the change.

At times, the school may require a student to switch courses or sections of courses for any one of a variety of reasons. These decisions will be made by the Academic Leadership Team in conjunction with representatives from other school offices when appropriate and clearly communicated with the student and their Advisor.

## Advanced Placement and Dual-Enrollment Courses

Advanced Placement (AP) courses are rigorous classes that follow College Board syllabi and culminate in external exams each May. All Advanced Placement students are required to take AP exams and pay the requisite fees. Students who wish to enroll in AP and/or DE courses must have strong academic backgrounds and be recommended by a teacher during the Course Selection process. Please note that Kents Hill does not recommend that students take more than a total of three AP/dual-enrollment classes per school year, as these courses demand considerable time and effort outside of the academic day. See the course descriptions for offerings and prerequisites. Additional course fees may apply.

## Independent Studies

Independent Studies are available in select circumstances when students are interested in a course that Kents Hill does not already offer. Any student in Grade 11 or above who wishes to undertake a pass/fail independent study must work with a teacher to create a proposal using Kents Hill's [proposal template](#). The proposal must have faculty support as indicated by the following signatures: the supervising teacher, the appropriate department chair, the student's advisor, and the Director of College Counseling. Students must submit complete independent study proposals to the Coordinator of Student and Family Records by the course selection deadline. Proposals will be reviewed and decisions will be made by the Academic Leadership Team. Note: In the rare instance that a student undertaking an independent study does not fulfill his or her obligations in the opinion of the supervising teacher, the Academic Leadership Team reserves the right to remove the independent study from the student's schedule.

## Summer Homework

Some teachers of Honors, Advanced Placement, and dual-enrollment courses assign a moderate amount of summer homework to prepare students for the rigors of the year ahead. Students with summer work must complete the assignments on time to secure their place in these challenging courses. For students enrolled in Kents Hill School *before* August 1, summer work is due on registration day, Saturday, September 1, either electronically to the teacher or handed in to the Dean of Academics in the Alfond. Students who enroll *after* August 1 may take until the end of our annual add/drop period. Students who enroll at Kents Hill or in the specific course *after* the school year starts will complete the assignment in consultation with the teacher of that course. **Please see the course descriptions below for classes requiring summer homework.**

## Academic Grades

Letter Grade	Numerical	Grade Point Equivalent
A+	100 - 97	4.3
A	96 - 93	4.0
A-	92 - 90	3.7
B+	89 - 87	3.3
B	86 - 83	3.0
B-	82 - 80	2.7
C+	79 - 77	2.3
C	76 - 73	2.0
C-	72 - 70	1.7
D+	69 - 67	1.3
D	66 - 63	1.0
D-	62 - 60	0.7
F	59 - 0 (Fails to meet minimum course requirements)	
P	Pass (Meets course requirements)	
W/P	Withdrawn with a passing grade	
W/F	Withdrawn with a failing grade	
INC	Incomplete	
MW	Medical withdrawal	

Semester grades appear on the school transcript; cumulative GPA is recalculated at the end of each semester.

## Incomplete Grades

A student may be temporarily granted an incomplete for a marking period grade if they have missed a significant amount of class time due to excused absences or have otherwise been deemed by the school to be unable to complete a substantial amount of coursework. In such cases, the student will work with their teachers to set a specific deadline for completing the work. The decision will be clearly communicated to the student and family, along with the agreed-upon timeframe for completion.

## Academic Grading Periods

Grades are collected by the school eight times each academic year, four times a semester. It is important to note that only semester grades appear on any Kents Hill transcript while the other marking periods are for internal use only. The academic grading periods for the 2026-2027 school year are as follows:

\*Families will be provided with a narrative comment for each class.

Marking Period	Marking Period Ends
Q1 Snapshot	Early October
Quarter 1*	End of October
Q2 Snapshot	Mid November
Semester 1	Mid December

Marking Period	Marking Period Ends
Q3 Snapshot*	Early February
Quarter 3**	Early March
Q4 Snapshot	Mid April
Semester 2	End of School Year

\*Families will be provided with a narrative comment for each class

\*\*Families will be provided with course recommendations for the next academic year.

## Academic Intervention Statuses

At the end of each marking period, the school evaluates grades to identify students who are struggling academically. When academic concerns arise, the academic office will assign academic statuses to build in support for students and address ongoing concerns. Academic Statuses are internal in nature and will not be reported on any official school documentation.

### Academic Concern

Students who have any grade below a C for any internal or external grade reporting period are placed on Academic Concern until the end of the next marking period. In addition, students on Academic Concern will be required to attend Structured Evening Study Hall for the next academic marking period. Please reference the Structured Evening Study Hall section for more information.

### Academic Warning

Students earning a failing grade in any one class or a grade below a C- in two or more classes are placed on Academic Warning. Academic Warning consists of all expectations outlined for Academic Concern. In addition, the student must meet with their advisor to discuss their academic performance and establish an academic improvement plan, including measurable actions the student will take to address it. This plan is to be shared, via email, with the family and Director of Academic Operations within two weeks of the start of the next marking period.

Students on Academic Warning may not travel with an athletic team or student group if doing so would cause them to miss any courses in which they have a Failing grade. The travel restriction will be reevaluated every two weeks until the next academic grading period.

### Academic Probation

Students who earn multiple failing grades or whose progress indicates they may not meet their graduation requirements are placed on Academic Probation. Academic Probation consists of all expectations outlined for Academic Warning. In addition, the family will participate in an intervention meeting with the advisor. Teachers will issue bi-weekly progress reports to students, families, advisors, the Director of Academic Operations, and the Assistant Head of School until the end of the next marking period. When students are not making adequate progress toward graduation, a student support team will be convened to determine the student's re-enrollment status.

Students on Academic Probation may not travel with an athletic team or student group if doing so would cause them to miss any courses in which they have a Failing grade. The travel restriction will be reevaluated every two weeks until the next academic grading period.

## Reclassification

During a student's time at Kents Hill, situations may arise where the family wants their student to reclassify their grade level by either moving up a year or moving back a year. While these transitions are uncommon, careful consideration must be given when a family feels this is in the best interest of the student. Reclassification decisions are made by the Reclassification Committee which consists of representatives from the Academic, Admission, College Counseling, and Student Life offices and the advisor of the student in question.

Families seeking to reclassify their student should have a detailed conversation with the student and the student's advisor and then apply for reclassification by contacting Meg Bennet, Dean of Enrollment Management by Friday, February 20, 2026.

Situations may also arise where the school may require a student to reclassify to maintain their enrollment at Kents Hill School. These situations will be handled by the Reclassification Committee.

## Honors Recognition

At the end of each semester, Kents Hill School recognizes those students who have attained academic excellence and/or excellent effort in their studies at Convocation. The Honor Roll is defined as:

Honors with Distinction	An academic average of at least 4.0	No grade below A-
Honors	An academic average of at least 3.5	No grade below B-

## National Honor Society

Founded in 1921, the National Honor Society is recognized as the premiere institution that recognizes excellence in academic achievement, service, leadership, and character in secondary schools. Each fall, the Kents Hill chapter of the National Honor Society evaluates candidates for potential induction in recognition of their achievements.

To be considered for induction into the Kents Hill chapter, students must be in their second full academic semester at Kents Hill when the evaluation process begins in the fall, have a cumulative GPA of at least 3.50, and demonstrate excellence in service, leadership, and character. After the first quarter of each academic year, students in the 11th and 12th grades who meet the minimum GPA requirement will be invited to apply for induction. Applications are reviewed by the Kents Hill National Honor Society Committee and the decisions of that committee are final. Applicants will be notified of their status in writing.

## Study Outside of Kents Hill

Kents Hill students are involved in many exciting learning opportunities be it jobs, travel, premiere arts and/or athletic opportunities, or intentional focus on an area of personal interest. In some cases, Kents Hill students will seek to take courses to enhance their academic profile by either taking a course that is not offered in the Kents Hill curriculum or taking a course that will help them advance further in the Kents Hill curriculum. Academic course planning should be done in careful coordination with advisors, College Counseling, and families and should strive to represent the growth of a well-rounded experience. As such, Kents Hill requires students and families to follow specific protocols when considering summer academic work.

### Advancement, Credits, and Graduation Requirements

Kents Hill does not grant credit for external work nor does external work count towards graduation requirements; however, it can allow students to advance in a discipline. For example, a 4-year student is required to take three years of math including Algebra 2 or beyond. If a student successfully completes an approved Algebra 2 course over the summer they would be granted placement in the appropriate next course, but they would still have to enroll in math for three full credits during their academic time at Kents Hill. The placement in the course above Algebra 2 would satisfy the Departmental Requirements, but not the credit requirement.

### Enrollment Approval Policies for Academic Advancement

Students looking to enroll in a summer course to advance in a discipline need to gain the approval of the academic Department Chair, Academic Leadership team,, and Director of College Counseling before the course request period ends for the academic year. Students must be enrolled in a certified academic program that is approved by Kents Hill and can provide a transcript to Kents Hill. Students may not simply work with a tutor or learn the material on their own and request a placement test.

### Successful Completion, Documentation, and College Reporting

To successfully complete an external course, a student must earn a mark of at least 83%, or the equivalent. Students should have a transcript submitted to registrar@kentshill.org on or before August 20 of the summer after enrollment to document completion. Summer work will not be documented on the Kents Hill transcript, but the information provided about summer studies will be included with other academic materials by the Kents Hill College Counseling Office for college admission purposes.

# ACADEMIC SUPPORT PROGRAMS

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## Learning Skills Program

Kents Hill School's Learning Skills Program provides academic and organizational support to students who would benefit from extra scaffolding around issues such as time and materials management, study skills, and confidence-building in the academic realm. The Learning Skills Program pairs students with Learning Specialists who are fully committed to ensuring that students thrive in all aspects of school life and are prepared to tackle college and beyond with self-confidence, self-determination, and self-advocacy.

To best fit the needs of individual students and their families, the Learning Skills Program offers three levels of support. Level 1 Support provides private, one on one sessions; three formal meetings with a Learning Specialist each week; and an individualized learning plan focused on strengths, opportunities, and feedback. Level 2 Support provides small-group sessions based on common learning profiles; three meetings with a Learning Specialist per week; and an individualized learning plan. Level 3 Support provides a one-on-one check-in once a week with a Learning Specialist. Additional fees apply for all levels of the Learning Skills Program. Please consult the Admissions Office for specifics.

## English Language Support

English Language Support is available for students who are developing their English language proficiency. Working with a Learning Specialist in a small group setting, students strengthen their language abilities through course content while also developing their executive function and advocacy skills. Additional fees apply. Please contact the Admissions Office for specifics.

## Study Hall

Study hall at Kents Hill School provides students with a structured environment in which to focus on academic responsibilities outside of regular classroom instruction. It fosters time management, independent learning, and self-discipline—skills essential for academic success and lifelong learning. Kents Hill utilizes several different Study Halls to support students on their academic journey.

## Kents Hill Foundations

Kents Hill Foundations is a course designed to help 9th and 10th-grade students make a smooth and successful transition to Kents Hill School. This class focuses on teaching students effective learning strategies and habits to improve their academic performance and overall learning experience. Covering topics such as time management, organization, note-taking, and test-taking strategies, the Kents Hill Foundations class provides students with the “why”, “what”, and “how” of the skills required to succeed in school.

## Daytime Structured Study

Students on Academic Concern will be required to check into the Cochrane Library for Daytime Structured Study Hall for their free periods. They are to turn their cell phone into the person supervising the space and work. Computers may be used, but only for academic or school-related purposes. Students who misuse their technology will be required to turn it in to the DSS supervisor.

## Evening Study Hall

Evening Study Hall takes place in Kents Hill's dorms from 8:30 p.m. to 10:00 p.m. Sunday through Thursday nights. Students enrolled in the Akin Learning Center may attend Evening Study Hall in the Akin. There is a significant behavioral expectation that goes along with the privilege of being in the dorm for evening study hall. Simply put, any behavior or actions that could potentially disturb or distract others is not acceptable. Expectations for Evening Study Hall are listed below. It is impossible to write out an exhaustive list of potential infractions, but dorm staff will respond to students on an as needed basis.

During Evening Study Hall, the following are the expectations for each dorm:

- **Quiet environment:** Minimal distractions and noise to support focus. Noise should not be heard outside of the individual room. All music is to be enjoyed using earbuds or headphones.
- **Adequate lighting:** Well-lit space to reduce eye strain and maintain alertness. Doors fully open.
- **Organized space:** Clean, clutter-free area with all necessary supplies (books, pens, laptop).
- **Device discipline:** Limited use of phones and social media unless required for study. All devices are to be used for academic work only.
- **Healthy breaks:** Scheduled, non-disruptive, short breaks (~5 minutes) to rest the mind and prepare for continued focused work.

There will be times when students complete the work that is to be turned in the next day, but that does not mean that Evening Study Hall is over for them. Students should use these times to work on long-term assignments, organize academic materials, study for upcoming assessments, and practice other study skills that will help them develop as students.

Failure to comply with the Evening Study Hall expectations may result in assignment to Structured Evening Study Hall.

## Structured Evening Study Hall

Structured evening study takes place Sunday through Thursday from 8:25 pm to 9:55 pm in Bearce Chapel. Students who are enrolled in the Akin Learning Center will attend Structured Evening Study Hall in the Akin Learning Center. Students attend Structured Evening Study Hall for many reasons, but the most common four are:

- They are on Academic Concern
- They have not lived up to the expectations of being in the dormitory for ESH
- Their family, advisor, or Academic Leadership Team has placed them there.
- They find that working in this type of environment is beneficial for them.

Students in Structured Evening Study Hall must sign out of their dorms by 8:15 pm, so they arrive at Bearce and are ready to begin work at 8:25 pm. Upon arrival, students are to hand their phones to the proctor and fill out their plan for the night on the Structured Evening Study Hall planning sheet. Computers are to be used only for academic purposes, and headphones or earbuds are not allowed unless approved by the proctor for specific academic work. Students will receive two five-minute breaks during Structured Evening Study Hall to get up and move around, but they will not be permitted to use their phones during these breaks. Students who are late for Structured Evening Study Hall will be restricted to their dorm the following night, including Friday night, if students are late to Structured Evening Study Hall on Thursday.

## ACADEMIC INTEGRITY AND DISCIPLINE

### Honor Code

Kents Hill School's core values provide the foundation for both academic and social honor. As a member of the Kents Hill community, you pledge to uphold the school's core values and Honor Code: ***I will complete all academic work with integrity and commit to treating myself and others with respect.***

### Academic Integrity and Academic Dishonesty

In the classroom and other school-wide settings, students are expected to demonstrate their fidelity to our core values through their commitment to academic integrity. By signing their name to their work and/or submitting work in their name, students agreed to adhere to the fundamental tenets of academic Integrity. At its core, academic integrity requires students to produce original work for each assignment, be honest in their use of others' work when appropriate through proper citation, and not use or provide unauthorized aid. Violations of academic integrity are considered Academic Dishonesty and will be adjudicated as specified in the sections below.

The following sections give guidance to our community but are not an exhaustive list. It is not feasible to list all possible academic integrity infractions and a student may be subject to academic and/or disciplinary consequences for infractions not mentioned in the Academic Handbook. Instances in which the Academic Handbook does not identify a specific violation of academic integrity do not constitute approval, nor is the

school limited to the narrow guidelines of the Handbook. Any action deemed to violate academic integrity may be viewed as Academic Dishonesty and adjudicated.

Academic Dishonesty occurs when a student does not meet the stated, understood, or implied standards of academic integrity. While the basic tenets of academic integrity always apply, individual instructors may lay out specific guidelines for assignments specific to the course or assignment. When questioning or in doubt, **it is the responsibility of the student** to seek clarification and guidance from the instructor who assigned the work. Information received from anyone aside from the specific instructor is not considered valid.

## Common Academic Integrity Violations

The following are the most common forms of academic integrity violations and are not to be seen as an exhaustive list. Violations of academic integrity may include one or more of the following actions:

### Plagiarism

Using someone else's intellectual work without proper and complete acknowledgment and/or citation.

### Cheating

Using materials and/or methods that do not comply with the spirit or letter of the acceptable standards for an assignment.

### Inappropriate Use of Technology

Use of smart devices and other digital resources, including but not limited to AI generators and translation tools, without the explicit permission of the assigning instructor is considered a violation of academic integrity. Students may be required to prove the authenticity of their work as part of any assignment.

### Unauthorized Aid or Collaboration

Working with another student, tutor, or adult, when an original product is expected. Misrepresenting the amount of work done on a group project. Providing unauthorized materials to other students including but not limited to previous or current outlines, returned assessments, and so forth.

### Multiple Submission

Submitting work that has been previously submitted, at Kents Hill or any other institution, without explicit permission from the assigning instructor.

### Fabrication

Making up information or knowingly submitting false information for any assignment.

### Transparency

Not using common methods that allow for the evaluation of the authenticity of one's work. For example, students may be required to submit written assignments via a shared, non-pdf Google doc associated with their kentshill.org address that reflects each stage of their writing process. Using a single document in all stages of composing, revising and editing helps you prove authenticity via the Google extension called "Draftback." Completing a writing assignment in one doc and then copying and pasting its contents to another doc which you turn in is unacceptable because this approach does not allow your teacher to see your writing process.

## Responding to Violations

Most Academic Integrity Violations will be adjudicated by the classroom teacher in conjunction with their Department Chair. Consequences will vary based on the policies of the class, but penalties can range from redoing the assignment with a verbal warning to earning a zero on the assignment. If the case is egregious, or a student has a series of violations, in the same class or across classes, the student will be referred to the Dean of Students for adjudication as a potential Level 2 violation. Please refer to the 2026-2027 Student and Family Handbook for information on responses to violations.

# ACCREDITATION

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Kents Hill School meets the annual standards for NEASC accreditation and reporting required by the Maine Department of Education.

# COURSES: SCHOOL YEAR 2026-2027

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The following pages describe the courses that Kents Hill School plans to offer during the 2026-2027 school year. It is important to note that some courses may be removed from the curriculum after students submit course requests for various reasons, including staffing needs or insufficient interest. This highlights the need for students to request alternate courses when completing their course requests for the 2026-2027 school year.

## VISUAL AND PERFORMING ARTS

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The Art Department's mission is to provide all students with opportunities to develop their appreciation and understanding of the visual and performing arts. Kents Hill offers variety, depth, and growth to every student and facilitates creative environments in which students feel safe, supported, and challenged. Courses awarding visual and performing arts credits are designated as such. The Arts Department offers courses at the 100-500 levels.

### Semester Courses

Semester 1 Courses: Fall 2026	Semester 2 Courses: Spring 2027
History and Performance of Musical Theatre	Introduction to Guitar
Metalsmithing and Jewelry	Sustainable Fashion
Photography	Public Speaking
Introduction to Piano NEW COURSE	Introduction to Marketing
	Contemporary Sketchbook NEW COURSE

### 100-LEVEL COURSES

#### VPA 101: Grade 9 Arts Seminar

Full-year course (0.5 Visual Art, 0.5 Performing Arts )

#### College Prep

The Freshman Arts Seminar allows students to find their creative voices and explore Kents Hill's arts offerings. The course is taught in several sections by different instructors. In each section, students are introduced to a different set of skills and concepts. Topics of exploration include but are not limited to drawing, painting, ceramics, textiles, sculpture, woodworking, performing arts, music, and the Adobe Suite. Through written reflections and group critiques, students develop critical thinking skills and the ability to share and receive meaningful feedback. This course provides students with a well-rounded background in the arts and allows them to focus on specialized classes as they move through the Kents Hill curriculum. Additional course fees apply.

## VISUAL ARTS

### 200-LEVEL COURSES

#### VPA 201: Ceramics 1

Full-year course (1 credit)

#### College Prep

This course is an introduction to the multiple methods of creating art with clay. Students will explore various clay bodies and learn the primary techniques of hand-building and glazing. Students will also be introduced to advanced processes such as wheel throwing, mold making, and slip casting. Projects range from sculptural pieces to functional wares while emphasizing creative freedom. Students will gain inspiration and appreciation of a wide breadth of historical and contemporary ceramic artists through research assignments. Written reflection and group critiques allow students to develop their communication skills and artist voices. Additional course fees apply.

#### VPA 215: Introduction to Marketing

Semester course- Spring 2027 (1/2 credit)

#### College Prep

Marketing is about storytelling, strategy, and impact. In this hands-on, seminar-style course, students will learn to create compelling, professional-quality content and campaigns. Designed to mirror an internship experience, the course provides opportunities for

students to develop and apply their skills through live projects used both within and beyond the Kents Hill School community. Topics may include brand identity, content creation, audience engagement, social media strategy, digital marketing tools, and persuasive messaging. Through practical experience, students will explore how design, communication, and analytics work together to create effective marketing campaigns. Prerequisite: VPA 101: First-Year Arts Seminar

### VPA 225: Contemporary Sketchbook

Semester course - Spring 2027 (1/2 credit)

#### College Prep

Contemporary Sketchbook is a studio-style course focused on building a sketchbook practice as a living tool. Messy, exploratory, and idea-driven rather than a portfolio of polished finished work. Students will begin with a provided sketchbook and spend the semester experimenting with a range of approaches for generating concepts, testing designs, practicing drawing skills, and developing personal visual thinking systems. The class bridges art, design, and technology by pairing analog methods (gesture studies, iterative thumbnailing, collage, visual research, prompts, annotation) with digital tools (drawing tablets/apps, photo sampling, layout and design workflows, and hybrid analog-digital processes). Through guided exercises, support, and guidance in developing a consistent practice, and visiting art/designer talks featuring real sketchbook examples, students identify which tools and habits genuinely support their creative work. The course especially would support students interested in the AP Studio Arts and advanced design courses in building a sustainable sketching routine that feeds stronger, more intentional finished works and projects. Additional course fees apply. **NEW COURSE!**

### VPA 231: Drawing and Painting

Full-year course (1 credit)

#### College Prep

This course is designed to help students develop basic drawing and painting skills. Through exercises, practice, and critiques students will learn how to see as an artist sees. Using various mediums including pencil, pen, and charcoal, students create a series of drawings to become comfortable rendering from observation. The foundational principles of art such as proportion, perspective, composition, negative/positive space relationships, value, and shading are all skills developed through drawing projects. Group critiques help students develop their communication skills and hone their artistic voices. In the second half of the course, students build upon their drawing skills and explore techniques and concepts of watercolor and acrylic painting. Students will explore how color, tone, and texture all impact a work of art. Additional course fees apply.

### VPA 241: Photography

Semester course—Fall 2026 (1/2 credit)

#### College Prep

This course is an introduction to the art of making, altering, and printing photographs. Students will explore the history of photography and the technology artists have used over the past century to capture images on film. The class primarily focuses on the use of DSLR (digital single-lens reflex) cameras, *Adobe Photoshop*, and *Lightroom*. The foundational principles of art such as proportion, perspective, and composition, are all skills developed throughout the year. This course introduces concepts relating to studio photography and lighting techniques. Students will work at cultivating a personal voice through their photos and effectively communicating their ideas and stories visually. Additional course fees apply.

### VPA 271: Introduction to Woodworking

Full-year course (1 credit)

#### College Prep

This course will focus on fundamental design principles and woodworking techniques. Students will be instructed on the safe and proper use of woodworking machines and hand tools such as the table saw, jointer, planer, band saw, chisels, and hand planes. This course is grounded with historical context and using traditional tools and techniques. Participants will learn how to transform sketches into technical drawings and scale models, then fabricate those ideas into finished pieces. Additional course fees apply.

### VPA 273: Sustainable Fashion

Semester course—Spring 2027 (1/2 credit)

#### College Prep

This semester-long course introduces students to basic sewing techniques through the lens of sustainable fashion and upcycling. Students will learn hand sewing practices, as well as how to properly use a sewing machine and serger. Students will learn ways to both create garments, as well as deconstruct and make something completely new out of existing ones. Through these processes

students will be introduced to garment construction, patterning, mending, types of fabric, dying, and finishing techniques. This course is project-based and focused on design thinking, and problem solving. Additional course fees apply.

### VPA 281: Jewelry Making and Metalsmithing

Semester course—Fall 2026 (1/2 credit)

#### College Prep

This course explores the concepts and skills of making jewelry and body adornment. Students will learn to work with metal from a Fine Arts perspective to create one-of-a-kind wearable sculptures. Students learn how to work with copper and silver as they also learn to design and build functional and sculpture work. Through technical demonstrations and assignments, students will learn a variety of skills such as cutting, soldering, riveting, sanding, and enameling. Through slideshows and individual research, students are introduced to historical and contemporary metal-working concepts and artists. Through written reflection and group critiques students develop their communication skills and artistic voices. Additional course fees apply.

## 300-LEVEL COURSES

### VPA 301: Art of Short Film

Full-year course (1 credit)

#### College Prep

The Art of Short Film engages students in all aspects of producing a short film, focusing on documentaries. Using *Adobe Premiere* software, video cameras, tripods, professional lighting, and audio equipment, students create their own collection of short (1-5 minute) films. Striving artistically to showcase the elements of cinema into compelling visual storytelling is a major goal of the course. Students work in groups and individually depending on the project. The principles of filming (framing, pan & zoom, angles, etc.) as well as editing (cutting, pacing, etc.) are covered. For homework, students research various film techniques, post videos, and report on their findings. Additional course fees apply.

### VPA 371: Intermediate Woodworking

Full-year course (1 credit)

#### College Prep

In this course, students will learn more advanced cabinetry techniques while deepening the fundamental skills acquired in Introduction to Woodworking. This course is rooted in historical context and employs traditional tools and methods. Students will undertake larger projects that present an appropriate level of challenge, such as a chest of drawers, nightstand, drop-leaf table, or writing desk. Additionally, students will learn to use the CNC machine. Instructor permission is required for this course.

Prerequisites: Introduction to Woodworking or a similar course from a previous institution and permission of the instructor.

Additional course fees apply. **NEW COURSE!**

## 500-LEVEL COURSES

### VPA 501: AP Two-Dimensional Studio Art

Full-year course (1 credit)

#### Advanced Placement

This course is intended for 11<sup>th</sup>, 12<sup>th</sup>, and PG students who are serious about art and are considering a major or minor in art in college. Students will pursue individualized research and artistic investigation on a self-determined topic of interest. Students will prepare an art portfolio for the AP 2-D Studio Art exam in May and as a supplement for their college portfolio applications. The goals of this course are to encourage creative as well as systemic investigation of formal and conceptual issues; to emphasize art as an ongoing process involving informed and critical decision-making; to develop technical skills and to familiarize students with the functions of the visual elements. Instructor permission is required for this course. Additional course fees apply. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 6.**

### VPA 511: AP Three-Dimensional Studio Art

Full-year course (1 credit)

Advanced Placement

This course is intended for juniors, seniors, and Academic Gap Year students who are serious about art and are considering a major or minor in art in college. Students will pursue individualized research and artistic investigation on a self-determined topic of interest. Students will prepare an art portfolio for the AP 3-D Studio Art exam in May and as a supplement for their college portfolio applications. The goals of this course are to encourage creative as well as systemic investigation of formal and conceptual issues; to emphasize art as an ongoing process involving informed and critical decision-making; to develop technical skills and to familiarize students with the functions of the visual elements. Instructor permission is required for this course.

Additional course fees apply. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

### VPA 521: AP Drawing

Full-year course (1 credit)

Advanced Placement

This course is intended for 11<sup>th</sup>, 12<sup>th</sup>, and PG students who are serious about art and are considering a major or minor in art in college. Students will pursue individualized research and artistic investigation on a self-determined topic of interest. Students will prepare an art portfolio for the AP Drawing exam in May and as a supplement for their college portfolio applications. The goals of this course are to encourage creative as well as systemic investigation of formal and conceptual issues; to emphasize art as an ongoing process involving informed and critical decision-making; to develop technical skills and to familiarize students with the functions of the visual elements. Instructor permission is required for this course. Additional course fees apply. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

## PERFORMING ARTS

### 200-LEVEL COURSES

#### VPA 205: History and Performance of Musical Theater

Semester course- Fall 2026 (1/2 credit)

College Prep

In this course, students will be introduced to the world of musical theater and given tools to help them understand it as well as bring it to life. Students will learn the history of musical theatre and focus on musicals from the Golden Age of Broadway to today. As a class, students will learn songs, dance, dialogue, and movements from different musicals. This course involves hands-on projects that are developed to build confidence while performing, as well as musical appreciation. This course is for everyone, from a true beginner to the more experienced.

#### VPA 206: Introduction to Piano

Semester course- Fall 2026 (1/2 credit)

College Prep

Introduction to Piano is a great way to learn to play an instrument, and intended for a beginner level. This class will focus on the fundamentals of piano, reading music notation, playing technique, and literature. Students are not required to perform publicly as part of the course, but playing opportunities will be available within the Kents Hill Community for those who would like them. No prior musical training is required. **NEW COURSE!**

#### VPA 213: Introduction to Guitar

Semester course- Spring 2027 (1/2 credit)

College Prep

Introduction to guitar welcomes any level of guitar player. This class will focus on the fundamentals of guitar, reading music notation, playing technique, and literature. Students are not required to perform publicly as part of the course, but playing opportunities will be available within the Kents Hill community for those who would like them. No prior musical training is needed.

VPA 217: Public Speaking  
Semester course- Spring 2027 (1/2 credit)  
College Prep

Effective communication is a powerful skill, and this course will help students build the confidence, knowledge, and techniques necessary to speak with clarity and impact. Through various public speaking experiences—including formal speeches, impromptu presentations, and professional networking—students will learn to organize their thoughts, craft compelling messages, and deliver them fluently and confidently. With numerous opportunities to practice in scenarios related to Kents Hill School and beyond, this course ensures that students acquire hands-on experience in professional communication. Prerequisite: VPA 101: First-Year Arts Seminar.

VPA 222: Kents Hill Ensemble  
Full-year course (1 credit)  
College Prep

Kents Hill Ensemble is an instrumental ensemble dedicated to studying and performing music from various genres and styles. Traditional symphonic orchestral instruments accepted (strings, brass, woodwinds, percussion). This is a full-year course open to all students who play an instrument and would like to perform as a group and enrich their instrumental music education. We will learn and review musical notation, symbols, and terminology so as to perform our selections with technical and expressive accuracy. This group will perform throughout the year and participation in concerts and other scheduled events are required.

VPA 232: Kents Hill Singers  
Full-year course (1 credit)  
College Prep

Kents Hill Choir is a vocal ensemble dedicated to the study and performance of vocal music from a variety of genres and styles. This is a full-year course open to all students who want to sing together as a group and enrich their choral music education. We will learn and review musical notation, symbols, and terminology so as to perform our selections with technical and expressive accuracy. Learning to sing safely and correctly will also be emphasized. This group will perform throughout the year and participation in concerts and other scheduled events are required. No prior singing experience necessary.

### 300-LEVEL COURSES

VPA 303: Guitar Ensemble  
Full-year course (1 credit)  
College Prep

This class is for students who have successfully completed Introduction to Guitar or can demonstrate the ability to play written chords and tabs or read musical notation. The class focuses on students being part of an ensemble, making music together in ways they wouldn't be able to on their own. Ensemble members will further their individual growth as guitar musicians and continue their musical journey while being vital members of the group. Prerequisites: Introduction to Guitar, a similar course from a previous school, or proof of ability. **NEW COURSE!**

# ENGLISH

Kents Hill's English program provides college-bound students with regular opportunities to develop proficiency in reading, speaking and listening, and writing. Our course sequence introduces students to literature from a range of authors, time periods, and literary forms, and all courses promote skill development through discussions, presentations, creative work, and traditional essay writing. In keeping with Kents Hill School's curriculum, English classes also include extensive investigation of character-related issues and multiple opportunities for student reflection. Each student is enrolled in an English course at all times and is required to complete at least four credits of English in order to graduate. Kents Hill offers English courses at the 100-500 levels.

## Semester Courses

Semester 1 Courses: Fall 2026	Semester 2 Courses: Spring 2027
Literary Changemakers	Literary Changemakers
The Story and Its Writer	The Story and Its Writer
Literature and Ethics	Literature and Ethics

## 100-LEVEL COURSES

### ENG 112: Multicultural Literature

Full-year Course (1 credit)

#### College Prep

Multicultural Literature is an entry-level course that introduces students to the basics of literary analysis. Students read works of fiction, poetry, and drama, and develop original arguments based on specific details within each text. Throughout this process, students examine the core elements of fiction, such as conflict, plot, setting, character, theme, and point of view. Students also review foundational principles of grammar, punctuation, and usage, and write several multi-paragraph essays. As a thematic focus, the course draws on a diverse range of authors and exposes students to work within and outside of the Western canon. Central texts may include *Born a Crime* by Trevor Noah; *Brown Girl Dreaming* by Jacqueline Woodson; Gareth Hinds's illustrated adaptation of William Shakespeare's *Romeo and Juliet*, and selections from *Sudden Flash Youth: 65 Short-Short Stories*. Selected poets may include Maya Angelou, Langston Hughes, Pablo Neruda, Naomi Shihab Nye, and Ocean Vuong.

## 200-LEVEL COURSES

### ENG 213: American Literature

Full-year Course (1 credit)

#### College Prep

This full-year course invites students to explore Maine through its landscapes, histories, cultures, and communities, examining how place shapes identity and human experience. Centered on Maine voices and stories, the course builds on genre-specific analytical skills introduced in Multicultural Literature. Students will engage in grammar and vocabulary study; practice introductory and multi-paragraph essay writing; analyze foundational literary elements such as character, setting, theme, and point of view; and develop a range of discussion skills. Emphasis remains on strengthening core competencies in reading, writing, and speaking and listening. The course culminates in student-designed capstone projects that demonstrate mastery of content knowledge, habits of learning, and character in action. Authors studied may include Elizabeth Strout, Lewis Robinson, Monica Wood, Carolyn Chute, Richard Ford, Stephen King, Patricia O'Donnell, Gretchen Legler, and Elizabeth Cooke, among others.

### ENG 223: Honors American Literature

Full-year Course (1 credit)

#### Honors

This full-year course invites students to explore Maine through its landscapes, histories, cultures, and communities, examining how place shapes identity and human experience. Through literature, visual art, documentary media, and primary sources, students will investigate historical and contemporary relationships among Indigenous peoples, settlers, industries, and the environment. Students engage in collaborative, hands-on projects - including storytelling, documentary filmmaking, social-action research, and museum exhibits - that develop critical thinking, creativity, communication, and research skills. Coursework emphasizes sustained observation, reflection, intellectual flexibility, and ethical application of curiosity, guiding students to

approach communities and stories with care, integrity, and responsibility. By synthesizing interdisciplinary perspectives and incorporating feedback from peers, instructors, and local partners, students produce original work that connects their learning to the world around them. The course culminates in student-designed capstone projects that demonstrate mastery of knowledge, habits of learning, and character in action. Prerequisites: ENG 112 or an equivalent course and teacher recommendation.

### 300-LEVEL COURSES

#### ENG 301: Global Voices, Global Perspectives

Full-year Course (1 credit)

##### College Prep

Global Voices, Global Perspectives is a year-long course that introduces students to writers, artists, and thought leaders from around the world who engage with contemporary issues that cross national and cultural boundaries. Students will encounter these voices as mirrors for understanding their own experiences and as windows into the wider world. The course emphasizes the development of critical and foundational literacy skills such as reading, writing, thinking, questioning, and dialogue, while fostering strong habits of learning and inquiry and aligning with Kents Hill's focus on character. Through these practices, students will develop their voices and agency, empowering them to think, communicate, and act with impact. Possible voices may include Chinua Achebe, Chris Cleave, Marjane Satrapi, Mohsin Hamid, R.J. Palacio, Naomi Shihab Nye, Sharon Draper, and Jesmyn Ward, among others.

### 400-LEVEL COURSES

#### ENG 401/402: Literary Changemakers

Semester Course (1/2 credit) - Fall 2026 and Spring 2027

##### College Prep

This semester-long course invites students to explore how literature both reflects societal change and inspires it. Through a diverse range of voices and texts, students will examine works that challenge the status quo, feature dynamic characters who drive innovation, and tell resonant stories that continue to shape our daily lives. The course emphasizes close reading, critical writing, expansive thinking, charitable listening, and thoughtful dialogue, while fostering strong habits of learning and inquiry and aligning with Kents Hill's focus on character. Through these practices, students will develop their voices and agency, empowering them to think, communicate, and act for change. Writing projects will range from literary analysis and expository writing to more creative options, and will focus on both new and recursive writing, reading, grammar, and vocabulary skills. Possible authors may include George Orwell, Sylvia Plath, Yevgeny Zamyatin, Ishmael Beah, Frederick Douglass, Edith Wharton, Jhumpa Lahiri, and Saul Bellow, among others. Prerequisite: Any ENG 200 or 300 level course, an equivalent course, and teacher recommendation.

#### ENG 409/410: The Story and Its Writer

Semester Course (1/2 credit) - Fall 2026 and Spring 2027

##### College Prep

This semester-long course explores the definition of "story," asks who tells stories, and examines how stories are told. Stories are often exciting blends of multiple forms, perspectives, and voices, and this course presents a diverse selection of titles, authors, genres, and topics. This course is about how stories are made, and why they matter. Working with broad definitions of the key terms from the course title, we'll investigate stories from antiquity and the 21st Century; from the Bible and the underground Comix movement; and from the novelists, songwriters, philosophers, poets, and social scientists. Students will place special emphasis on the ways in which great Western thinkers from across the millennia have depicted, critiqued, and admired storytellers and their audiences, both real and fictional. As we study and savor these beautiful, challenging, and fascinating texts, students will take up a series of core questions. Writing projects will range from literary analysis and expository writing to more creative options, and will focus on both new and recursive writing, reading, grammar, and vocabulary skills. Possible authors may include Aimee Bender, George Saunders, Charles Chesnutt, Kristen Roupenian, and James Davis May, among others. Prerequisite: Any ENG 200 or 300 level course, an equivalent course, and teacher recommendation.

ENG 421/422: Literature and Ethics  
Semester Course (1/2 credit) - Fall 2026 and Spring 2027  
College Prep

This semester-long course examines the intersections of literature and ethics (the branch of philosophy devoted to questions of justice, right conduct, and the good life). Beginning from the premise that trust is essential to human relationships, both intimate and communal, students will discuss a variety of voices and media that highlight trust's indispensability and describe situations in which the absence or evaporation of trust leads to isolation, interpersonal conflict, or social breakdown. This will allow students to explore twenty-first-century ethical topics, possibly including the proliferation of conspiracy theories, self-segregation, and political tribalism, among others. Students will complete reading assignments, engage in group discussions, participate in choice-driven projects, maintain a reflection journal, and complete several short writing assignments. Possible authors may include Kekla Magoon, Shirley Jackson, Cormac McCarthy, Richard Wagamese, Ken Kesey, Mary Karr, David Berreby, among others. Prerequisite: Any ENG 200 or 300 level course, an equivalent course, and teacher recommendation.

## 500-LEVEL COURSES

ENG 501: Advanced Creative Writing  
Full-year course (1 credit)  
Dual-Enrollment

Advanced Creative Writing is a dual-enrollment course in collaboration with the University of Maine at Farmington. Students will explore the craft and art of creative writing, learn how to identify successful elements of creative writing, develop oral and written articulation skills by properly and thoughtfully giving and receiving feedback, experience the wonders and intellectual empowerment of a “writing community,” and use writing as a tool for self-discovery and scholarly exploration. Students will assemble their own creative writing portfolio composed of creative nonfiction, fiction, and poetry, and they will have the opportunity to broadly publish their work in *Juxtapose*, Kents Hill's literary magazine as part of a project-based learning unit. Texts may include excerpts from *The Art of Memoir* by Mary Karr, *Why Poetry* by Matthew Zapruder, and *The Truth of the Matter* by Dinty Moore. Other authors of study may include Jaquira Diaz, Maggie Smith, Patricia Hampl, Annie Dillard, Mark Doty, Cristin O'Keefe Aptowicz, Richard Bausch, Ha Jin, Mary Oliver, Stephen King, Roxane Gay, TR Hummer, Bonafide Rojas, Ted Kooser, and Bret Lott, among many others. Prerequisite: Any ENG 400 level course, an equivalent course, and teacher recommendation. Students will receive college credit. Additional course fees apply.

ENG 510: AP English Literature and Composition  
Full-year course (1 credit)  
Advanced Placement

In this course, which is modeled on a college-level English seminar, students explore complex and challenging works of literature in a variety of genres in order to develop their close reading, discussion, and analytical writing skills and prepare for the College Board's Advanced Placement exam in English Literature and Composition. Readings include novels, plays, and poems from authors such as William Shakespeare, Emily Dickinson, Louise Erdrich, Herman Melville, Toni Morrison, Virginia Woolf, Franz Kafka, Walt Whitman, Tracy K. Smith, and James Baldwin. Prerequisite: instructor permission. Students are required to take the AP Exam and pay the accompanying fee. Additional course fees apply. Prerequisite: ENG 401, an equivalent course, and teacher recommendation. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

ENG 521: AP Language and Composition  
Full-year course (1 credit)  
Advanced Placement

This introductory college-level composition course focuses on how writers structure their arguments and the “moves” they employ to be persuasive. We will examine non-fiction texts of all kinds—famous speeches, ripped-from-headlines editorials, memoirs, famous essays and letters, podcasts, images, TEDTalks—and learn how to compose our own rhetorically-rich arguments, including raising our awareness of the role of reasoning, organization and style in essays. A myriad of mini-units about a variety of topics will structure this course: gender in advertising, the role of social media, race in America, satire and humor, and civil disobedience are all possible areas of study. After the May AP exam, we will read identity essays and write drafts of college essays. Overall, students will enhance their ability to read critically, think analytically, and communicate clearly both in writing and speech. Students are required to take the AP Exam and pay the accompanying fee. Additional course fees apply.

Prerequisite: ENG 401, an equivalent course, and teacher recommendation. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

# HEALTH AND PHYSICAL EDUCATION

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The Health and Physical Education Department is dedicated to promoting physical fitness, well-being, and healthy lifestyle choices. Through a variety of courses and activities, students develop essential skills in physical fitness, sports, nutrition, and mental health. The department emphasizes teamwork, leadership, and personal responsibility, fostering a positive environment for all students. Students engage in both individual and team activities, helping them build lifelong habits that support physical and emotional well-being. In addition to physical development, the department provides education on topics such as personal safety, stress management, and healthy relationships. The goal is to empower students to make informed decisions that promote a healthy and active life. As a new department in the 2025 - 2026 school year, only 200-level courses will be offered this year.

## 100-LEVEL COURSES

### HPE 001: Kents Hill Foundations

Full Year Course - Pass/Fail - No credit

Kents Hill Foundations is a course designed to help 9th grade and 10th grade students make a smooth and successful transition to Kents Hill School. This class focuses on teaching students effective learning strategies and habits to improve their academic performance and overall learning experience. Covering topics such as time management, organization, note-taking, and test-taking strategies, the Kents Hill Foundations class provides students with the “why”, “what”, and “how” of the skills required to succeed in school. This course is required for all incoming 9th grade students unless prohibited by scheduling.

## 200-LEVEL COURSES

### HPE 211: Fundamentals of Coaching

Semester course - Fall 2026 (1/2 credit)

College Prep

Coaching is more than just teaching skills and strategies—it’s about developing confident, well-rounded athletes and fostering a lifelong love of sport. This course introduces students to the fundamentals of coaching, from creating safe and effective practices to building strong team cultures. Through hands-on experiences, specifically focused on our ski hill and ice rink, students will learn how to motivate athletes, manage team dynamics, and support player growth on and off the field. Prerequisites: to enroll in this course, a student needs to be a returning junior or senior and obtain the recommendation of a Kents Hill Coach.

### HPE 213: Introduction to Athletic Training

Semester course - Fall 2026 (1/2 credit)

College Prep

This course provides an in-depth introduction to the principles of athletic training, focusing on the prevention, recognition, and management of sports-related injuries and illnesses. Through hands-on practice and real-world scenarios, students will build the skills and confidence needed to support athletes' health and performance. Topics may include human anatomy and physiology, injury assessment, emergency response, rehabilitation strategies, and essential techniques such as taping and bandaging.

Prerequisite: Biology 111 or higher and permission of instructor.

# MATHEMATICS

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Kents Hill's Mathematics program is designed to help students master algebraic skills, understand algebraic methods, reason graphically and analytically, and apply mathematics to solve everyday problems. Math courses are offered at the 100-500 levels and include various Honors and Advanced Placement options that progress at an accelerated pace, covering a wide range of content in both breadth and depth. These courses require a serious commitment from students and their willingness to invest extra time and effort into mastering the material.

Kents Hill students are required to complete at least three years of mathematics including Algebra 1, Geometry, and Algebra 2. As most selective colleges require four years of math, the Math Department and College Counselling recommend completing a fourth year. While students may choose to "double up" in mathematics after completing a 300-level class, they can only do this if one of the courses is either Statistics or AP Statistics and one other 400-level course or higher. Please note that students are not permitted to take a course and its prerequisite concurrently. All mathematics students will be provided with a Numworks graphing calculator for in-class use and are encouraged to download the free phone app for use outside of class.

## Academic Progress in Mathematics

For the required courses Algebra 1, Geometry, and Algebra 2, students must earn a grade of C- or higher in the second semester to be automatically promoted to the next course in the sequence. Students who earn a grade below C- in the second semester may be asked to take a placement exam before the start of the following year to demonstrate mastery of the material. For elective courses (which include all classes at the 400 level or higher), students who earn a B or higher in the second semester of their current math course will be promoted to the next class in their sequence. The exception to this is that students earning a C or above in the second semester of Algebra 2 or Precalculus may enroll in Statistics.

To transition into the Honors/AP math sequence, students must earn an A- or higher in the second semester of their current College Prep math course, get the permission of the Math Department Chair, and successfully complete the summer work packet for the course they are looking to enroll in. (Please note that students may need to learn some material on their own over the summer to complete the summer work packet.) Students who earn below a B in the second semester of an Honors/AP sequence course may only enroll in the College Prep or Statistics sequence course of the next level. Students who earn below a C in the second semester of an elective Honors course must obtain departmental approval to enroll in the next-level College Prep or Statistics course.

## 100-LEVEL COURSES

### MAT 111: Algebra 1

Full-year course (1 credit)

College Prep

Algebra 1 is a year-long course that provides the foundation for further study in high school mathematics. Focusing on early computational fluency, Algebra 1 emphasizes the habits of mind that promote success in mastering the skills and concepts in this course and in future mathematics courses. After they have developed conceptual mastery, students will do an in-depth study of linear functions, and conclude the course with an introduction to radical, absolute value, and polynomial functions. Students will also be introduced to the NumWorks graphing calculator with a special focus on linear regression and graphical analysis. Students will be given opportunities to display creativity by demonstrating different ways of reaching a solution, to develop collaboration skills by regularly working with classmates, to practice critical thinking by taking what we learn and applying it outside of our classroom, and to communicate effectively by participating in discussions and presentations.

## 200-LEVEL COURSES

### MAT 211: Geometry

Full-year course (1 credit)

College Prep

Geometry is a year-long course that introduces students to geometric reasoning as a problem-solving tool. This course covers topics such as triangle congruence and similarity, the properties of circles and convex polygons, and the dimensional concepts of

length, area, and volume. The study of geometry combines diagrams and other visual representations with algebraic techniques. Students are also introduced to presenting ideas through both formal and informal proofs. Prerequisite: Algebra 1.

### MAT 221: Honors Geometry

Full-year course (1 credit)

Honors

Honors Geometry is a year-long course intended to prepare students to take Honors Algebra 2 as their next math class. The course introduces students to geometric reasoning as a process for problem-solving. Honors Geometry includes the material studied in College Prep Geometry and requires students to develop a greater understanding of the underlying geometric concepts and algebraic techniques that support such methods of solution. The Honors Geometry course assumes greater facility with algebra and it also places greater emphasis on proof and justification. In addition to traditional lectures, the course content is developed through exploration and discovery, often through ruler and compass constructions and the use of physical manipulatives. The goals of the course include communicating relationships with new aspects of mathematical language while learning to think critically and rationally. Because this course moves at an accelerated pace, success requires independence and resourcefulness from the students. Prerequisite: Algebra 1 and departmental approval.

## 300-LEVEL COURSES

### MAT 311: Algebra 2

Full-year course (1 credit)

College Prep

Algebra 2 is intended to develop an understanding of algebra as a symbolic language. The Course begins by reviewing and extending students' command of linear equations and inequalities. The course includes an intensive study of second-degree polynomial equations and inequalities. By exploring methods of solution, including factoring and the quadratic formula, students gain computational facility with exponents while also exploring related concepts such as complex numbers. Algebra 2 builds on the understanding of functions and underscores the importance and utility of graphical representation of quadratic functions. Additional topics in this course include an introduction to exponential and logarithmic functions. Students will use the NumWorks graphing calculator to deepen their understanding of the material through complex numerical and graphical analysis. Prerequisite: Geometry or Honors Geometry.

### MAT 321: Honors Algebra 2

Full-year course (1 credit)

Honors

Honors Algebra 2 is a rigorous course intended to prepare students to enroll in AP Precalculus as their next math course. The foundation of this course is the material from College Prep Algebra II, but the concepts are covered in more depth and at a significantly accelerated pace. Along with an extensive study of quadratics, this course covers higher-order polynomial, exponential, logarithmic, rational, piecewise, and radical functions. Students will use the NumWorks graphing calculator to deepen their understanding of the material through complex numerical and graphical analysis. Honors Algebra 2 places a greater emphasis on the concept of functions and the importance of linking symbolic and graphical representations than the college prep course. Prerequisite: Honors Geometry or Geometry and departmental approval. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

## 400-LEVEL COURSES

### MAT 411: Precalculus

Full-year course (1 credit)

College Prep

Precalculus builds on the skills students have gained in their prior math courses as they increase their knowledge of functions. The course begins with a thoughtful review of linear and quadratic functions to prepare students to use those concepts in an analysis of exponential and logarithmic functions. The course culminates with an intensive study of trigonometry. In Precalculus, students will work to communicate mathematically through words, numbers, and graphs. The course emphasizes the application

of functions as mathematical models that describe real world phenomena in order to promote mathematics as a tool for thinking critically about the real world. Prerequisites: Algebra 2 or Honors Algebra 2.

### MAT 415: Integrated Statistics and Quantitative Reasoning

Full-year course (1 credit)

College Prep

Integrated Statistics and Quantitative Reasoning is a full-year course that introduces students to the use of data and quantitative reasoning to investigate real-world questions and inform decision-making. Major components of the course include analyzing and interpreting data, evaluating data sources and potential bias, applying statistical reasoning to real-world contexts, and developing quantitative arguments supported by evidence. Students engage in collaborative investigations, applied projects, and an individual capstone to demonstrate their understanding. The course also introduces the responsible use of AI tools in data analysis. Integrated Statistics and Quantitative Reasoning builds foundational skills for further study in data science, finance, public policy, engineering, and related fields. Prerequisites: Geometry **NEW COURSE!**

### MAT 431: Calculus

Full-year course (1 credit)

College Prep

This course is designed as an introduction to Calculus before entering higher-level math in college. Students will incorporate both skills and knowledge from Algebra 2 and Precalculus as they build connections with new mathematical concepts of limits, derivatives, and integrals. Because this course is not driven by the external AP Curriculum, this class affords flexibility in depth and breadth of topics, thus the rigor of the course may vary depending upon the background and needs of the students. Calculus will allow students to make connections with the outside world and think critically about how each of the fundamental concepts helps them to better understand the world around them. Prerequisite: AP Precalculus or Precalculus and departmental approval.

## 500-LEVEL COURSES

### MAT 501: AP Precalculus

Full-year course (1 credit)

Advanced Placement

This course is designed for students who are interested in taking AP Calculus AB or college calculus the following school year. This course follows the Advanced Placement (AP) Precalculus syllabus and introduces students to the fundamental ideas of Precalculus including polynomial, rational, exponential, and logarithmic functions. Students will also expand their knowledge with a substantial study of trigonometric and polar functions. Students are required to sit for the AP Exam in May. Prerequisites: Honors Algebra 2 or Precalculus and departmental approval. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

### MAT 513: AP Statistics

Full-year course (1 credit)

Advanced Placement

This course follows the Advanced Placement (AP) Statistics syllabus and introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major components of the course are: describing, displaying, and interpreting data, examining methods of collecting data with consideration of bias and randomness, and probability, specifically looking at the mathematical rules that govern the analysis of random events. Those three components culminate in the study of statistical inference, estimating population parameters, and testing hypotheses. This course follows the Advanced Placement (AP) Statistics syllabus and therefore studies the material in greater depth than MAT 411. Additionally, this AP course assumes a greater proficiency with algebraic methods as well as an ability to work independently. Students will use the NumWorks graphing calculator extensively for creating visual and numerical summaries of data and conducting many of the inference procedures. Students are required to sit for the AP Exam in May. Prerequisites: Honors Algebra 2, AP Precalculus, or Precalculus and departmental approval.

### MAT 521: AP Calculus (AB)

Full-year course (1 credit)

#### Advanced Placement

This course follows the Advanced Placement (AP) Calculus AB syllabus and introduces students to the fundamental ideas of Calculus including limits, derivatives and integrals. The course is organized around families of functions with particular attention to polynomial, exponential, logarithmic, and trigonometric functions. Topics from differential calculus include slopes of secant and tangent lines, the definition and interpretation of the derivative, describing instantaneous and related rates of change, optimization, and linearization. Topics from integral calculus include techniques of integration and utilizing integration to find area, distance, and volume. Students are required to sit for the AP Exam in May. Prerequisites: AP Precalculus or Precalculus and departmental approval. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 6.**

### MAT 551: Differential Equations

Full-year course (1 credit)

#### Advanced Placement

Introduction to the solution of ordinary differential equations (ODEs). Topics will include learning various methods of solving first and higher order ODEs with constant coefficients, as well as approximating solutions using numerical algorithms. Heavy emphasis will be placed on the applications of these differential equations, for example when modeling populations or in the analysis of harmonic oscillators. Prerequisites: AP Calculus or Calculus with department chair approval. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 6. NEW COURSE!**

# SCIENCE

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Kents Hill's Science program provides college-bound students with the opportunities to grow as problem solvers, critical thinkers, and working scientists. The program offers these opportunities in a wide variety of courses. In these classes, students complete laboratory experiments, give class presentations, develop scientific writing skills, apply course content to real-world questions, design products, and develop opinions regarding scientific ethics. Each student must take at least three credits of Science to graduate, and those credits must include at least one credit of Biology, one credit of Chemistry or Physics, and one credit of Environmental Science. Kents Hill offers Science courses at the 100-500 levels.

## Semester Courses

Semester 1 Courses: Fall 2026	Semester 2 Courses: Spring 2027
Forensics - Biology	Forensics - Chemistry
Field Geology	Sustainable Horticulture
	Astronomy

## 100-LEVEL COURSES

### SCI 111: Biology

Full-year course (1 credit)

College Prep

This hands-on course focuses on using labs and investigations for students to construct their own understanding of topics in Biology. Topics will include unity and diversity of life, natural selection and evolution, energy and matter in organisms and ecosystems, metabolic reactions, cellular structure and function, growth and reproduction, and inheritance. Science and engineering practices such as designing and conducting investigations, analyzing and interpreting data, developing models, explanations, and arguments based on evidence will be utilized as students work to figure out core science ideas and themes across biology. Students will work individually, in small groups, and as a whole class to make sense of findings, support claims based on evidence, and develop class consensus models or explanations. Additional course fees apply.

### SCI 121: Honors Biology

Full-year course (1 credit)

Honors

In the Honors version of this laboratory course, students will learn the same concepts but in greater depth and intensity. The goal of the class is to prepare students for honors and AP-level science courses, including AP Biology. This hands-on course focuses on using labs and activities for students to construct their own understanding of topics in Biology. Topics will include experimental design, classification of organisms, evolution, energy transfer in ecosystems, cell structure and function, growth and reproduction, and genetics. Skills such as graphing, execution of labs, and critically assessing data for trends will all be addressed. Students will often explain their findings using mini-presentations. Additional course fees apply.

## 200-LEVEL COURSES

### SCI 211: Chemistry

Full-year course (1 credit)

College Prep

This course introduces students to the fundamental principles of chemistry. Students will explore the development of atomic structure, the properties of elements, chemical bonding, reactions, thermodynamics, and the properties of gases. Laboratory experience is a crucial aspect of this course, with experiments selected to help students reinforce the course topics and develop essential laboratory techniques. Prerequisite: Algebra 1. Additional course fees apply.

### SCI 221: Honors Chemistry

Full-year course (1 credit)

Honors

This laboratory course covers topics that will prepare students for a first-year college chemistry course. These topics include states of matter, the evolution of atomic structure leading to the current quantum mechanical model, the properties of elements, chemical bonding, chemical equilibrium, reactions, and thermodynamics. Laboratory experience is a crucial part of this course, and experiments are selected to help students reinforce the course content and learn essential laboratory techniques.

Prerequisites include Algebra 1 and departmental permission. Additional course fees apply.

## 300-LEVEL COURSES

### SCI 302: Field Geology

Semester course (1/2 credit) - Fall 2026

College Prep

In this course, students will study, describe, collect, and interpret a wide range of geological field data. Founded in the diverse geological landscapes of Maine, the course emphasizes bedrock and surficial geology, glacial history, coastal and forested environments, and the connections between geology and environmental science. Through two immersive field seminars ((2 weekend days each, required)), students apply classroom learning in real-world settings, developing skills in observation, mapping, data analysis, and scientific communication while engaging with contemporary environmental questions relevant to the region. Counts towards environmental science graduation requirement. Prerequisites: Chemistry or Honors Chemistry.

Additional course and field trip fees apply. **NEW COURSE!**

### SCI 305: Sustainable Horticulture

Semester course (1/2 credit) - Spring 2027

College Prep

Sustainable Horticulture is an experiential, place-based course focused on Maine's native and sustainably grown plants. Students explore how resilient food and landscape systems are designed, grown, and sustained across Maine's seasonal extremes. Through hands-on projects and partnerships, most notably with Coastal Maine Botanical Gardens and local agricultural producers, students investigate soil health, plant physiology, climate resilience, and sustainable growing practices. Emphasis is placed on native plant systems, hoop houses, hydroponics, and community-centered food production, with applications that may support campus commons or local partners. Counts towards environmental science graduation requirement. Additional course fees apply. **NEW COURSE!**

### SCI 307: Astronomy

Semester course (1/2 credit) - Spring 2027

College Prep

Astronomy is an inquiry-driven course exploring the structure, origin, and evolution of the universe - from Earth's place in the solar system to galaxies, cosmology, and the search for life beyond our planet. Students investigate celestial phenomena through observation, modeling, and data analysis. Emphasis is placed on scientific reasoning, systems thinking, and humanity's relationship to space exploration, with required regular night-sky observation, simulation-based labs, and interdisciplinary connections to physics and mathematics. Prerequisites: Chemistry or concurrent enrollment in Chemistry. Additional course fees apply. **NEW COURSE!**

### SCI 311: Physics

Full-year course (1 credit)

College Prep

Physics explores the nature of the physical world and the associated laws that apply to these phenomena. After an introduction to measurement and related mathematical skills, topics studied include mechanics (velocity, acceleration, force, momentum, rotation, work, and energy), states of matter, thermodynamics, waves (including sound, light, simple harmonic motion and oscillations), electricity, and magnetism. Regular demonstrations and laboratory work will enhance our understanding of the material. Prerequisites: Geometry and Algebra 2 (Algebra 2 may be taken concurrently). Additional course fees apply. **NEW COURSE!**

### SCI 322: Forensics - Biology

Semester course (1/2 credit) - Fall 2026

#### College Prep

Forensics Science is an interdisciplinary course that examines the application of scientific processes within the criminal justice system. In this course, students will view forensics through a biology and psychology focus, exploring the use of DNA technologies, hairs and fibers, blood typing, autopsies, anthropology, and eyewitness testimonies. Currently, we have immense exposure to forensics in the media on television shows, podcasts, and in movies, and students have an opportunity to differentiate actual techniques from those portrayed in fiction. Prerequisite: Biology and Chemistry. Additional course fees apply.

**NEW COURSE!**

### SCI 323: Forensics - Chemistry

Semester course (1/2 credit) - Spring 2027

#### College Prep

Forensics Science is an interdisciplinary course that examines the application of scientific processes within the criminal justice system. In this course, students will focus more on the chemistry and physical science-related components of forensics. Topics will include blood spatter, toxicology, handwriting and ink analysis, and fingerprinting. They will deepen their critical thinking and analytical skills to understand some of the limitations of the law, police, and forensic science. Throughout the course, students investigate simulated crime and accident scenes, collect and analyze evidence, and develop observation skills and deductive reasoning. Prerequisite: Biology and Chemistry. Additional course fees apply. **NEW COURSE!**

## 400-LEVEL COURSES

### SCI 411: Environmental Science

Full-year course (1 credit)

#### College Prep

Environmental Science is an interdisciplinary course that introduces students to the scientific principles, concepts, and methodologies required to understand interrelationships in the natural world. The course explores such topics as biology, chemistry, geology, and geography, and it requires students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Prerequisites: Biology and Chemistry. Additional course fees apply.

### SCI 413: Maine Field Studies

Full-year course (1 credit)

#### College Prep

Maine Field Studies encourages students to be grounded in Maine but connected to the world. Students learn about the environment in the forest and fields surrounding Kents Hill. They spend time learning about Maine's forest ecosystem and agricultural economy, and engage in a community project to better understand their relationship to food production. Students also explore soil structure, formation and importance. We also explore Tree physiology through Sugar Maple Sap extraction. Counts toward environmental science graduation requirement. Prerequisite: Biology and Chemistry. Additional course fees apply.

### SCI 451: Clinical Correlations in Human Anatomy & Physiology

Full-year course (1 credit)

#### College Prep

Clinical Correlations invites students to bridge anatomy and physiology with real-world medical applications. Working through authentic case studies in a seminar format, students investigate how disruptions to normal structure and function manifest as disease or injury. Topics may include the integumentary, muscular, skeletal, neurological, endocrine, cardiovascular, lymphatic and immune, digestive, respiratory, renal, and reproductive systems. Through diagnostic reasoning, interpretation of medical data, and collaborative problem-solving, students develop a deeper understanding of the human body while strengthening analytical and communication skills essential to the health sciences. Prerequisites: Taken concurrently with College Anatomy & Physiology. **NEW COURSE!**

## 500-LEVEL COURSES

### SCI 501: AP Physics 1: Algebra-Based

Full-year course (1 credit)

#### Advanced Placement

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, and torque and rotational motion. Students are required to take the AP Exam and pay the accompanying fee. Pre-requisites: Algebra 2 (may be taken concurrently) and departmental permission. Additional course fees apply. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 5.**

### SCI 511: College Anatomy and Physiology

Full-year course (1 credit)

#### Dual-Enrollment

College Anatomy and Physiology explores the inner workings of the human body and focuses on anatomical, physiological, genetic abnormalities and their pathological effects on the human body. The structure and function of major body systems such as musculoskeletal, cardiovascular, respiratory, nervous, and digestive systems will be studied in detail. Emphasis on the interdependence of these systems and how they work together to maintain life processes. Students will examine case studies of common genetic disorders and diseases to provide students with a deeper understanding of how genetics impact physiology. Students will also delve into the pathological processes to further understand how these conditions alter anatomical and physiological function. Healthcare, medical terminology, and current biotechnological advancements are also introduced through inquiry-based activities and laboratory investigations. Students will round out the second semester with a dissection unit where they observe structures closely analogous to the human body in a preserved adult cat. This dissection will focus on our primary units of study for the semester. Students will dissect, observe, and have hands-on experience seeing what these systems look like in an actual specimen. Prerequisites: Biology, Chemistry, and departmental permission. Additional course fees apply. Students who successfully complete this course will receive college credit. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

### SCI 515: AP Environmental Science

Full-year course (1 credit)

#### Dual-Enrollment

The goals of this college-level science course are to provide students with the skills and knowledge to understand the interrelationships of the natural world and to analyze both natural and human-made environmental issues. This course integrates the disciplines of chemistry, biology, and physical sciences as they apply to understanding the interconnectedness of the natural world. Classes will consist of lectures and discussions as well as extended laboratory and field investigations. Topics will include the following concerns from local and global perspectives: the interdependence of the earth's systems, population dynamics, resource use, environmental quality, global changes, and the interactions of the environment and society. Students can expect a variety of assessments plus a cumulative portfolio of their classroom, laboratory, and fieldwork. Students are required to take the AP Exam and pay the accompanying fee. Prerequisites: Biology, Chemistry, and departmental permission.

### SCI 525: AP Physics C: Mechanics

Full-year course (1 credit)

#### Advanced Placement

This AP Physics course provides students with a college-level foundation to support future advanced coursework in physics. Students will explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. We will do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems. All students are required to take the AP exam and pay the accompanying fee. Prerequisites: Calculus (may be taken concurrently) and departmental permission. Additional course fees apply. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

SCI 535: AP Biology  
Full-year course (1 credit)  
Advanced Placement

AP Biology is aligned with College Board standards. Students will be expected to remember fundamental content from their previous biology class. A greater emphasis is placed on laboratory procedures and the presentation of lab findings to the class. Students will dive deeper to learn how cells communicate with each other to maintain homeostasis in complex organisms, how cytoplasmic determinants help control development, the impact of single versus frameshift mutations, how genes are activated or deactivated, how enzymes regulate metabolism, impacts of selection on species evolution, how interspecific and intraspecific competitions affect species survival, and the complex connections between organisms with each other and their environments. Topics to be covered include: the Chemistry of Life, Cell Structure and Function, Cellular Energetics, the Cell Cycle and Communication, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. Prerequisites: Biology, Chemistry, and departmental permission. Students are required to take the AP Exam and pay the accompanying fee. Additional course fees apply. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

SCI 537: AP Chemistry  
Full-year course (1 credit)  
Advanced Placement

AP Chemistry provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore content such as: atomic structure, intermolecular forces and bonding, properties of substances, chemical reactions, kinetics, thermodynamics, equilibrium, and acids and bases. Students are required to take the AP Exam and pay the accompanying fee. Prerequisites: Honors Chemistry or Chemistry and departmental approval. Additional course fees apply. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

# SOCIAL STUDIES

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In addition to valuing the traditional curricular goals of content knowledge, all Social Studies courses emphasize skill development in critical thinking, creativity, collaboration, and communication, as well as the exploration of character and reflection. Three years of Social Studies courses, including U.S. History, are required for graduation, but the department strongly recommends taking additional elective courses, particularly during the junior and senior years. The Social Studies Department offers courses in the 100-500 levels.

## Semester Courses

Semester 1 Courses: Fall 2026	Semester 2 Courses: Spring 2027
An Introduction to Financial Planning	An Introduction to Financial Planning
Political and Social Influences on Hip Hop	Political and Social Influences on Hip Hop
Introduction to Wabanaki Studies	Economics - Entrepreneurship and Business

## 100-LEVEL COURSES

### SOC 111: Global Studies Seminar

Full-year course (1 credit)

College Prep

This course begins by focusing on key political, economic, and social principles and systems that have shaped and organized the global community over time. Grounding their study in both history and current events, students will create their own fictional country and form a miniature global community before exploring broad phenomena such as conflict, migration, environmental change, cultural diffusion, epidemics, and disruptive technologies. These challenges have historically compelled communities to react, adapt, and redefine themselves in relation to one another. Students will apply their knowledge and skills to collaboratively and creatively develop solutions to a range of complex and contemporary global issues.

## 200- LEVEL COURSES

### SOC 211- Modern European History

Full-year course (1 credit)

College Prep

This sophomore course examines modern European history, beginning with the Renaissance and Reformation, and continuing through the English, French, and Industrial Revolutions. Students analyze the transformation of European society and politics during the 18th and 19th centuries to gain a deeper understanding of Europe's global dominance during this period. The course

concludes with an examination of the changing political landscape in Europe, shaped by the devastation of two world wars and significant events of the 20th century.

### SOC 225- Introduction to Wabanaki Studies

Semester course (1/2 credit) - Fall 2026

#### College Prep

Introduction to Wabanaki Studies is a semester-long course that will introduce students to the four tribes of the Wabanaki Nation. Organized in a sequence of four modules: people, land, culture, and economics, and sovereignty, this course will explore the unique cultures of each tribe, the changes to Wabanaki territories, and the impact that colonization and treaties (national and Maine-specific) have had on their cultural, economic, and governance systems. This is a discussion-based course in which participants should expect to engage in in-depth classroom conversations about module topics, complete discussion board assignments for peer review, and complete individual and group research projects to examine and analyze the relationship between events (such as colonization and treaties) and tribal culture and sovereignty. **NEW COURSE!**

## 300-LEVEL COURSES

### SOC 311: United States History

Full-year course (1 credit)

#### College Prep

This college prep course focuses on a critical analysis of the entire scope of the American experience. It explores the social, political, and economic history of the United States from the Colonial Era to the twentieth century. Students will learn to evaluate historical events, analyze the connections between people and events, uncover the roots of contemporary issues, and assess the successes and failures of politicians, social reformers, business leaders, military strategists, and ordinary individuals in defining and upholding the liberties, rights, and responsibilities that are essential to the character and ideals of the nation.

## 400-LEVEL COURSES

### SOC 411: Economics

Full-year course (1 credit)

#### College Prep

The course utilizes a project-based learning framework to introduce students to traditional microeconomic and macroeconomic theories and principles, along with the emerging field of behavioral economics. By exploring broad and complex real-world economic issues, the class will examine the mechanics and ethics of individual and collective economic decision-making, tackle challenges such as inflation, unemployment, and poverty, and consider the government's role in establishing regulatory, fiscal, and monetary policies. Additionally, students will learn foundational principles of entrepreneurship and the basics of investing. Prerequisite: U.S. History (may be taken concurrently with department permission).

### SOC 421: Political and Social Influences on Hip Hop

Semester course (1/2 credit) - Both Fall and Spring

#### College Prep

In this semester-long course, students will explore the dynamics of hip hop culture, surveying its historical development, political significance, and social influences. Students will learn about Black culture's many inspirations by studying events, individuals, and artistic movements from 1619 to the present. They will also examine the connections between popular music and political change and consider the ways in which hip hop artists from a variety of backgrounds borrow and learn from one another, both in the United States and around the world. Prerequisite: United States History (may be taken concurrently) **NEW COURSE!**

### SOC 471: Contemporary Global Challenges

Full-year course (1 credit)

College Prep

This full-year elective explores complex contemporary issues and considers the challenges and opportunities they present to the global community. Each year, the class will focus on three broad topics, covering issues such as forced migration, international human rights, sub-state nationalism, disruptive technologies, political participation and process, boundary and resource conflicts, and climate change. Two topics will be selected and developed by students from the previous year of the course, and one topic will align with the theme of the annual Camden Conference. The course will prepare students to navigate, analyze, and critique the world through political, economic, and social lenses, articulate global knowledge and perspective with confidence and balance, and find meaningful connections between global studies and other areas of intellectual or personal interest as a more informed “global citizen.” Throughout the fourth quarter, students will engage in scholarly research, analysis, collaboration, and presentation to select the next three topics to be covered in the course the following year. Prerequisite: U.S. History.

### SOC 451: Economics: Entrepreneurship and Business

Semester course (1/2 credit) - Spring 2027

College Prep

In “Why Schools Should Teach Entrepreneurship” (The Aspen Institute, 2017), Tina Seelig, professor at Stanford University’s Department of Science and Engineering, and a faculty director of the Stanford Technology Ventures Program, argued that it critical that high schools teach students to be creative, problem-solving collaborative, adaptable, and innovative...or in a word: entrepreneurial. “Entrepreneurship education,” Seelig asserted, “empowers young people to see the world as opportunity rich, and to craft the lives they dream to live.” Whether in college or in a rapidly changing global economy, our graduates will navigate a world of change and uncertainty, and entrepreneurship education will help them to develop a problem-solving, growth mindset, and the “grit” (to borrow from Angela Duckworth) associated with learning through setbacks and perseverance. This course will be an expanded, deepened version of a unit on entrepreneurship and small business development that has been historically taught in the winter term of the year-long course in Economics. Course topics will include principles of entrepreneurship, business forms, and elements of a traditional small business (mission, service/product line, organization and management, market analysis and marketing plan, financial forecasting, etc.). Prerequisite: United States History or taken concurrently **NEW COURSE!**

### SOC 482: An Introduction to Financial Planning

Semester course (1/2 credit) - Both Fall and Spring

College Prep

This elective explores topics such as retirement, tax planning, estate planning, risk management, and investments, among others. We will emphasize all aspects of personal finance and analyze how financial decisions affect long-term investments, wealth building, and future planning. Students will acquire essential knowledge of the financial world and cultivate sound money habits that will last a lifetime! Prerequisite: United States History or taken concurrently.

### SOC 493: Clinical Psychology

Full-year course (1 credit)

Designed to foster both intellectual engagement and emotional awareness, this course will examine the biological, psychological, and sociocultural factors that contribute to mental illness, as well as the evolving history of mental health treatment. Students will study major psychological disorders such as mood and anxiety disorders, schizophrenia, substance use, and neurodevelopmental conditions, while at the same time exploring how stigma, systemic inequality, and public perception shape the mental health landscape. Emphasis is placed on developing empathy, challenging stigma, and understanding the lived experiences of individuals affected by mental health conditions. Through discussion, case studies, and research-based inquiry, students will gain a deeper understanding of both the science of mental health and the humanity behind the diagnoses, as well as learning advocacy strategies to promote mental wellness and equity in mental health care. Prerequisite: United States History or taken concurrently and departmental permission. **NEW COURSE!**

## 500-LEVEL COURSES

### SOC 501- AP European History

Full-year course (1 credit)

Advanced Placement

AP European History focuses on modern European history topics from the mid-15th century to the 21st century, while the AP European History Exam assesses knowledge of these topics only. However, to gain a deeper appreciation of the themes and patterns in European history, many teachers find it beneficial to introduce the course with elements from earlier periods, such as ancient, classical, or medieval history. For instance, learning about Greek and Roman attitudes would help students understand the significance of how Renaissance artists and scholars incorporated ancient thought into their work. Students will practice writing free-response and document-based essays, utilizing new techniques for formulating a strong thesis, providing context, and recognizing bias in primary sources. Using AP Classroom will be an integral part of this class, offering valuable materials for students to explore the most important themes and aspects of European History. Prerequisite: instructor permission. Students must take the AP Exam and pay the associated fee. **Please note that this course includes a moderate amount of summer homework. Students who do not complete summer work on time may forfeit their seats in the class. For more details on summer homework, see page 4.**

### SOC 511: AP Psychology

Full-year course (1 credit)

#### Advanced Placement

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. Students are required to take the AP Exam and pay the accompanying fee.

### SOC 515: AP Business with Personal Finance

Full-year course (1 credit)

#### Advanced Placement

AP Business with Personal Finance is a year-long Advanced Placement course that blends foundational college-level business concepts with essential personal financial literacy. Designed to prepare students for success in college and career pathways, the course explores key business disciplines - including entrepreneurship, marketing, finance, accounting, and management - through real-world applications, case studies, and project-based learning, while also covering the National Standards for Personal Finance Education in areas such as budgeting, credit, investing, and long-term financial planning. Students engage in skills development relevant to both business and personal money management and may earn college credit, placement, and an employer-endorsed credential upon achieving qualifying scores on the AP exam. Prerequisite: United States History or concurrent enrollment in United States History and departmental permission. Students are required to take the AP Exam and pay the accompanying fee.

#### **NEW COURSE!**

### SOC 521: AP United States Government and Politics

Full-year course (1 credit)

#### Advanced Placement

In this course, students will practice the same skills used by political scientists by studying data, political writings from the founding era to the present, the structure of government as established by the Constitution, and the constitutional interpretations issued by the Supreme Court. They will delve deeply into the three branches of federal and state governments while exploring the election cycle, partisan politics, and democracy as an institution. Students will demonstrate mastery of these skills through various means, including concept application, data analysis, Supreme Court case comparisons, and written arguments. Prerequisites: United States History and departmental permission. Students are required to take the AP Exam and pay the accompanying fee.

### SOC 531: AP United States History

Full-year course (1 credit)

#### Advanced Placement

In this course, students will investigate significant events, individuals, developments, and processes in nine historical periods from 1491 to the present. They will develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course challenges students to make connections among historical developments in different times and places: American and national identity; work exchange, and technology; geography and the environment;

migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Prerequisite: departmental permission. Students are required to take the AP Exam and pay the accompanying fee.

## TECHNOLOGY AND ENGINEERING

Technology and Engineering courses explore the major threads of *designing*, *building*, and *programming* through an accessible, authentic, and project-based curriculum. All courses combine instruction in essential concepts and technical skills with opportunities to think critically about social and ethical issues. In addition to the AP offerings, the T&E department also offers studio-based courses for each thread that allow students to direct their own learning. Four-year students must complete two credits of TE to graduate from Kents Hill. The program offers courses at the 100-500 levels.

### Semester Courses

The Technology and Engineering curriculum was redesigned for the 2025-26 school year. Most classes are now available as semester-long courses, with AP and Fundamentals of Construction offerings being the only year-long courses. Please use the table below to guide your course planning.

	Semester 1 Courses: Fall 2026	Semester 2 Courses: Spring 2027
10th Grade	T&E Discoveries <i>(spring courses will be decided in the fall)</i>	Digital Design
		Creative Coding
		Practical Engineering
Design Courses	Digital Media	Graphic Design
	3D Design	3D Digital Sculpture
		Architectural Design
Program Courses	Intermediate Java	Web and App Development
	Intermediate Python	

	Game Development	
Build Courses	Robotics	First Robotics Competition
	Physical Computing	
All studio classes are offered in both semesters.		

## 100-LEVEL COURSES

### TE 101: Technology and Engineering Discoveries

Semester course (1/2 credit) - Fall 2026

#### College Prep

A semester-long introductory survey class that covers the three threads of the T&E department: Design, Program, and Build. Students will focus on a small project for each thread, aimed at guiding them through basic concepts and tools. The course culminates in a final project that incorporates work from all three threads.

### TE 112: Digital Design

Semester course (1/2 credit) - Spring 2027

#### College Prep

A course designed for students to gain an introduction to the concepts and tools of modern digital design in both 2D and 3D. Students will engage in various individual and group projects to develop design and production skills and to prepare for further work in the Design thread. Students will grapple with prototyping, testing, material selection and usage, need-finding.

### TE 114: Creative Coding

Semester course (1/2 credit) - Spring 2027

#### College Prep

A course that covers the fundamentals of programming through visually creative projects. Students will select to program in JavaScript, Python, or Java and strive to express their creativity through code while learning essential programming concepts. They will also reflect on what it means to produce code and create visual or auditory works for various audiences.

### TE 116: Practical Engineering

Semester course (1/2 credit) - Spring 2027

#### College Prep

A course that explores the physical world through the fundamentals of physics and engineering and a series of construction-based projects. In doing so, students will answer questions such as, "How do we build low-cost, effective, and safe bridges?" or "How can we generate varying degrees of speed or power from one motor?" Students will learn construction techniques, how to work with gears and motors, and gain familiarity with the tools and fabrication equipment available in our lab.

### TE 117: Robotics

Semester course (1/2 credit) - Fall 2026

#### College Prep

The course emphasizes robotics technologies as well as math and science concepts, including fundamentals of physics, mechanical design, circuit design, engineering and construction techniques, and programming skills. Working in teams, students will learn to construct and program robots using various software while completing challenges related to multiple sensors and coding functions. Students will reflect on the future ethical and career implications of merging society with technology. Prerequisites: Practical Engineering and Algebra 1 (may be taken concurrently).

## 200-LEVEL COURSES

### TE 213: Digital Media

Semester course (1/2 credit) - Fall 2026

#### College Prep

Designed for students eager to delve into the ever-expanding realm of commercial art, photo manipulation, and new media, this course integrates art and design principles using Adobe Photoshop. The essential elements of art and design—such as color, composition, visual emphasis, line, and form—serve as focal points in each project. Digital photographs are altered with Photoshop to produce expressive artwork. Prerequisite: Digital Design.

### TE 214: Graphic Design

Semester course (1/2 credit) - Spring 2027

#### College Prep

Continuing our exploration of 2D digital art, this course builds on our understanding of design principles and broadens them into the realm of graphic design while also considering typography and ligature in our work. Adobe Illustrator is our tool of choice as we create posters, logos, T-shirts, tri-folds, and other products. Prerequisite: Digital Media

### TE 215: 3D Design

Semester course (1/2 credit) - Fall 2026

#### College Prep

This course examines the use of modern design software to create two- and three-dimensional drawings for production and manufacturing purposes, as well as the production of these objects. The class addresses coordinate systems, accurate dimensioning, manufacturing processes, machining, and collaborative engineering techniques. Students advance from working on simple individual designs, like lamps, to team-based projects aimed at solving an application challenge provided by the instructor. Students will evaluate and reflect on the impact of computer-aided design and manufacturing methods on society and the traditional workforce. Prerequisites: Algebra 1 (may be taken concurrently) and Digital Design.

### TE 216: 3D Digital Sculpture

Semester course (1/2 credit) - Spring 2027

#### College Prep

In today's gaming, cinema, and animation industries, the design process is mainly led by digital modelers specializing in creating characters, creatures, and environments. 3D Digital Sculpture, unlike architectural and mechanical modeling, focuses on organic and dynamic design elements. This course teaches students to observe proportion, shape language, and other visual elements to develop distinctive characters, creatures, and organic environmental features. Students will apply software sculpting and modeling techniques to create images and 3D-printed models. Additionally, they will reflect on the increasing role of digital technology in enhancing human creativity and explore their creative potential in artistic design and expression. Prerequisites: Algebra 1 (may be taken concurrently) and 3D Design.

### TE 217: Architectural Design

Semester course (1/2 credit) - Spring 2027

#### College Prep

While working through the design process, students will investigate and experiment with concepts essential to architecture. The course covers architectural programming, flow, composition, proportion, rhythm, and ergonomics. The class addresses both practical and poetic concerns: the relationship between the human body and built space, as well as how a built space relates to its site. Students will also explore how these relationships compare and contrast across various building types, such as domestic, institutional, and spiritual spaces. Students will create programmatic diagrams, measure and model sites, and produce massing sketches while generating digital and physical models of their designs and essential construction documents using Computer-Aided Design. As they explore their aptitude for architectural design and realization, students will contemplate the ethical need

for affordable housing in America and the potential of technology to meet that need. Prerequisites: Algebra 1 (may be taken concurrently) and 3D Design.

#### TE 218: Intermediate Java

Semester course (1/2 credit) - Fall 2026

##### College Prep

A semester-long class where students will build on their existing coding experience and learn the Java programming language in depth. Students will explore general programming concepts, including object-oriented programming and other techniques specific to Java. Those taking this course may be preparing to take AP Computer Science Principles or AP Computer Science A. Prerequisite: Creative Coding

#### TE 219: Intermediate Python

Semester course (1/2 credit) - Fall 2026

##### College Prep

A semester-long course where students build on their existing coding experience and begin to learn the Python programming language in depth. Students will explore general programming concepts, including object-oriented programming and idiomatic, or “Pythonic,” programming. Those taking this course may be preparing for AP Computer Science Principles or Data Visualization and Analysis. Prerequisite: Creative Coding.

#### TE 220: Game Development

Semester course (1/2 credit) - Fall 2026

##### College Prep

Students will learn how to create interactive games. The course will be taught in several languages (Python, Java, and JavaScript), though students only need experience with one of them. We will develop simple games while learning basic techniques common to most games and then start exploring more advanced techniques that are made easier by using various libraries and frameworks. Prerequisite: Any previous KHS coding class.

#### TE 222: Web and App Development

Semester course (1/2 credit) - Spring 2027

##### College Prep

Students will learn how to program both web applications and native (computer or phone) applications. The course will focus on React and React Native (JavaScript), although experience coding in any language is sufficient. The course will also introduce students to HTML and CSS, along with how to architect complex programs for various use cases. Prerequisite: Any prior KHS coding class.

#### TE 224: Physical Computing

Semester course (1/2 credit) - Fall 2026

##### College Prep

Students will learn how to use micro-controllers such as Arduinos and Raspberry Pis, along with sensors and motors, to build constructions that sense and interact with the physical world. Students will also need to design structures and machinery to house the electronic components. The class will start with several projects aimed at practicing core skills in these areas and will conclude with students designing their own projects. Prerequisites: Practical Engineering and any programming course or Robotics.

#### TE 225: First Robotics Competition

Semester Course (1/2 credit) - Spring 2027

##### College Prep

This course is designed to give students the time and space to explore topics related to the FIRST Robotics Competition (FRC). At the beginning of the term, students will set individual goals for what they want to implement on this year's competition robot. They will establish success goals for the season and work to break these down into achievable objectives. Students will tackle these challenges to kick off the competition season strongly. After the competition season, they will evaluate their successes and identify areas for improvement on the robot, once again setting goals for achieving those improvements. This process enables students to continue the innovations that FRC fosters beyond the competition season. These projects may involve targeting enhancements, developing complex autonomous routines, or acquiring additional fabrication skills.

### **300-LEVEL COURSES**

#### **TE 313: Design Studio**

Semester Course (1/2 credit) - Fall or Spring

College Prep

This is a project-based studio course. Students will formally propose a list of projects they wish to work on before the course begins and will then be assigned an advisor for these projects who will create an individualized timeline and curriculum for the semester.

This course can be taken multiple times. Prerequisite: Any 2nd Semester 200 Design Course.

#### **TE 315: Programming Studio: Advanced Projects in Computer Science**

Semester Course (1/2 credit) - Fall or Spring

College Prep

This is a project-based course. Before the course begins, students formally propose a list of projects they want to work on. They are then assigned an advisor who will develop a personalized timeline and curriculum for the semester. This course may be taken multiple times. Prerequisite: Web and App Development or any 200-level programming course

#### **TE 317: Build Studio: Advanced Projects in Engineering and Robotics**

Semester Course (1/2 credit) - Fall or Spring

College Prep

This is a project-based course. Before the course begins, students will formally propose a list of projects they wish to pursue. They will then be assigned an advisor who will develop a personalized timeline and curriculum for the semester. This course may be taken multiple times. The prerequisites are robotics or Physical Computing.

#### **TE 351: Fundamentals of Construction**

Full Year Course (1 credit)

College Prep

Go from reading a tape measure to building a house. This hands-on course takes students through the entire life cycle of residential construction. Beginning with the fundamentals of shop safety and wood science, students will earn their federal OSHA-10 certification before mastering hand and power tools. Prerequisites: Introduction to Woodworking or a TE Lab

**NEW COURSE!**

### **400-LEVEL COURSES**

#### **TE 441: Honors Technology and Engineering Studio**

Semester Course (1/2 credit) - Fall or Spring

Honors

This is a project-based course. Students will formally propose a list of projects they wish to pursue before the course, covering the Design/Program/Build curricula. They will then be assigned an advisor for these projects who will assist in structuring an individual timeline and curriculum for the semester. This course can be taken multiple times. Prerequisite: Any previous studio course and experience in another "thread."

## 500-LEVEL COURSES

### TE 501: AP Computer Science A

Full Year Course (1 credit)

#### Advanced Placement

AP Computer Science A is an introductory college-level computing course emphasizing software production using Java. Students investigate various algorithms and data structures through idiomatic Java code. Prerequisites include intermediate Java skills and departmental permission. Students must take the AP Exam and pay the accompanying fee.

### TE 511: AP Computer Science Principles

Full Year Course (1 credit)

#### Advanced Placement

AP Computer Science Principles is an introductory college-level computing course that exposes students to the diverse field of computer science. Students learn to design and evaluate solutions and apply computer science to tackle problems by developing algorithms and programs. They integrate abstraction into programs and utilize data to uncover new insights. Students also describe how computing innovations and systems—including the internet—function, examine their potential impacts, and engage in a collaborative and ethical computing culture. Prerequisite: departmental permission. Students must take the AP Exam and pay the accompanying fee.

## WORLD LANGUAGES

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Learning a language opens a window to ourselves and the wider world. Through the study of Spanish, French, and Chinese, Kents Hill students develop linguistic and cross-cultural skills in order to prepare for engagement in a global society. Courses are taught primarily in the target languages in order to best develop the four linguistic skills: listening, speaking, reading, and writing. Advanced courses develop analytical skills for understanding literature and contemporary issues. Kents Hill School requires two years of study in one language, and students are encouraged to continue beyond this minimum requirement.

## 100-LEVEL COURSES

### FRE 111: French 1

Full-year course (1 credit)

#### College Prep

This course is intended for students who are beginning French or who have had limited exposure to the language before coming to Kents Hill. Students use acquired language skills in daily conversations and a variety of classroom activities. While the focus is primarily on oral proficiency and listening comprehension, students are introduced to important grammar structures and learn to read and write the language. By the end of French 1, students will have acquired the skills to make personal introductions and carry on conversations about their everyday lives. These skills are employed within the framework of familiar contexts such as family, leisure activities, and

school life, and are enriched through the introduction of Francophone culture. Open to students with no previous background in French.

### SPA 111: Spanish 1

Full-year course (1 credit)

College Prep

This course is intended for students who are beginning Spanish or who have had limited exposure to the language before coming to Kents Hill. Students use acquired language skills in daily conversations and a variety of classroom activities. While the focus is primarily on oral proficiency and listening comprehension, students are introduced to important grammatical structures and learn to read and write the language. By the end of Spanish 1, students will have acquired the skills to make personal introductions and carry on conversations about their everyday lives. These skills are employed within the framework of familiar contexts such as family, leisure activities, and school life, and are enriched through the introduction of Latinx culture. Open to students with no previous background in Spanish.

## 200-LEVEL COURSES

### FRE 211: French 2

Full-year course (1 credit)

College Prep

This course begins with a review of foundational skills and knowledge from French 1. Students continue to study grammar and vocabulary, and increasing emphasis is placed on written and oral expression using correct sentence structure. Language skills are enriched with the ongoing study of Francophone culture. Open to students who have completed French 1 or its equivalent.

### SPA 211: Spanish 2

Full-year course (1 credit)

College Prep

This course begins with a review of foundational skills and knowledge from Spanish 1. Students continue to study grammar and vocabulary, and increasing emphasis is placed on written and oral expression using correct sentence structure. Language skills are enriched with the ongoing study of Latinx culture. Open to students who have completed Spanish 1 or its equivalent.

## 300-LEVEL COURSES

### FE 311: French 3

Full-year course (1 credit)

College Prep

The four language skills and cultural knowledge acquired in the first two years are reinforced and extended through a full grammar review, compositions, conversation, oral presentations, film, music, literature, and readings that explore historic and contemporary topics from the Francophone world. This course is designed to provide students with the necessary communicative skills and cultural knowledge to facilitate transition to upper-level courses. Open to students who have completed French 2 or its equivalent.

### SPA 311: Spanish 3

Full-year course (1 credit)

College Prep

The four language skills and cultural knowledge acquired in the first two years are reinforced and extended through a full grammar review, compositions, conversation, oral presentations, film, music, literature, and readings that explore historic and contemporary topics from the Spanish-speaking world. This course is designed to provide students with the necessary communicative skills and cultural knowledge to facilitate transition to upper-level courses. Open to students who have completed Spanish 2 or its equivalent.

## 400-LEVEL COURSES

### SPA 411: Spanish 4

Full-year course (1 credit)

College Prep

This course stresses reading comprehension, listening and speaking proficiency, and compositional skills. Students complete a full grammar review, write extensively, deliver oral presentations, and work on collaborative projects. A variety of literary texts from the Spanish-speaking world, as well as Spanish-language multimedia resources, are employed to advance students' linguistic and cultural competencies. Prerequisites: Spanish 3 or its equivalent.

### FRE 411: French 4

Full-year course (1 credit)

College Prep

This course stresses reading comprehension, listening and speaking proficiency, and compositional skills. Students complete a full grammar review, write extensively, deliver oral presentations, and work on collaborative projects. A variety of literary texts from the Francophone world, as well as French-language multimedia resources, are employed to advance students' linguistic and cultural competencies. Prerequisites: French 3 or its equivalent.

## 500-LEVEL COURSES

### FRE 511: AP French Language and Culture

Full-year course (1 credit)

Advanced Placement

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of the French language and Francophone Culture by applying interpersonal 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. Prerequisites: French 4 or its equivalent and departmental permission. Students must take the AP Exam and pay the accompanying fee. **NEW COURSE!**

### SPA 511: AP Spanish Language and Culture

Full-year course (1 credit)

Advanced Placement

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students develop their understanding of the Spanish language, as well as Latinx culture, by applying interpersonal, interpretive, and presentational modes of communication in real-life situations while exploring concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Prerequisites: Spanish 4 or its equivalent and departmental permission. Students must take the AP Exam and pay the accompanying fee.

## EXPERIENTIAL STUDIES

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The Experiential Studies Department advances innovative, Maine-based learning that connects academic inquiry with hands-on experience. Rooted in place-based education, the department emphasizes fieldwork, community partnerships, and immersive projects that engage students with Maine's natural, cultural, and economic landscapes. Its programs foster critical thinking, adaptability, and real-world problem solving through experiential pedagogy. During the summer term, the department serves as a hub for intensive, flexible learning opportunities that complement the academic year.

### ES 315: Maine Waters

Summer Term course (1 credit) - 2 Week Program

#### College Prep

Dive into Maine's waterways - from the clear inland lakes to the dynamic coast - in this two week immersive field course. Through hands-on exploration, field research, and collaborative projects, students will investigate the ecology, conservation, and the human connections that shape Maine's aquatic environments. Working alongside scientists and educators from 7 Lakes Alliance in Belgrade and the Hurricane Island Center for Science and Leadership on Penobscot Bay, students will experience the full spectrum of Maine's freshwater and marine ecosystems. Activities include water quality testing, species identification, habitat mapping, and data collection for ongoing research initiatives.

Students will apply their findings to creative authentic final products - such as conservation recommendations, educational materials, or multimedia storytelling pieces - that highlight the importance of protecting Maine's waters. By the end of the

program, participants will gain a deeper understanding of ecosystem dynamics, sustainability, and the role of science in stewardship - all while experiencing the beauty and complexity of Maine's lakes, rivers, and coast firsthand. Program Fee: \$4,000. This cost includes all transportation, food, housing, and activities.

### ES 317: Maine Woods

Summer Term course (1 credit) - 2 Week Program

#### College Prep

In Maine Woods, students immerse themselves in the rugged beauty and rich ecology of the northern forests of Maine. Blending science, history, and outdoor leadership, students learn about the timber industry, forest management practices, and the human stories woven through Maine's working woods. The course centers on a student-planned canoe trip down the Allagash Wilderness Waterway, where teamwork, resilience, and a deepened understanding of place come together in a journey through Maine's forest. Program Fee: \$4,000. This cost includes all transportation, food, housing, and activities.