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ACADEMICS AT WYOMING SEMINARY

Wyoming Seminary was founded in 1844 to serve as a “seminary of learning.” Over the past 180-plus years, the school’s commitment to providing students with a first-class education has never wavered, has always remained its top priority and has guided Sem in the hiring of excellent, forward-thinking instructors.

Wyoming Seminary is built upon a strong foundation of core subjects, such as math, science, history, and language, which form the backbone of a well-rounded education. Sem’s faculty is just as committed, however, to nurturing students’ creative skills and critical-thinking abilities in enrichment programs and elective courses.

Wyoming Seminary Upper School in Kingston is home to Sem’s Grades 9 through 12 and postgraduate population. The curriculum at this stage is challenging, thus preparing students for success in college and beyond, but it is also flexible. We offer 25 Advanced Placement and 12 Honors courses, as well as standard-level courses, providing students with teaching that is tailored to their aspirations. Flexibility in course selection alleviates academic pressure on students who may not be ready for AP or Honors courses but will still grow from a meaningful educational experience.

GRADUATION REQUIREMENTS

To qualify for a Wyoming Seminary diploma, students must accumulate a minimum of 18.333 credits in two categories: core requirements and concomitant requirements. 1.000 credit is usually equal to successful completion of a full-year course. Trimester courses earn 0.333 credit.

Core requirements include 17.333 credits, distributed in the following manner:

- English 4.00 credits
- Mathematics 3.00 credits
- Global Language* 3.00 credits of the same language
- History-Social Science* 3.00 credits including Modern World History and U.S. History
- Laboratory Science* 3.00 credits including Biology and another lab science
- Arts 0.666 credit including one Studio course and one History/Theory course
- Electives 0.666 credit

* Asterisks indicate that in one of these disciplines, students may reduce the stated requirement by one credit (but in no more than one of these disciplines).

Concomitant requirements include 1.000 credit, distributed as follows:

- Health education 0.333 credit
- Religion 0.333 credit
- Public speaking 0.333 credit

Students must take a minimum of five courses per term and may take six courses per term. A seventh course may only be taken if it is Chorale or Instrumental Music. Any requests for exceptions to these guidelines must be submitted to the Academic Dean for consideration.
Students who joined our school prior to the 2023/2024 school year may meet their Arts requirement through the Art History and Music courses previously granted concomitant credit (see page 26 for details). Those students may also choose to meet the Arts requirement using the current system. Previously completed courses cannot be applied to the updated requirement.

One trimester of Physical Education is required of all students each year and can be completed through participation in an interscholastic sport, dance class, PE after school, or approved off-site program.

**Note:** Many of our Honors and AP Courses list prerequisites for admission. While departments will use these as placement guidelines, all students requesting advancement to Honors or AP level classes will also require departmental recommendation after consultation with their teachers.

Students are expected to spend senior year on campus following the school’s course of study. Diplomas are distributed at the graduation exercises, scheduled on the official school calendar. All senior and postgraduate students are expected to attend.

**POSTGRADUATE STUDIES**

Preparing the academic schedule for postgraduate students is a highly personalized process. The Academic Dean, the Registrar, and the Co-Directors of College Counseling consult with the student before proposing possible schedule options. Generally, postgraduate students should keep the following in mind when preparing a schedule.

- Students must take at least five academic courses in the fall, winter, and spring.
- Students should follow a balanced program; rather than “doubling up,” for example, in English or science, they should take courses in each of the various academic disciplines.
- Previous courses of study, standardized test scores, and SAT results are used by the Academic Dean, the Registrar, and the Co-Directors of College Counseling to determine recommendations for postgraduate courses.
- Elective courses are readily available if students have sufficient time and interest; postgraduates have found Public Speaking to be particularly valuable.
- Postgraduate students are required to take an English course during each trimester of their year at Sem. In the fall term they will be scheduled for English 224: Style and Structure, worth 0.333 credits.

**ADVANCED PLACEMENT COURSES**

Wyoming Seminary is proud of the preparation we provide for students interested in pursuing an AP curriculum and our students’ achievements on the AP exams. Sem students may select from these AP courses:

**ART**

- AP Studio – Drawing
- AP Studio – Design

**ENGLISH**

- AP English Language and Composition
- Seminar in American Studies: AP English Literature and Composition
GLOBAL LANGUAGES

• AP French – Language and Culture
• AP Latin
• AP Spanish – Language and Culture
• AP Spanish – Literature and Culture
• AP Chinese – Language and Culture

HISTORY AND SOCIAL SCIENCES

• AP World History: Modern
• Seminar in American Studies: AP US History
• AP European History
• AP Government and Politics
• AP U.S. History
• AP Macroeconomics

MATHEMATICS

• AP Precalculus
• AP Calculus AB
• AP Calculus BC
• AP Statistics
• AP Computer Science A

MUSIC

• AP Music Theory

SCIENCE

• AP Biology
• AP Chemistry
• AP Environmental Science
• AP Physics C
ACADEMIC CONCENTRATIONS

Academic Concentrations give students an opportunity to focus their work within an area of study, including Climate Science and Sustainability, STEM/STEAM, and Humanities and Global Studies. These programs complement Sem’s core commitment to academic excellence, personal integrity, spiritual growth, and community service as students set goals above and beyond our graduation requirements. With faculty support, students design a course of study for reaching their goals through research, experiential learning, project planning, and career exploration. To learn more about these programs, visit the Academic Concentrations webpage or contact the directors of the programs.

INDEPENDENT STUDY

Independent study options are available for advanced and highly motivated students. These may be discussed with any individual department head or the Academic Dean, but may not be entered upon lightly or without carefully prepared plans and proposals. All independent study proposals must be approved by the Academic Dean.

COMMUNITY SERVICE & EXCOLO

EXCOLO is a Latin word meaning to cultivate carefully; to refine; to serve or honor. Wyoming Seminary’s EXCOLO program is designed to provide the enriching experience that comes from involvement in activities outside of the classroom. This yearlong growth and reflective process guides students towards participation in school clubs, organizations, and service opportunities that build social awareness and genuine involvement. Students’ EXCOLO experiences will embody the core values of Wyoming Seminary which are:

- Passion for learning, leading, and serving
- Integrity
- Respect
- Responsibility
- Soundness of mind, body, and spirit

Each term, students spend time in their Advisory meetings reflecting on their engagement with the EXCOLO program through activities, service, leadership, or any other meaningful interaction that helped shape their school life. Guided discussions have them focus on why they participated in certain activities, what skills they developed, what challenges they faced, and how to apply those lessons moving forward. This process culminates with a final EXCOLO reflection to be written in the spring term. At the end of their Sem experience, each student will have a body of self-produced work that speaks directly to their individual journey and growth experience that parallels their academic one.

COMMUNITY SERVICE REQUIREMENT:

Depending on a student’s entry year at Sem, there are different community service requirements as a part of the EXCOLO program.

- Freshmen – 40 hours
- Sophomores – 30 hours
- Juniors – 20 hours
- Seniors/PGs – 10 hours
Students arriving as freshmen, sophomores, or juniors must complete their hours by the end of the fall term of their Senior year. New Seniors and PGs must complete their hours by the beginning of the spring term.

**STUDY ABROAD**

In order to ensure continuous and sequential study of Wyoming Seminary’s curriculum, we recommend that students plan foreign study within the following options:

- A summer program
- As a fifth-year option, after grade 10, 11, or 12

If you wish to spend the sophomore or junior year abroad and plan to return as a diploma-seeking candidate, you and your parents should consult with the Academic Dean about your plans.
ENGLISH
The English program at Wyoming Seminary is a highly flexible program that offers our students both a thorough grounding in necessary skills as well as a great deal of freedom and personal choice. Students are encouraged to find their own passion within the discipline, and teachers employ a wide variety of teaching strategies and styles. Emphasis is on higher cognitive functions — analysis, synthesis, and evaluation — as well as on knowledge and understanding.

All English courses are designed to meet four major goals: reading comprehension, effective speaking and writing, logic and problem-solving skills, and appreciation of the value of literary art. Course offerings are diversified and instruction is as individual as possible. Although we are all heading in the same direction to meet the four major goals, each student is progressing according to his or her own interests, values and abilities.

- Students entering grade 9 must take four full, consecutive years of English in order to graduate.
- Students entering grade 10 must take three full, consecutive years of English in order to graduate.
- Students entering grade 11 must take two full, consecutive years of English in order to graduate.
- Students entering as Postgraduates or Seniors must take the English elective Style and Structure and two English electives in order to graduate.

Students must be enrolled in an English class every trimester. If their schedule permits, students may take more than one English course in their junior and senior years, but “doubling up” does not permit students to meet the English graduation requirement ahead of the schedule outlined above.

There are three parts, or phases, of the English curriculum.

- Phase 1: Perception, values, and interpersonal communication
- Phase 2: Basic skills and approaches to literature
- Phase 3: Electives: advanced study and independent study

The freshman course stresses problem solving, interpersonal communication and writing skills. Through discussions, oral presentations and group projects, students learn more about themselves and their world. They are encouraged to reach out to others in increasingly complex ways. Finally, they are able to relate their own interpersonal experience to literature and composition. Teachers work as a team with all freshmen, providing maximum opportunity to deal with widely varying backgrounds and skills.

The second phase emphasizes basic skills and approaches to literature. This phase is three trimesters long, extending through the sophomore year. Students whose basic skills are still weak at the end of this phase are advised to elect courses which stress basic skills more strongly (such as Style and Structure and Expository Writing) in Phase 3.
The third phase (six trimesters) completes the junior and senior years. It is an elective program composed of widely varying kinds of courses to meet different student needs and interests. All electives are directed toward the goals of the department. Although students who are weak in basics will find courses designed to help them, most courses include complex, advanced work in literature or communications, and students will also find opportunity to develop new skills and study independently. Each teacher designs his or her own courses and our students are free to choose courses according to their passions and needs.

In addition to our in-class work, students are also expected to complete summer reading from a list of suggested titles in advance of each year of study. Lists are released to students well in advance of the end of the previous school year, and teachers assess all students on completion of this requirement in the fall.

**REQUIRED ENGLISH COURSES**

**English 210: Literature of Self Discovery**

1.00 credit

Our freshman English course is interactive, stressing interpersonal communications and problem-solving skills. Students are asked to enlarge their awareness of themselves and of the world, to reach out to others in increasingly complex ways, and to generalize interpersonal experiences to literature and composition. Intensive instruction in critical reading and writing skills begins at this level. Topics in this course include identity, perception and frame of reference, personal values, public debate, the individual’s influence on his or her society, prejudice, and maturity.

**English 220: Literary Genres**

1.00 credit

Literary Genres, our sophomore English course, trains our students in basic skills and approaches to literature. The course explores the special characteristics of the short story, the essay, the novel, the poem, and the drama with a thematic approach, centering around social class, race, and gender. The course will focus on the process of literary analysis; by examining the particular concerns of each genre, the student will learn a basic vocabulary of literary concepts. The course also includes basic composition skills (organization, usage, argument, etc.) and refines the essay model introduced in the freshman year.

**English 224: Style and Structure**

.333 credit

This course, required of all new juniors (except those in English 200 or English 225), new seniors, and postgraduates during the fall term, introduces and develops the high-level analytical and persuasive skills we expect from our graduates. Through the close analysis of major works of literature, students will refine their critical reading and writing skills, develop a vocabulary of literary terms, and encounter different techniques of literary analysis. All students will have a chance to identify and correct individual writing weaknesses before they enter the elective phase of our English curriculum.

**English 232: Public Speaking**

.333 credit

This course introduces the student to the principles of speaking, including the social, physical and ethical aspects of speech. Attention is paid to such facets as listening, body language and the impromptu speech. The student will prepare demonstrations, introductions and cause speeches. Because many contemporary situations, both business and social, involve interacting with others, the student will examine the phenomenon of “the group” and the dynamics involved.
HIGHLY SELECTIVE COURSES

**English 200: AP English Language and Composition**

1.00 credit

For this Advanced Placement English Language and Composition course, “People and their Places: Citizenship and Environmentalism in a Global Context,” students will read in summer several works of fiction and non-fiction which will inspire questions pertaining to ongoing conversations about issues of both local and global significance. Using these questions as a starting point, we will focus on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of a wide variety of relevant nonfiction texts (including images), and the decisions writers from a range of disciplines and historical periods make as they compose and revise. Students will build a portfolio of their written work as well as practice test-taking skills throughout the year to prepare for the AP English Language and Composition exam in Spring.

*Prerequisite: A- in Literary Genres and recommendation of the teacher*

**English 225/History and Social Science 425: Seminar in American Studies: AP English Literature and Composition/AP US History**

1.00 credit

This seminar is the most demanding course in our English curriculum, and requires of its students high-level critical and analytical skills. The course is dominated by student participation, and the conversations are led by the students’ questions and passions. Writing assignments encourage independent and creative academic inquiry. Course content orbits around the interrelation of American literature and American history; the English section is coupled with history, and the course is team-taught by two teachers, one from each discipline, over the course of two bells. This course is open by invitation to specially qualified juniors, or by special petition from interested students entering junior year or above. **Students who express interest in this course will need to submit an application and participate in a selection process.**

ELECTIVE ENGLISH COURSES

Each year, upperclassmen may choose from a list of elective courses such as these described below. We take the opportunity to gauge student interest and may adjust course offerings based on student interest and available staffings; as a result, not every course listed here is guaranteed to run in a given year.

*Note:* Juniors, seniors, and PGs must take at least one course per trimester. The fall course for new juniors, new seniors, and PGs must be Style and Structure. Students are encouraged to schedule classes taught by a variety of teachers. No student may take a full year of electives taught by the same teacher.

**English/Arts 237: Literature of Dramatic Experience**

.333 credit

Dramatic Experience is a text-based approach to scene study and acting. The class will explore actor preparation through textual analysis, an exploration of various acting methods and techniques, and improvisation. No prior acting experience is necessary, but students should be aware that performing will be a significant graded component of class. Assessments will include memorized, performed scenes and written analysis of scenic work.

*Note:* Juniors, seniors, and PGs can take this course as an Arts elective (which would fulfill the Arts Studio requirement) or as an English elective (fulfilling a one-term core requirement in English), but not both.
English 226: Interdisciplinary Writing and Research

.333 credit

This course introduces students to interdisciplinary scholarship. Readings will include models of writing that cross the boundaries of traditional academic disciplines. Students will design their own course of study by selecting a subject and identifying various academic approaches to thinking about it, engaging in primary or secondary research, and bringing the work together in a term paper that demonstrates an interdisciplinary understanding of the subject.

English 228: Environmental Literature

.333 credit

Does it matter that most of us have never seen the Milky Way in the night sky? What is the significance of home or community in a techno-capitalist society where few people put down roots? What does it mean about us when the leavings in our dumpsters can feed a determined forager? These are just a few of the questions we ask in this course that uses texts of American and world literature to examine our evolving relationship with the natural world in the 20th and 21st centuries. We will look at the environmental issues of climbing Mount Everest in Into Thin Air, examine our interconnectedness with the natural world in World of Wonders, and discover other environmental complexities in various short stories and poetry. This course will aim to improve our ability to read intelligently, to analyze texts using a variety of critical methods, and to express ourselves effectively in discussions and writing.

English 229: British Mystery

.333 credit

The British Mystery course will examine literature that tempts our fascination with murder mysteries and the detectives who solve them. The course will focus on developing understanding of texts that fall within the genre of British mystery and detective fiction. We will focus on close literary analysis of the fiction of the time period and work with historical contexts so that students have a better understanding of the literature and the social and cultural influences of the period. Students will learn literary elements of detective fiction, examine the development of the detective as a literary figure and detective fiction as a genre, and analyze depictions of the law and legal system. Readings will include work by Agatha Christie and Sir Arthur Conan Doyle as well as various short stories.

English 230: Literature of Business

.333 credit

We all know that reading fiction makes you a better person. Still, many business school professors recommend fiction and non-fiction reading outside classroom materials to improve their students’ business skills. The texts in this course include fiction and nonfiction works that have diverse perspectives on the globalized business world of the 20th and 21st centuries. We’ll laugh, cry, discuss, and gain new insights into what makes the business world tick.

English 231: Literature of Francophones and Francophiles

.333 credit

France may be smaller than the state of Texas, but the impact of French culture has far exceeded its borders. This course will analyze that impact by reading texts of ethnically French authors, French colonial authors, and those who have chosen to make France their adopted home. We will question: What makes one “French”? Are there inherent differences in how ethnically French writers differ in voice from those who made the country their adopted homeland? What effects does French colonialism have on its former colonies during and/or after their occupation? All texts read will be read in their English translations.
English 233: Introduction to Poetry Writing and Contemporary American Poetry

.333 credit

This course is designed to give students an introduction to contemporary American poetry while providing an opportunity for students to write original pieces. The central theme for the class will be the attempt to answer the question, “What is poetry?” Topics will include structure, meter, rhyme scheme, types of poems, etc., with the focus on what differentiates contemporary poetry from other literary forms. Evaluation will be based on quizzes on assigned readings, analysis of poetry, peer evaluation/critique of work, and final portfolio of written work.

English 236: Sports Heroes in Literature

.333 credit

In modern society, athletes often exist as models of virtue and heroism, as examples of humans at their best. But where does our obsession with sports and competition come from? “Literature of Sports Heroes” will explore the origins of this particular brand of hero worship, tracing the role of the “athlete-hero” through both classic and contemporary works of literature. We will consider some of the following questions: How do we define heroes and anti-heroes? What can sports heroes teach us about the culture of their time? Of our time? How do sports and mythology collide? How have the ideas of sports heroes changed over time, through many different political and social climates?

English 238: Literature of Justice

.333 credit

Justice as a social, legal, and theoretical concept has defined much of American life throughout the 20th and 21st centuries. More specifically, the fights for Women’s Suffrage, Civil Rights, and LGBTQ Rights are representative of the ways Americans have attempted to achieve a more equitable society for all citizens. By reading literature from the 20th and 21st centuries, students will consider various efforts to achieve or challenge the efficacy of the justice system both in the courtroom and on the street. Throughout the course, students will consider some of the following questions: How do modern and contemporary authors define the concept of justice? In what ways does the legal system maintain and/or discourage justice and equity? How do modern and contemporary authors challenge the efficacy of the justice system in their works?

English 239: Literature of Horror

.333 credit

Writers from all eras have explored the things that make our skin crawl, our hearts quicken, and make us rush up the steps after turning out the lights. Vampires, werewolves, and other monsters make our palms get sweaty as we turn page after page just to see how it all comes to an end. But what if those villains were something more? What if they are really just symbolic of our own inner demons — a sign that we are all permanently on the cusp of becoming our own biggest fears? This class looks at horror literature as a reflection of the greater fears of society through gothic novels and short stories such as *Frankenstein* and *Turn of the Screw*. Readers are constantly drawn to the dark and dangerous, and after going through this class, students will have a better understanding of why.
English 243: Censored Literature*

.333 credit

The issue of censorship is one that affects publishers, teachers, parents, students, and school administrators. Why have certain books been censored from the shelves of high school libraries and barred from our classrooms, only to be celebrated in later years? How do criteria for censorship differ globally? What do “freedom of speech” and “freedom of the press” really mean? These are some of the essential questions students grapple with in this course. Censorship has an extensive history, and the list of works that are banned or challenged continues to grow. Texts may include What Johnny Shouldn’t Read, Fahrenheit 451, and The Handmaid’s Tale. In addition, students may be exposed to other censored art forms, including works by poets, filmmakers, political authors, comic strip artists, painters, and musicians. Students will be thoroughly engaged in analytical writing, class discussion, debates, and group presentations, all displaying the effects of a controversial topic that continues to impact our lives and our art.

Sensitive Content Statement: Our English elective system is designed to provide students with the freedom of choice in their course selections. This course and its texts may challenge students’ sensibilities and comfort levels; we know that not all students want to engage in these topics, which is why we offer a robust selection of other elective courses. Students who choose to enroll in this course should expect to engage in discussions about potentially taboo or uncomfortable concepts with adult guidance in a classroom setting.

* This is a senior elective only

English 247: Madness in Literature

.333 credit

What is “madness?” Historically, it was associated with mystical experience, the handiwork of god(s) or demons, imbalanced humors in the body, and fevers of the mind; more recently, psychology and psychiatry offer a more clinical, scientific understanding of the brain and mind. In this course, students will examine madness as a literary trope and medical disorder in a broad spectrum of texts from ancient to contemporary literature.

English 253: African American Literature

.333 credit

This course will offer a survey of African American literature from the 18th century to the present. Emphasis will be given to a few of the major periods in African American literary and cultural production: the antebellum era, the Harlem Renaissance, the Black Arts Movement, and the post-soul movement. Students will be asked to consider the social, political, and aesthetic implications of these texts. Throughout the course, students will grapple with the following questions: How do these texts respond to major cultural movements and social events? What implications do these texts pose for African American equity, justice, and inclusion on a national scale? How do African American authors confront, problematize, and/or resist white hegemonic ideologies?
English 257: Literature of War

.333 credit

Literature is an artistic result of human experience, which can affect our understanding of foreign or historical events. But “…no other literary rendering of human experience has exercised such an extensive influence on human behavior” like that of war literature. War literature attempts to explain or even resolve trauma by reliving extreme experiences through the written word. However, it can also reduce complicated events into an oversimplified narrative with conflicting truths. This course will focus on all genres of war literature, from the front lines to the home front, and reexamine how we understand the effect of conflict on the human psyche.

English 258: Literature of the Outsider

.333 credit

This course will examine the trials and tribulations of those pushed to the margins of society as a result of their gender, race, class, religion, and/or sexuality. It will focus heavily on the perspective of the individual who is unable to conform to societal norms. Texts may include selections from a wide range of authors such as Jack Kerouac, Frederick Exley, and Brock Clarke.

English 259: Love Gone Wrong

.333 credit

This course will examine the theme of love in world literature, especially how an emotion that has sparked so much of the most beautiful poetry and prose we know can also be presented as such a dangerous and destructive force. The texts we encounter will deal with such juicy questions as these: When does love go wrong? What forms can frustrated or unrequited love take (including obsession, fixation, jealousy, lust, and vengeance)? Who suffers? And what are the consequences of loving too much or not enough? We will be exploring a wide spectrum of literature focusing on love gone wrong, specifically through the lenses of Euripides, Ishiguro, and Hardy.

English 260: Comedy and Satire

.333 credit

Do you like your humor light or black, soothing or abrasive? Do you prefer plots that delight and reassure, or ones that threaten and attack? Are you an optimist or a cynic, an idealist or a realist? This course explores all of these sides of the human spirit and the lively literature that flows from these different temperaments. Our journey will take us across the spectrum of comical and satirical writing and may include texts from Jonathan Swift, Joseph Heller, George Saunders, and David Sedaris.

English 262: Novel into Film

.333 credit

In the past two decades, authors and filmmakers returned to America’s legacy of slavery in their artistic endeavors. These novels and films have drawn wide acclaim, winning National Book Awards, Pulitzer Prizes, and Golden Globes. While these contemporary representations of slavery employ both fact and fiction, reality and fantasy, and natural and supernatural elements, their central question remains the same. These works ask audiences to consider the various ways that the institution of slavery has affected contemporary African American life. Therefore, this course will take a comparative approach to thinking about contemporary representations of slavery through analysis of 21st century novels, films, and television shows.
English 264: Literature of Success

.333 credit

Although success is (far too) often defined by material and financial indicators—the brand of a car, the size of a house, or the title of one’s job—many successes that are less tied to financial incentives tend to go unnoticed. By reading an array of texts from the 20th and 21st centuries, students will consider success in various shapes and sizes in the lives of educators, entrepreneurs, and criminals who all achieve successes in their chosen endeavors. Throughout the course, students will grapple with some of the following questions: How do modern and contemporary authors define success? Is success intrinsically related to financial and material gain? How can success shift one’s perspectives on morality and/or ethics?

English/Arts 266: Literature of Drama: Stage and Page

.333 credit

Plays are (generally) meant to be performed and not just read. This course will encourage you to look at what is on the page and to see beyond it—how can the interpretations of directors, actors, and designers bring the words to life? Do different choices highlight different aspects of the play? Are there right and wrong ways to interpret and adapt? While you will not be expected to be “good actors,” you will at times be asked to perform selections from some of the works studied to demonstrate your interpretive knowledge.

Note: Juniors, seniors, and PGs can take this course as either an Arts elective or as an English elective; it does not fulfill the Arts History/Theory requirement, however.

English/Arts 267: Dramatic Literature: Directing for the Theater

.333 credit

In this advanced course in Drama, students will learn the fundamentals of scene directing, including how to approach staging and rehearsing a play, from creating an effective ground plan to scrutinizing scenes for rhythm, pacing, and dynamics. Students will analyze play texts, study professional performances, and put theory into practice by directing each other in short plays and scenes. This is not a course for those new to or just beginning to explore theater—to succeed in this course, students will need prior experience (an acting class, involvement in several play productions), a strong interest in theater, and a willingness to devote themselves to exploring the art of collaborative performance.

Note: Juniors, seniors, and PGs can take this course as an Arts elective (which would fulfill the Arts Studio requirement) or as an English elective (fulfilling a one-term core requirement in English), but not both.

English 268: Women and Literature

.333 credit

How do women write and what should they write about? What challenges do women artists experience? How is literature by women different from literature about women? These are just a few of the questions we ask in this course with special attention to the role of women in novels and short stories. Reading Virginia Woolf’s novel Mrs. Dalloway will help to establish the course’s essential questions, which revolve around the pull of both domestic and public spaces for women. We will also study the role of women and power dynamics in romantic relationships in Rebecca by Daphne DuMaurier as well as social roles and conventions of women in The Awakening by Kate Chopin. This course is heavily discussion-centered with an emphasis on writing and reflection.
English 270: Anti-Utopian Literature

.333 credit

In recent decades, the conviction that we are living in a world with dystopian elements has become commonplace. Anti-utopias or dystopias—imagined, near-future worlds in which social, governmental, religious, environmental, and technological forces have gone awry and created oppressive conditions for the people living in them—have had a strong hold on the literary imagination ever since the industrial revolution beginning in the early 19th century. In this course, we will investigate dystopian worlds created by writers from a variety of time periods and how they reflect fears and concerns still relevant to contemporary society. Texts may include writings by Jonathan Swift, Sinclair Lewis, Philip K. Dick, Margaret Atwood, Ray Bradbury, Yoko Ogawa, or Octavia Butler.

English 271: Literature of Nobel Prize Winners

.333 credit

The Nobel Prize in literature is awarded to an author who, in the judgment of the Swedish Academy, has “produced the most outstanding work in an idealistic direction.” Examining what this meant to Alfred Nobel in 1901 and how that meaning has evolved since is the purpose of this course. Students will read masterworks by Nobel laureates as evidence of how literature—art made of words—emerges from specific national and historical contexts but expresses vital ideas about our common humanity.

English 272: History of the English Language and Literature

.333 credit

The concept of this multidisciplinary course is to study the origin and evolution of the English language. It will trace the English language from its 5th-century Germanic roots through its earliest written records to the present day. We will combine linguistics with literature to study how a language evolves, from the Anglo-Saxons to Chaucer to Shakespeare to the many, modern dialects of English around the world. We will discuss morphology, phonology, and vocabulary changes, as well as social, cultural, and historical forces that influenced how our language developed and the writing it produced.

English 273: Expository Writing

.333 credit

Expository Writing is a term course in rhetoric and composition designed to prepare students for first-year college writing. In a workshop environment, students will adopt best practices for academic writing with a process that begins with topic selection, invention and research, drafting, revising, and editing. Students will draw topics from their own interests, and the assignments will draw on a number of different modes of writing including exposition, evaluation, analysis, and narrative.

English 274: Literature of the Lost Generation

.333 credit

“The Lost Generation” refers to people who came of age during World War I. Writers and other artists of the Modernist period wrote from a place of disillusionment with traditional institutions of government and religion and of disconnect from others who did not share their sense of living in a world gone to pieces. Many American writers of this generation—Hemingway, Fitzgerald, Faulkner, Eliot, Stein, and others—found solace in expatriate communities in France and other parts of Europe. In their work, we will examine the distinctive tone and techniques that convey their shared understanding of the post-war Modernist zeitgeist.
English 276: Man’s Search for Meaning

.333 credit

How does a human make sense of existence? It is one of the most basic and universal questions we ask ourselves, and yet somehow at the same time, the most individual and complex. We will use the broad nature of the questions posed by a search for meaning to examine works from a broad range of authors from ancient Greece through to contemporary America. In turn, we will have to make room for those authors to examine us, our priorities, our values, and our existence.

English 279: Literature of Gender Diversity*

.333 credit

What is gender and how is our understanding of it defined by culture and society? How (and why) is literature impacted by gender and identity? This course seeks to answer these questions by diving into introductions of biographical, historical, and gender theories to analyze and understand how authors’ queer identities have shaped the constructs of their works. Students taking this course should expect to read a variety of works from a diverse population, all of whom identify as members of the LGBTQ+ community, though their works focus on real life experiences that can be shared and appreciated by all members of the human experience. Authors encountered in this course may include James Baldwin, Judith Butler, Donte Collins, Andrea Gibson, Jack Halberstam, Carmen Maria Machado, and Ocean Vuong—or others.

Sensitive Content Statement: Our English elective system is designed to provide students with the freedom of choice in their course selections. This course and its texts may challenge students’ sensibilities and comfort levels; we know that not all students want to engage in these topics, which is why we offer a robust selection of other elective courses. Students who choose to enroll in this course should expect to engage in discussions about potentially taboo or uncomfortable concepts with adult guidance in a classroom setting.

* This is a senior elective only

English 283: Hyphenated American Literature

.333 credit

President Theodore Roosevelt once said, “There is no room in this country for hyphenated Americanism...a hyphenated American is not an American at all.” This course acknowledges that the American experience is formed from a multitude of identities, belongings, and perspectives and celebrates the wealth of diversity found in its people. Through literature, this class will seek answers to questions like “Who gets to decide who belongs,” “What are the parameters of American literature,” and others. Texts will vary to include perspectives from Afghan American, Cambodian American, Indian American, Jewish American, and/or other perspectives on a rotating basis.

English 285: Literature of Autobiography

.333 credit

This course investigates and examines our interconnectedness as human beings through enlightening and profound autobiographies. These books reveal the experiences, life lessons, confessions, and personal myth of an individual, permitting us to enter another human being’s internal journey through life. By reading how extraordinary people discover the world and define their existence within it, we are able to find meaning in our own lives and expand our empathic ability. We will discover the differences between autobiography and memoir, and the writing styles of women versus men. Authors may include: Frank McCourt, Maya Angelou, Elie Wiesel, Ernest Hemingway, Beryl Markham, Jeannette Walls, and Pearl S. Buck.
**English 286: World Literature**

.333 credit

With a specific emphasis on the concepts of exile and migration, this course will focus on world literature from the postcolonial period. Students will read a variety of memoirs, autobiographies, and fiction from African, Asian, and Caribbean authors spanning the late 20th and early 21st centuries. Throughout the course, students will consider some of the following questions: What social, political, and economic implications did colonialism/imperialism have on African and Caribbean culture? How do the effects of colonialism/imperialism continue to shape African and Caribbean life in the late 20th and early 21st centuries? How do postcolonial authors and texts confront, problematize, and/or resist white hegemonic ideologies?

**English 290: Irish Literature**

.333 credit

This course is a detailed look at the literary tradition of Ireland, with a particular focus on two of its most famous native sons. We start with William Butler Yeats, looking at a selection of the work that helped to establish him as one of the most influential voices of the 20th century. After an exploration of several other authors, we finish by reading *A Portrait of an Artist as a Young Man* by James Joyce.

**English 291: Introduction to Journalism**

.333 credit

The Introduction to Journalism elective is a hands-on exploration of the basics of newspaper journalism as it is practiced in the United States today. The elective’s goal is to help students read newspapers thoughtfully and critically, whether on paper or online, and to give insight into the exciting and challenging journalism profession. Students will learn about newspaper reporting and the ethics of journalism. They also will begin to explore the changing world of online journalism. This elective is a writing intensive class. Guest speakers from various communications fields will visit the class to discuss their journalism experience.

**English 293: Creative Writing**

.333 credit

In this course, students strive to develop and nurture their creative sides, both by reading works with a writer’s lens and by tapping into their own forms of self expression. We will examine and analyze the writing styles of other authors, through art forms such as poetry, prose fiction, non-fiction, flash fiction, and playwriting. Students will use these published works as inspiration for their own original pieces, which will lead to a final portfolio. To help get us there, we will be actively involved in literature discussions, small-group workshops, individual writing exercises, and plenty of time to write.
English/Arts 293E: Creative Writing: Screenwriting

.333 credit

This course will introduce students to the elements of screenplay writing, teach them how screenplay writing differs from other creative writing, and examine how the written screenplay page is the template for the visual medium of film/television. Students will compose natively in screenwriting software (Final Draft, StudioBinder, CeltX, Scenarist, etc). In addition to learning and practicing screenplay formatting and storytelling, students will produce either short form screenplays or excerpts from potential feature length screenplays, focusing on creative elements such as effective character development, logical storytelling, and compelling dialogue, as well as instilling their work with technical polish and formatting precision.

This course is an elective for juniors, seniors, and PGs, but younger students with a strong interest in or background in writing can apply to take it with instructor approval.

Note: Juniors, seniors, and PGs can take this course as an Arts elective (which would fulfill the Arts Studio requirement) or as an English elective (fulfilling a one-term core requirement in English), but not both.

English 294: Freedom and Identity

.333 credit

This course examines the ideals of mobility, escape, and the self as expressed by female and male authors. We will explore literature and film that portray attempts to break free from the conventional boundaries of society and question how expansion, travel, and progress structure freedom and self-identity for individuals. To what extent does location create or limit an individual? From what does travel liberate people? Is progress always good? What does it mean to “find yourself”? What does it mean to be educated and what role does education play in the formation of an individual?

English 295: The Tragic Muse

.333 credit

That’s so tragic! This expression has become so commonplace that we rarely stop to question its meaning. Tragedy happens, it’s real, but it’s far more complicated than a bad fashion choice, a broken iPhone, or even a negative admission decision to the college we’re dying to attend. Those things are embarrassing, inconvenient, and disappointing, but they’re not tragic. Tragedy shakes us and society to the core; it’s a lightning bolt that illumines and destroys simultaneously. Witnesses can see the smoke for miles and are left wondering, could I have gotten out of the way? In this course we’ll read foundational texts of the genre (the almost-tragedy The Book of Job, Oedipus Rex, and something by Shakespeare) and a more contemporary example (Death of a Salesman by Arthur Miller), and we’ll discuss the strategies and structures employed by the writers of tragedy as well as the role of tragedy in contemporary life. This course includes several short response papers, one test, and one longer term essay.
ENGLISH LANGUAGE LEARNING (ELL)

The multilevel ELL program at Wyoming Seminary serves a broad range of international students who are working toward proficiency in academic English. The goal of the program is to help these students develop advanced English language communication skills, preparing them to successfully and confidently navigate the academic classes outside of the ELL classroom.

English course placement for English language learners (ELLs) is based on a comprehensive placement exam administered online by the ELL director prior to a student’s arrival. The exam includes multiple components aimed at determining a student’s overall proficiency in academic English. Oral fluency, literacy, reading and listening comprehension are all assessed. The results of this assessment, in conjunction with a student’s previous experience studying in English, aid in determining the most appropriate placement for the student. Consequently, international students may enter the ELL program at a particular level or may not need to take ELL courses at all.

Most international students who place into ELL courses remain in them for all three terms. If placed in an ELL course, students are expected to complete a minimum of two terms. In some cases, it may be determined that a student is ready to move levels or to drop additional ELL coursework altogether. Any movement is at the discretion of the ELL teacher.

**English 202: English Language Learning A**

*0.333 credit*

A course for students who are still developing and expanding their use of academic English, this class emphasizes the acquisition of more advanced listening, speaking, reading, and writing skills. The curriculum teaches the academic writing process and supports students as they learn about different types of expository writing and essential grammatical structures. This specialized course gives students the necessary time, space, and extra support needed to develop essential language skills that will lead to greater fluency. Emphasis is on students moving toward independent and accurate production of academic language, which is vital in the mainstream classroom.

*Note:* This course requires students to complete a minimum of two terms.

**English 203: English Language Learning B**

*0.333 credit*

The highest level of ELL at Wyoming Seminary, this course is for students who are bridging and/or reaching toward fluency. This course stresses accuracy in language production in addition to advanced level grammar study and academic writing. Exposure to advanced reading and writing assignments helps students continue to practice the critical academic language skills they need to effectively take part in mainstream academic courses. This class gives students the additional time and supported space needed to polish writing, reading, and speaking skills as they prepare to fully mainstream.

*Note:* This course requires students to complete a minimum of two terms.

**ELL SHELTERED LITERATURE COURSES**

In addition to the writing-intensive courses, the ELL program helps students make the eventual transition to regular English courses by offering sheltered sections of both freshman and sophomore English. The texts that are taught in the ELL department parallel those used in the English department while still allowing space to focus on areas such as culture and history, academic vocabulary acquisition, grammar, and literary analysis.
English 210: ELL Literature of Self Discovery

1.00 credit

Our freshman English course is interactive, stressing interpersonal communications and problem-solving skills. Students are asked to enlarge their awareness of themselves and of the world, to reach out to others in increasingly complex ways, and to generalize interpersonal experiences to literature and composition. Intensive instruction in critical reading and writing skills begins at this level. Topics in this course include identity, perception and frame of reference, personal values, the individual’s influence on his or her society, prejudice, and maturity.

English 220: ELL Literary Genres

1.00 credit

Literary Genres, our sophomore English course, trains our students in basic skills and approaches to literature. The course explores the special characteristics of the short story, the essay, the novel, the poem, and a Shakespearean drama. The course focuses on the process of literary analysis; the student will learn a basic vocabulary of literary concepts by examining the particular characteristics of each genre. The course also includes basic composition skills (organization, usage, argument, etc.) and refines the essay model introduced in the freshman year.
FINE & PERFORMING ARTS
A knowledge of the arts is essential to achieve an understanding of the history and culture of human civilization; engagement with the arts is integral to the development, understanding, and growth of the self. Our Arts curriculum aims to provide opportunities for students to encounter the former through History and Theory classes and the latter through more tactile, exploratory Studio classes.

We offer Studio classes that allow students to explore their interests, discover their passions, and enhance their skills and talents in various artistic disciplines:

- Drama, Film, and Photography
- Music
- Visual Art

*This course may be taken as an Arts elective, but does not fulfill either the Arts Studio or History/Theory requirement.*
The Arts program invites students to experience the arts by selecting one Studio class and one History/Theory class across two of the three different disciplines, though we encourage continued arts exploration in as many electives as spark student interest.

In addition to our academic course offerings, a robust assortment of after-school Dance classes includes options for a wide variety of skill and experience levels. Dance classes can be scheduled as an extracurricular activity, and they can be used to fulfill the Excolo Physical Education requirement.

**Note:** The changes to the Arts requirement are being phased in for the 2023-2024 academic year. Returning students through the class of 2026 can opt to meet their Arts requirement through courses previously granted concomitant credit in Music History (601: Masterpieces of Music, 608: Music in Our World, 600: Music Theory, or 602: AP Music Theory) and Art History (120: Art History Survey or 624: Creative Spirit). Those students may also choose to meet the requirement by adopting the changes above when scheduling future classes (although courses completed prior to the 2023-24 school year cannot be applied to the new requirement).

**STUDIO COURSES**

Studio courses enable students to put theory into practice in the classroom. These courses value engagement and practice with the tools of the arts—hands, brushes, paints, and clay; voices, instruments, and movement; equipment and technology. In these classes, students will not just learn about the arts—they will become artists.

**DRAMA, FILM, AND PHOTOGRAPHY**

**Drama, Film, and Photography 105: Introduction to Digital Photography**

.333 credit

In Digital Photography, students will be introduced to the application of traditional photography concepts to the digital medium. Issues related to composition and the artistic selection of subject matter will be stressed along with basic technical aspects of the camera.

**Drama, Film, and Photography 105A: Advanced Digital Photography**

.333 credit

Advanced Digital Photography will be a continuation of the work begun in the term length class, with continued emphasis on the elements of art and principles of design as they apply to composition in photography. Assignments will be based on longer projects and a body of work based on a central theme or concept. Students who desire to take this course must have completed the Digital Photography course and must have their own digital camera to work with. Class is limited to 8 students.

**Prerequisite: Introduction to Digital Photography**
Drama, Film, and Photography 110: Digital Film Production

.333 credit

This introductory film production course will help the novice filmmaker instill an amateur project with professional (technical and aesthetic) values. Course material will include instruction in the technical fundamentals of the digital movie-making world (boom mics, camera movements, lighting), but it will also address the more artistic elements of composition, continuity, and style. Classroom theory will be put into practice as students apply their knowledge and understanding of the form to various digital projects (including producing footage that could potentially be used to learn editing in the Digital Film Editing and Post-Production class.)

Drama, Film, and Photography 127: Digital Film Editing and Post-Production

.333 credit

From jump cuts and match cuts to wipes and dissolves, students in this introductory film editing course will analyze fundamental editing tools and techniques and learn to replicate them in their own projects. Students will make use of existing footage (possibly including students’ own work from the Digital Film Production class), and they will learn to manipulate the shots at their disposal to achieve an intended effect. Most recently, we have been editing in DaVinci Resolve, which is an industry-known, powerful, and free video editing software, although we have also used Final Cut Pro.

Drama, Film, and Photography/English 293E: Creative Writing: Screenwriting

.333 credit

This course will introduce students to the elements of screenplay writing, teach them how screenplay writing differs from other creative writing, and examine how the written screenplay page is the template for the visual medium of film/television. Students will compose natively in screenwriting software (several free options will be made available in class). In addition to completing assignments that will help them learn and practice screenplay formatting and storytelling, students will produce either short form screenplays or excerpts from potential feature length screenplays, focusing on creative elements such as effective character development, logical storytelling, and compelling dialogue, instilling their work with technical polish and formatting precision. This course is an elective for juniors, seniors, and PGs, but younger students with a strong interest in or background in writing can apply to take it with instructor approval.

Note: Juniors, seniors, and PGs can take this course as an Arts elective (which would fulfill the Arts Studio requirement) or as an English elective (fulfilling a one-term core requirement in English), but not both.

Drama, Film, and Photography 124: Introduction to Acting

.333 credit

As an introductory course to stage acting, this class will cover basic actor preparation, skills, and technique. Students will dive into various acting exercises, scene work, and improvisation. No prior acting experience is necessary; the pace of the class can accommodate the needs of both experienced performers and novices alike, so any performers looking to learn more about acting would benefit from the class.
Drama, Film, and Photography/English 237: Literature of Dramatic Experience

.333 credit

Dramatic Experience is a text-based approach to scene study and acting. The class will explore actor preparation through textual analysis, an exploration of various acting methods and techniques, and improvisation. No prior acting experience is necessary, but students should be aware that performing will be a significant graded component of class. Assessments will include memorized, performed scenes and written analysis of scenic work.

Note: Juniors, seniors, and PGs can take this course as an Arts elective (which would fulfill the Arts Studio requirement) or as an English elective (fulfilling a one-term core requirement in English), but not both.

Drama, Film, and Photography 246: Theater from the Wings

.333 credit

Theater from the Wings is a practical learning experience in stagecraft. After learning basic elements and vocabulary of sound, lighting, and carpentry, students will learn how to work with those tools to make a project come together. They will also examine and discuss the outcomes of their efforts, learning how a production's success depends on everyone working together to bring it to life on stage. Grading is based on project accomplishment and cooperative work together as a unit, and students will each assume a position working on crew or with production staff on the current Sem Drama production.

Drama, Film, and Photography/English 267: Dramatic Literature: Directing for the Theater

.333 credit

In this advanced course in Drama, students will learn the fundamentals of scene directing, including how to approach staging and rehearsing a play, from creating an effective ground plan to scrutinizing scenes for rhythm, pacing, and dynamics. Students will analyze play texts, study professional performances, and put theory into practice by directing each other in short plays and scenes. This is not a course for those new to or just beginning to explore theater—to succeed in this course, students will need prior experience (an acting class, involvement in several play productions), a strong interest in theater, and a willingness to devote themselves to exploring the art of collaborative performance.

Note: Juniors, seniors, and PGs can take this course as an Arts elective or as an English elective, but not both.

MUSIC

Music 600: Music Theory

.333 credit

Music Theory is a term course designed to give students a better understanding of the inner structures of music. This will improve their musicianship as well as enhance their listening experience. The course explores the basic concepts of rhythm, pitch notation, scales, key signatures, and intervals followed by the study of melody and harmony. The course is appropriate for students of all grade levels who have some prior musical experience as singers or instrumentalists. Students should have some basic music reading skills, such as note values and rest symbols, as well as pitch notation.

Note: This course can fulfill either the Arts Studio or Arts History/Theory requirement, but not both. For eligible students, this course fulfills the Music History concomitant.
**Music 602: AP Music Theory**

1.00 credit

A year-long course with a strong emphasis on the development of listening skills relating to the theoretical aspects of music, AP Music Theory will include ear training in interval recognition, harmonic and melodic dictation, and formal analysis. In addition, there will be an in-depth exploration of part-writing, score-reading, and music literature of various historical periods. Students prepare for the Advanced Placement exam.

**Note:** This course can fulfill either the Arts Studio or Arts History/Theory requirement, but not both. For returning students through the class of 2026, this course fulfills the Music History concomitant.

**Music 604: Chorale**

.50 credit

A year-long course, Chorale meets for rehearsal during the school day. The Chorale experience provides participants with an introductory opportunity to develop vocal technique and master the skills needed in ensemble singing. Students are exposed to a number of choral works from the vast repertoire of choral literature and also develop skills in basic musicianship and performance practice. This ensemble is open to all students.

**Note:** Chorale is an ensemble class that does not fulfill the Arts Studio requirement.

**Music 607: Instrumental Music**

.50 credit

Open to instrumentalists by audition only, the Wyoming Seminary large instrumental ensembles are vehicles for developing ensemble skills. The orchestra, wind ensemble, and string ensembles rehearse during the school day and present two concerts each school year. Opportunities also exist for students to participate in a variety of chamber music ensembles. Size and makeup of the chamber ensembles vary according to the ability levels and instrumentation available. All instrumental ensembles allow students to develop their listening skills and to become more independent musicians. Close personal attention from instructors ensures that all students are developing proper playing techniques and working at their full potential.

**Note:** Instrumental Music is an ensemble class that does not fulfill the Arts Studio requirement.

**Music 249: Vocal Methods: A Group Singing Class for All Levels**

.333 credit

Vocal Methods is an introductory singing class designed for students of all levels, from the curious beginners who simply want to explore their voices to the more experienced singers looking to enhance their skills. This course will harbor a supportive and friendly environment as students learn and/or solidify singing techniques. Singers will learn fundamental skills in the areas of breathing, posture, tone production, diction, intonation, rhythm, and performance through specific exercises and songs. A variety of singing styles will be explored, ranging from classical and jazz to popular and folk.
Music 251: Introduction to Musicianship

.333 credit

Introduction to Musicianship is an introductory course designed to give students a glimpse into the world of the music performance industry. This course is open to students of all musical capabilities—from those who have been practicing an instrument since middle school, to those who have never picked up an instrument. This course acts as an alternative to Vocal Methods, with an approach that uses instruments (including percussion and handbells) instead of the human voice. A supportive and friendly environment will enable all students to experiment and learn just what it takes to be a musician through an understanding of pitch and rhythm.

VISUAL ART

Visual Art 101A, 101B, 101C: Drawing and Design ABC

.333 credit each term

Drawing and Design is an introductory series of term electives which offer students the ability to render and compose. The art curriculum provides a space where the practical application of clear focus supports the inner critic, and develops a critical eye as we prepare to master the fundamental elements of art. Our visual problem-solving focuses on balance and relationship in design compositions. Repeated exposure to these design principles readies students to proceed in the art curriculum. Students may elect to take the course for the full year or for one or two terms. In each term, we will explore the elements of drawing and the principles of design with pencil, paper, paint, ink, pastel, and clay. Students can elect to take 1–3 trimesters of Drawing and Design.

Visual Art 106: Advanced Drawing I

.333 credit

Advanced Drawing is a term course designed to explore in depth the fundamentals of drawing: composition, value, and perspective. It is recommended that students have already taken “Drawing and Design” or have had some prior experience or interest. There are some projects that all students work on at the same time, but much of the class is oriented to the individual and their particular strengths and needs. Media include pencil, ink, and charcoal.

Visual Art 106B: Advanced Drawing II

.333 credit

Advanced Drawing II is a term course which builds on the skills and understanding developed in Advanced Drawing I but does not require the earlier class as a prerequisite because most of the work is individually oriented. Projects are developed by the student and teacher together, based on the student’s individual strengths and needs. Media include pencil, ink, charcoal, collage, and paint.

Visual Art 107: Painting

.333 credit

Basic watercolor or acrylic techniques will be explored while painting from observation and imagination. Some projects are directed to the whole class and others are designed to suit individual growth. Color theory, distinctions of Form and Content, and stressing the enjoyment of creativity are primary goals.
**Visual Art 112A, 112B, 112C: 3D Design/Digital Arts**

.333 credit

In this introductory foundational course, digital art and computer animation introduce the concepts of three-dimensional space on the computer screen. We use the programs Z-brush, Blender, and SolidWorks, with the option of driving the 3-D printer. We also use Procreate, Nomad, Storyboard, and Shapr3D on the iPad. We examine geometric, abstract, and organic forms by producing them with clay and reproducing them with the keyboard. The perfect mix of art and technology—from clay to the keyboard.

**Visual Art 118: Ceramics**

.333 credit

In this introductory course in Ceramics, students will learn the basic skills of working with clay in both hand-built and wheel-thrown techniques. The emphasis will be on learning strong foundations and working consistently in preparation for more advanced work. Each student will learn about the firing and glazing process as well. Class is limited to 10 students.

**Visual Art 118A: Advanced Ceramics**

.333 credit

In Advanced Ceramics, students will continue to develop their wheel throwing technique and will be required to produce a consistent body of work over the course of the term. Design of the pieces as well as decoration will be stressed in this course, allowing students to develop their own signature and sensibility.

**Visual Art 130: AP Studio Art (Design)/Visual Art 131: AP Studio Art (Drawing)**

1.00 credit each year

AP Studio is a year-long course that will prepare the students to submit an AP Studio portfolio for grading in May in either the drawing or design concentration. Over the course of the year, the students will be creating works in two major sections: breadth and concentration. The breadth section is intended to demonstrate their abilities over a wide variety of material and subjects. The concentration will be all original pieces centered on a common theme or idea; the works must show growth in both concept and skill. AP Studio is an intense commitment, and students need to be prepared to spend a minimum of two hours of per week in a studio session outside of class (after school in the afternoon or evening). This course has a cap of 12 students and is only for juniors and seniors who have shown a dedication to their art and a commitment to future growth.

*Prerequisite: Invitation from the instructor based on past work or submission of a portfolio*

**HISTORY AND THEORY COURSES**

History and Theory courses provide technical background, establish history and context, and encourage analysis in one or more of the Arts disciplines. These classes value critical thinking, creative problem solving, and historic and cultural appreciation presented through foundational knowledge that will benefit both novices and experienced artists.
FINE AND PERFORMING ARTS

DRAMA, FILM, AND PHOTOGRAPHY

History and Theory 128: History of Television

.333 credit

Who could have predicted that a glass tube could change the world? While the first images brought into households around the world by the cathode-ray tube may have been black and white, perhaps no invention has more colored the way that we see the world than television. As an art form, television programming has always reflected and challenged the values of the times in which it was produced, both capturing the past and the present and presenting an image of the future. This course will examine key periods, genres, personalities, and developments in the medium as we work to understand its importance, relevance, and potential.

History and Theory 129: History of Musical Theater

.333 credit

The roots of musical drama as an art form can be found in the ancient world, but the musical as we know it today is arguably less than 100 years old. A study of musical theater is very much a journey through the history of portions of the modern world, with art reflecting the issues, politics, and values of the society in which it was created. This course will provide a broad survey of general musical theatre history with particular emphasis on the rise of the American musical from vaudeville to the modern day.

History and Theory 142: Movie Music: A Historical Survey of Film Score

.333 credit

From Camille Saint-Saens and Erich Wolfgang Korngold to John Williams and Hans Zimmer, this course will explore movie music from a historical and technical standpoint. What makes good movie music? Why do some film scores work while others fall short? What is the relationship of film score to standard musical genres such as classical, jazz, pop, rock, and folk? What is the relationship of film music to the action of the films themselves? How did film score begin? What are its origins? What are the different types of film score and what is the difference between a score and a soundtrack? These, and many other questions, will be explored through active listening, viewing, discussion, reading, writing, and presentation.

History and Theory/English 266: Literature of Drama: Stage and Page

.333 credit

Plays are (generally) meant to be performed and not just read. This literature-based elective for juniors, seniors, and PGs will encourage you to look at what is on the page and to see beyond it—how can the interpretations of directors, actors, and designers bring the words to life? Do different choices highlight different aspects of the play? Are there right and wrong ways to interpret and adapt? While you will not be expected to be “good actors,” you will at times be asked to perform selections from some of the works studied to demonstrate your interpretive knowledge.

Note: Juniors, seniors, and PGs can take this course as either an Arts elective or as an English elective; it does not fulfill the Arts History/Theory requirement.
MUSIC

History and Theory 605: The Elements of Music: An Introduction to Music Theory

.333 credit

While we may not all be musicians, we rarely spend a day without listening to music. Whether we consciously seek it out on our Spotify and Youtube playlists or we hear it pacing and emotionally supporting the streaming shows and movies we watch, music literally underscores our lives. This course is an introduction to the basic elements of music theory for all students, but with a particular focus on those who may not necessarily want to play or sing music (those students may sign up for Introduction to Musicianship or Vocal Methods) but have an interest in learning more about what makes up the music that impacts our lives.

Note: Students with prior music experience should consider our other Music Theory courses (600, 602).

History and Theory 600: Music Theory

.333 credit

Music Theory is a term course designed to give the students a better understanding of the inner structures of music. This will improve their musicianship as well as enhance their listening experience. The course explores the basic concepts of rhythm, pitch notation, scales, key signatures, and intervals, followed by the study of melody and harmony. The course is appropriate for students of all grade levels who have some prior musical experience as singers or instrumentalists. Students should have some basic music reading skills, such as note values and rest symbols, as well as pitch notation.

Note: This course can fulfill either the Arts Studio or Arts History/Theory requirement, but not both. For eligible students, this course can fulfill the Music History concomitant.

History and Theory 602: AP Music Theory

1.00 credit

A year-long course with a strong emphasis on the development of listening skills relating to the theoretical aspects of music, AP Music Theory will include ear training in interval recognition, harmonic and melodic dictation, and formal analysis. In addition, there will be an in-depth exploration of part-writing, score-reading, and music literature of various historical periods. Students prepare for the Advanced Placement exam.

Note: This course can fulfill either the Arts Studio or Arts History/Theory requirement, but not both. For eligible students, this course can fulfill the Music History concomitant.

History and Theory 142: Movie Music: A Historical Survey of Film Score

.333 credit

From Camille Saint-Saens and Erich Wolfgang Korngold to John Williams and Hans Zimmer, this course will explore movie music from a historical and technical standpoint. What makes good movie music? Why do some film scores work while others fall short? What is the relationship of film score to standard musical genres such as classical, jazz, pop, rock, and folk? What is the relationship of film music to the action of the films themselves? How did film score begin? What are its origins? What are the different types of film score and what is the difference between a score and a soundtrack? These, and many other questions, will be explored through active listening, viewing, discussion, reading, writing, and presentation.
History and Theory 601: Masterpieces of Music

.333 credit

This course introduces students to the basic elements of music and musical terminology and to the history of music and musical styles. This course traces the development of Western classical music from the Middle Ages to the present day. Emphasis is given to the development of musical forms and styles, and a consideration of the sociological and cultural influences on musicians and composers. The relationship of music to the visual arts and prevailing cultural milieu of each historical period is also explored.

Note: For eligible students, this course can fulfill the Music History concomitant.

History and Theory 608: Music in Our World

.333 credit

This course introduces students to the basic elements of music and musical terminology and to the history of music and musical styles. It focuses on the role of music in different countries and time periods by exploring the cultural, social, and religious factors that influence its creation and use. It also investigates the ways in which music of different cultures influences and is absorbed by musical styles in other cultures. Some of the areas studied include Africa, Asia, South America, Europe, and Native American cultures. There is a brief look at styles of jazz and popular musical styles as well.

Note: For eligible students, this course can fulfill the Music History concomitant.

History and Theory 624: Creative Spirit

1.00 credit

Creative Spirit is a full-year, Honors level course examining major landmarks of Visual Art, Music, and Theater and studying structural and creative components in each. Focusing on the inter-relationship of varied artistic disciplines, the course will survey the major artistic periods of Western culture, with detours to Asia, West Africa, and Islamic culture, and correlate the elements found in each style. There will be assigned research projects and class presentations as well as both objective and essay-format tests and quizzes. Field trips to New York’s Lincoln Center and various museums are often planned as part of the curriculum, and the course also typically features a culminating, in-depth, 10-day European study trip (optional), which allows students to encounter masterworks in person (travel expenses are required for participation). Recent years have featured trips to cities in Italy and France.

Note: For eligible students, this year-long course can fulfill both the Art History and Music History concomitants.

VISUAL ART

History and Theory 120: Art History Survey

.333 credit

Art History is a one term trimester survey of the major themes of art through a global perspective. Students will be introduced to the basic elements of art and principles of design, as well as the materials and techniques used to make art. Through an exploration of contextual and formal analysis, the students will learn to develop the necessary skills to discuss the major trends in art. The class will focus on artistic trends across time, from the earliest works to new concepts, and will allow the students to see the significant role that art plays in every aspect of their lives.

Note: For eligible students, this year-long course can fulfill the Art History concomitant.
History and Theory 624: Creative Spirit

1.00 credit

Creative Spirit is a full-year, Honors level course examining major landmarks of Visual Art, Music, and Theater and studying structural and creative components in each. Focusing on the inter-relationship of varied artistic disciplines, the course will survey the major artistic periods of Western culture, with detours to Asia, West Africa, and Islamic culture, and correlate the elements found in each style. There will be assigned research projects and class presentations as well as both objective and essay-format tests and quizzes. Field trips to New York’s Lincoln Center and various museums are often planned as part of the curriculum, and the course also typically features a culminating, in-depth, 10-day European study trip (optional), which allows students to encounter masterworks in person (travel expenses are required for participation). Recent years have featured trips to cities in Italy and France.

Note: For eligible students, this year-long course can fulfill both the Art History and Music History concomitants.

DANCE CLASSES

Dance 981: Dance Technique

Dance Technique is designed to offer students a variety of dance and movement classes, held each day after school. Classes range from beginner to advanced levels and are open to all students regardless of previous dance training. Students may choose to join for one term or all year. All students are encouraged to improve their skills, develop as performers, and enjoy the art of dance. Classes offered have included Ballet, Tap, Lyrical, Broadway Dance, Hip-Hop, Yoga, and Cardio Kickboxing.

Note: Students can fulfill the Physical Education credit with a full term of participation in Dance.
GLOBAL LANGUAGES
Within an exponentially changing world, proficiency in another language and culture is essential for today’s students. Studying a global language at Wyoming Seminary opens the door to many opportunities for students in both the short and long term. Furthermore, it prepares students to take their place in the global community.

The goal of our modern language program is to allow students to communicate effectively in multiple modes and understand the practices and perspectives of people from other cultures. Classes are conducted mostly in the target language with a variety of instructional strategies and the integration of technology where appropriate. By using techniques like scaffolding and differentiation, we are able to support all students. The goals of our classical language program include understanding and analyzing Greek and Roman history, literature, and mythology. By teaching our students Latin, we introduce them to the ideas of Roman writers directly and in their own language. In assigning our students the daily tasks of memorization of vocabulary and grammar and translation, we hope they will develop the habit of practicing what they have learned with a view to mastering it. We expect that students may take the skills they acquire in the study of Latin to the other subjects they study in high school and beyond.

Students may choose from offerings in classical language (Latin and Greek), critical language (Chinese), and Romance language (French, Spanish). All languages offer the possibility of receiving college credit through the Advanced Placement examinations. Sem offers several travel-abroad experiences in Spain, France, Italy, Greece, China, and Latin America.

Non-ELL international students must fulfill Wyoming Seminary’s global language requirement to graduate.
FRENCH

French is a global language widely spoken with over 220 million speakers worldwide. French is also one of the official working languages in many different organizations such as the UN, UNESCO, FIFA, WHO, WTO, AND UNICEF. In the ever-expanding career opportunities of the 21st century, French is the foundation of international business, finance, and trade, and will enhance your appreciation of art, literature, history, and food. Proficiency in French is a highly marketable skill and can lead to opportunities in a variety of fields including journalism, foreign service, law, health fields, travel and tourism, international commerce and finance, and education.

French literature and French civilization are among the richest in the world. Our political, social, and philosophical ideals, as well as our knowledge of mathematics and science, have been immeasurably enriched by French thinkers.

Global Language 310: French I

1.00 credit

This beginning level course focuses on acquisition via listening, reading, writing, and speaking French. Vocabulary centers on the most commonly used words and is taught through thematic lessons and stories. Grammar structures are acquired intuitively through the context of the stories studied in class with the goal of students gaining implicit knowledge of how grammar works. Vocabulary, grammar structures, and pronunciation are reinforced through a variety of activities and instructional strategies designed to build students’ skills and confidence. French and Francophone cultures are explored throughout the year through readings and authentic video. Integrated technology tools support skill building both in and out of class. Communication in the target language is modeled and encouraged.

Global Language 311: French II

1.00 credit

French II reinforces the French I curriculum on a broader level, increasing competence in reading, writing, listening, and speaking French. Repetition of high frequency vocabulary terms and targeted structures provide the focus for in-class lessons and stories. Through active listening and engagement, students work toward the proficiency goal of producing paragraphs, dialogues, and relevant speech samples on familiar topics. Students are exposed to a variety of cultural themes through readings and authentic videos. Technology is integrated as an instructional tool to facilitate the goals for the class.

Prerequisite: French I or the equivalent

Global Language 317: Intermediate French

1.00 credit

Intermediate French continues to build proficiency and accuracy in the four linguistic skills. History and thematic units are complemented by various genres of readings over the course of the year. Grammar concepts are reviewed, refined, and expanded. Students increase vocabulary and proficiency through reading, interpersonal speaking activities, writing tasks, and presentations. Cultural topics are embedded in the curriculum. Integrated technology tools support skill-building both in and out of class.

Prerequisite: French II or the equivalent, or through a placement test and teacher recommendation following French I or the equivalent
Global Language 313: French Honors

1.00 credit

This course emphasizes oral and written competency through units in grammar, literature, and history. Topics vary from an overview of French history or current French culture to a review of sophisticated grammar concepts or excerpts of French literary masterpieces. Expanded literary units embrace the 20th-century novel: Le Petit Prince and Oscar et la Dame Rose. Projects include interactive exploration of themes and topics related to the course material. Technology remains an additional teaching tool.

Prerequisite: Intermediate French, or French II and recommendation of the instructor

Global Language 318: AP French Language and Culture

1.00 credit

Conducted in the target language, AP French Language and Culture is an in-depth study of French, designed around six interdisciplinary themes that integrate language content and culture: public/personal identities, science and technology, families and communities, contemporary life, global challenges, and beauty and aesthetics. Vocabulary, grammar, and idiomatic structures are embedded into the course. Texts, Internet resources, and films are used to provide authentic language samples of Francophone culture. The communicative approach to the content stresses linguistic skills, analytical thinking, problem solving, and critical writing while engaging students in interesting overarching questions within each unit. Students are prepared to take the AP French Language and Culture exam at the culmination of the course.

Prerequisite: French Honors and the recommendation of the instructor

LATIN

Latin began as an ancient Italic language spoken in the region around Rome. Through the political success of the Roman Republic and later Roman Empire, Latin exerted considerable linguistic influence on the Mediterranean world. A significant portion of English vocabulary and grammar, as well as the roots of modern Romance languages (such as French, Spanish, Italian, and Portuguese), is derived from Latin. Literature in Latin documents the intellectual, religious, and political history of many regions, from Western Europe and North Africa to the Americas and Asia. Today, Latin continues to be a spoken language in international contexts and the official language of the Holy See and the Roman Rite of the Catholic Church. The study of Latin opens a world of ancient history, medieval and early modern learning, Greek and Roman mythology, and enhanced linguistic understanding to students.

Global Language 340: Latin I

1.00 credit

Latin I introduces students to the fundamentals of the Latin language. Through reading, listening, and speaking practice with Latin texts and oral content, students learn to understand, analyze, and produce Latin. The course also introduces topics in the ancient Roman world, Greek and Roman mythology, and English grammar necessary to the understanding of Latin. This course is suitable for first-year and upper-level students without knowledge of Latin.
Global Language 341: Latin II

1.00 credit

Latin II builds on the fundamentals of language acquired in Latin I. Students review introductory grammar while building skills for more advanced understanding of Latin. Through a graduated series of readings and composition, students become fluent readers and producers of intermediate Latin syntax. Texts read include Latin novellas, mythological texts in Latin, and readings from Livy on the early history of the Roman Republic.

Prerequisite: Latin I or the equivalent

Global Language 347: Intermediate Latin

Intermediate Latin is a full-year course which continues the acquisition of Latin grammar from Latin II (or its equivalent) with subjunctive verbs, subjunctive clauses, and other higher level grammatical constructs in the fall term. Beginning with winter term, students will read texts from ancient authors with tiered assistance that will be removed by spring term, and they will delve deeper into the history and culture in which those texts are situated. Students will also strengthen their Latin writing skills and will expand their understanding of conversational Latin.

Prerequisite: Latin II or the equivalent, or through a placement test and teacher recommendation following Latin I or the equivalent

Global Language 342H: Latin Honors

1.00 credit

In Latin Honors, students move past the grammatical acquisition of Latin and into the translation of texts, from contemporary neo-Latin to ancient authors. In the fall term, the class reads excerpts from the neo-Latin novel Commentarii de Inepto Pueri (Diary of a Wimpy Kid). In the winter term, translation work begins to shift to ancient texts, with readings such as poems by Catullus and selections from Ovid’s Metamorphoses and Amores. In the spring, students take on early chapters from Caesar’s De Bello Gallico in preparation for AP Latin.

Prerequisite: Intermediate Latin, or Latin II and recommendation of the instructor

Global Language 346: AP Latin

1.00 credit

The AP Latin curriculum focuses on two Roman authors, C. Julius Caesar and P. Vergilius Maro. Students read approximately 800 lines from Vergil’s Aeneid and a comparable amount of prose from Caesar’s Gallic War. They learn to identify literary and historical themes in Latin texts and discuss them in analytic writing. Students also work further on reading Latin poetry and prose at sight and conducting grammatical analysis. The course will culminate with the AP Latin exam in the spring.

Prerequisite: Latin Honors
CHINESE

Chinese is one of the official working languages of the UN and is currently spoken by over 1.3 billion people, making it the world’s most widely spoken first language. Most of the native Chinese speakers are from China, a wonderland with more than 5,000 years of history and an ever expanding economic market. Knowing this language thus connects you to over one fifth of the world’s population, enriches your understanding of Asian culture, and gives you a competitive edge over other people in the globalized job market.

Though the tonal system makes the language harder to sound out and the characters seem to be very difficult to decipher, Chinese has a relatively simple grammar system compared with English and other languages, as it has no verb conjugations and noun declension.

Global Language 300: Chinese I

1.00 Credit

This course serves as an introduction to Chinese. It will primarily teach students Chinese speaking and writing skills by introducing the Pinyin system, four tones, simple Chinese characters, phrases, and sentence patterns based on practical, real-life communication needs. Listening and reading skills will also be taught through interactive technological tools and pedagogical strategies. Chinese culture, geography, and history will be integrated into the course as well.

Global Language 301: Chinese II

1.00 credit

Chinese II deepens students’ linguistic and cultural knowledge of China. They will continue to develop the four skills in more authentic situations. Speaking and listening skills will be polished through in-class target language communication and out-of-class projects. Reading and writing proficiency levels will be further increased through the reading of short Chinese dialogues and articles. Students will also continue to learn about Chinese culture and history.

Prerequisite: Chinese I or the equivalent

Global Language 302: Intermediate Chinese

1.00 credit

Intermediate Chinese enhances students’ reading and writing skills and historical knowledge of China. Reading skills will be developed and strengthened through the reading of adapted passages in Chinese books, newspapers, and magazines. Writing strategies and skills will be expanded through the writing of longer essays. Students will increase proficiency with listening and speaking skills through various communication tasks simulating real-life scenarios. They will also continue to experience Chinese history and culture through short readings and films.

Prerequisite: Chinese II or the equivalent
Global Language 303: Chinese Honors

1.00 credit

Chinese Honors builds on the previous study of the target language and expands the knowledge base of both Chinese language and culture. The course challenges students to apply course content to real-life situations and prepares them for the AP Chinese course. Listening and speaking communication skills to engage with people from Chinese speaking countries are honed through relevant theme-based in-class discussions and real-life conversations with their native Chinese-speaking partners. Reading and writing skills are further developed through adapted excerpts from authentic Chinese reading materials and targeted writing tasks. Chinese history and culture continue to be introduced in the form of documentaries, news, and literature to deepen students’ understanding of China.

Prerequisite: Intermediate Chinese, or Chinese II and recommendation of the instructor

Global Language 304: AP Chinese Language and Culture

1.00 credit

AP Chinese Language and Culture is equivalent to an intermediate-level college course in Chinese. As outlined in the College Board course description, students cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. Authentic materials such as short essays and stories, personal or public notices and announcements, videos, and films are used to build students’ communicative and cultural competence. The course focuses on function and strives to promote both fluency and accuracy in language use. This course is conducted almost exclusively in Chinese and prepares students for the AP Chinese Language and Culture Exam as well as continued Chinese study at the college level and beyond.

Prerequisite: Chinese Honors or the equivalent and the recommendation of the instructor

SPANISH

With a steady growth in the number of Spanish speakers in the United States, a knowledge of Spanish becomes increasingly important to our understanding of the diverse elements of our culture. Given the proximity of Spanish-speaking countries to the United States, familiarity with Spanish promotes an awareness and appreciation of our neighbors’ language, cultures, and place in the world today. Spanish influence in the United States reaches back before colonial times; it is a part of our past, present, and future.

The contributions of Hispanic Americans to the arts, entertainment, media, athletics, and government — virtually every aspect of our way of life — are threads in the tapestry of the United States. Of note is contemporary American literature with its burgeoning genre of works produced by Hispanic-American writers.

Fluency in Spanish can provide a valuable marketable skill in a variety of career areas, including government, law, communication and mass media, health and allied fields, social services, travel and tourism, international commerce and finance, and education.
Global Language 320: Spanish I

1.00 credit

This level focuses on acquisition via listening, reading, writing, and speaking Spanish. Vocabulary centers on high-frequency words and phrases and is taught through stories. Grammar structures are acquired intuitively through the contexts of the stories studied in class with the goal of students gaining implicit knowledge of how grammar works. Vocabulary, grammar structures, and pronunciation are reinforced through a variety of activities and instructional strategies designed to build students’ skills and confidence. Spanish-speaking cultures are explored throughout the year through readings and authentic videos. Integrated technology tools support skill-building both in and out of class. Communication in the target language is modeled and encouraged.

Global Language 321: Spanish II

1.00 credit

Spanish II reinforces the Spanish I curriculum on a broader level, increasing competence in reading, writing, listening, and speaking Spanish. Repetition of high-frequency vocabulary terms and targeted structures provide the focus for in-class lessons, stories, and class novels. Through active listening and engagement, students work toward the proficiency goal of producing paragraphs, dialogues, and relevant speech samples on familiar topics. Students are exposed to a variety of cultural themes through reading and authentic videos. Technology is integrated as an instructional tool to facilitate the goals for the class.

Prerequisite: Spanish I or the equivalent

Global Language 327: Intermediate Spanish

1.00 credit

Intermediate Spanish continues to build proficiency and accuracy in the four linguistic skills. Thematic units are complemented by cultural readings over the course of the year. Grammar concepts are reviewed, refined, and expanded. Students expand vocabulary and increase proficiency through reading, interpersonal speaking activities, writing tasks, and presentations. Cultural topics are embedded into the curriculum. Integrated technology tools support skill building both in and out of class.

Prerequisite: Spanish II or the equivalent, or through a placement test and teacher recommendation following Spanish I or the equivalent

Global Language 323: Spanish Honors

1.00 credit

At this level, an important goal of the study of Spanish is to acquire knowledge of Spain and Spanish America through readings in culture, literature, and civilization. A thematic approach introduces students to Spanish-language authors from Spain, Latin America, and the United States as well as history and culture. Linguistically, more complex and advanced applications of grammar and syntax are dominant components of the curriculum. Competent speech and writing are primary objectives, and vocabulary building remains a focus.

Prerequisite: Intermediate Spanish, or Spanish II and recommendation of the instructor
Global Language 324: AP Spanish Language and Culture

1.00 credit

The AP Spanish Language and Culture course is taught entirely in the target language. Students hone listening, speaking, reading, and writing skills through rigorous practice. Topics in everyday situations help students master the Spanish language by reinforcing vocabulary and grammar and improving conversational skills. Texts, films, and the Internet are used to provide students with authentic sources of Spanish. Students also explore cultural differences in countries where Spanish is spoken, in both contemporary and historical contexts. This course prepares students for the examination in AP Spanish Language and Culture.

Prerequisite: Spanish Honors and the recommendation of the instructor

Global Language 325: AP Spanish Literature and Culture

1.00 credit

This course is a study of Spanish literature representative of both Spain and Spanish-speaking America. The novels, drama, poetry, and short stories highlight acclaimed authors from the medieval period through the 20th century. AP Spanish Literature and Culture is an interdisciplinary course that incorporates art, music, film, and other cultural products related to the works studied. Students research and analyze the background, style, and historical era of each author whose work is presented. Students build a vocabulary of literary terms. Although the class is reading and writing intensive, students improve their listening and speaking skills through class discussions exclusively in Spanish and apply themes to everyday situations. Critical thinking skills and literary analysis are also developed. Students are prepared to take the AP Spanish Literature examination at the culmination of this course.

Prerequisite: AP Spanish Language or the recommendation of the instructor

GREEK

Global Language 362: Greek Language and Culture Honors

1.00 credit

Greek Language and Culture is a capstone course allowing students to continue their study of Classics after having completed an advanced study of Latin or other Global Language. The course introduces students to the study of ancient Greek language and culture. Students will learn to read basic texts in the Attic dialect, compose short sentences, analyze constructions, and recognize the most common vocabulary words. Students will also read Greek literature in translation (e.g., Homer, Herodotus, Thucydides, Plutarch) and learn about ancient Greek culture from the Bronze Age to the Roman period in the context of the wider Mediterranean and Near East. Coursework will include an original project to be undertaken on the student’s area of interest in addition to frequent smaller class assessments on Greek language topics.

Prerequisite: Honors or AP Latin; Honors or AP French, Spanish or Chinese, with departmental approval
HEALTH & PHYSICAL EDUCATION
One term of Physical Education is required of all students each year and is offered on a trimester basis. Students may satisfy the requirements by earning credit in any of the following activities:

- Any interscholastic sport at Sem
- Dance class
- PE classes after school
- An approved off-site PE athletic or fitness program

**Health and Physical Education 985: Health Education**

**.333 credit**

The Health Education program at Wyoming Seminary develops the knowledge, attitudes, and practices necessary to meet students’ present and future health needs. This course takes a contemporary approach to realistic needs in the areas of human sexuality, human development, drug, alcohol and tobacco education, nutrition, stress management, and decision-making processes. The subject matter was chosen to educate students about contemporary problems that affect everyone and to provide them with useful information for the rest of their lives.
HISTORY & SOCIAL SCIENCE
Coursework in the History and Social Sciences department begins by laying a conceptual foundation for further study through Human Geography. From there, students explore the broad outlines of modern global history before undertaking a deeper examination of United States History. Advanced coursework Upper-level Advanced Placement and elective courses provide opportunities for student engagement with philosophy and with social sciences, including political science, economics, and psychology. Studying history and the social sciences produces the habits of mind required of global citizens and prepares students to participate effectively in discussions concerning the common good of their communities.

To make this participation more effective, global citizens must have the thinking and communication skills to transform their understanding into action. These skills include an ability to conduct independent research, to critically analyze source material, to evaluate and use evidence in support of a thesis, and to express findings in a clear, persuasive manner through the written and spoken word.

For students entering in ninth grade, three credits of History/Social Sciences are required: one credit of History/Social Science 401: Human Geography; one credit of History/Social Science 403: Modern World History or History/Social Science 420: AP World History: Modern; and one credit of History/Social Science 404: US History, History/Social Science 424: AP US History, or History/Social Science 425: Seminar in American Studies: AP US History/AP English Literature and Composition. Entering 10th grade students enrolled in the Modern World History course may complete their three credits during senior year with either AP or elective course offerings, or choose History and Social Sciences to be the one discipline in which to reduce their graduation requirement to two credits.

Not every course listed is offered every year.

**SURVEY COURSES**

**History/Social Science 401: Human Geography**

**1.00 credit**

Human Geography is a full-year course that explores the social, cultural, economic, and political systems that shape the human experience in the contemporary world in thematic fashion. It aims to provide students with conceptual tools that can be applied broadly across historical and social science subject areas, to make students engage thoughtfully with pressing issues facing global societies today, and to develop student understanding of the diversity of the human experience in the 21st century.

**History/Social Science 403: Modern World History**

**1.00 credit**

Modern World History begins with an overview of 15th-century global societies, then examines the significant changes of the early modern period (c. 1450–c. 1750), the long 19th century (c. 1750–c. 1914), and the contemporary period (c. 1914–present). While the course moves through modern world history chronologically, it addresses the major developments of each historical era thematically. Students will explore modern world history through primary and secondary sources, and they will be required to write a research paper on a topic of their choice.
HISTORY AND SOCIAL SCIENCE

History/Social Science 420: AP World History: Modern

1.00 credit

AP World History explores major developments in global history from 1200 CE to the present. Thematically, the course addresses the global evolution of diverse political, social, economic, and cultural systems, emphasizing the role of interaction between peoples through trade and imperial expansion in these processes. AP World History students will develop historical thinking skills, such as analyzing primary and secondary sources, making historical connections, engaging in chronological reasoning, and supporting historical arguments with appropriate evidence.

*AP World History is open only to rising sophomores who earned a full year grade of A or A+ in World Civilizations at Wyoming Seminary.*

History/Social Science 404: U.S. History

1.00 credit

U.S. History begins with a review of major developments in American history from the Colonial era through the Civil War. Building on this foundation, students will study the cultural, political, and economic systems that have shaped the United States from the post-Civil War period to the present in greater depth. Students will explore U.S. history through both primary and secondary sources, and they will be required to write an 8-10 page research paper on a topic of their choice.

ELECTIVE AND ADVANCED PLACEMENT COURSES

The following Advanced Placement courses and all term electives are open to juniors, seniors, and postgraduates who have completed History/Social Sciences 403: Modern World History or History/Social Science 420: AP World History: Modern. These courses may be taken concurrently with History/Social Science 404: U.S. History or, in the case of History/Social Science 424: AP U.S. History and History/Social Science 425: Seminar in American Studies, in place of History/Social Science 404. Only the department chair and the Academic Dean can grant exceptions to this policy.

History/Social Science 424: AP U.S. History

1.00 credit

Advanced Placement United States History (affectionately known as APUSH) is designed for the outstanding history student who is interested in studying American history at a fast and engaging pace. The course will follow the AP curriculum, covering pre-Columbian America to the present, focusing on the political, economic, and social trends that influence the development and expansion of the United States. The curriculum focuses on major historical themes which allows the students to make connections among the various units. APUSH students will also continue to build their interpretation and analytical skills, as well as their critical writing skills, by reading extensive historical works and primary sources. The course will fully prepare students for the spring AP examination in United States history, which can earn them college credit, and hopefully help them better understand their world today from a historical lens.

Prerequisite: A- or higher in Modern World History or successful completion of AP World History: Modern
History/Social Science 425/English 225: Seminar in American Studies: AP US History/AP English Literature and Composition

1.00 credit

This seminar is designed to emphasize the interrelation of American literature and American history. Depth in comprehension, accuracy, and conciseness will be expected in the composition of weekly papers. Breadth of experience will be offered through the regular exposure of ideas to open discussion under the combined guidance of history and English instructors.

This course is open by invitation only to specially qualified juniors and meets for two bells daily.

History/Social Science 433: AP European History

1.00 credit

AP European History explores major developments in European history from c. 1450 to the present. The central themes of the course are the transition from hereditary, absolutist, patrimonial forms of government to constitutional, bureaucratic, participatory ones, the shift from a pervasively Christian social and cultural order to a largely secular one, and the evolution of Europe’s relationship with the broader world. AP European History students will engage primary sources and historiographic texts, develop their historical thinking skills, and be prepared to take the AP exam at the end of the year.

Prerequisite: B+ or higher in previous year history class

History/Social Science 437: AP Macroeconomics

1.00 credit

Students in this Advanced Placement course explore macroeconomics. While studying macroeconomics, students learn about factors which influence the national and global economies as a whole. In these units, students discuss questions like the following: What determines the level of unemployment and inflation? How do the monetary system and central banks like the Federal Reserve work? How do foreign currency exchange and international trade impact each other? By the end of the course, students possess a well-rounded understanding of the essential functions and shortcomings of economic forces on the local, national, and global levels. Along with textbook work, this course will include non-textbook readings and projects that allow students to explore macroeconomic issues in greater depth.

Prerequisite: Algebra II

History/Social Science 438: AP U.S. Government and Politics

1.00 credit

This Advanced Placement course in American government and politics is a full-year examination of the structure and operation of the American political system. The course begins with a study of the foundations of our political system, concentrating on the emergence of a federal constitution. Students will focus on the issues and events that shaped the framing of the constitution and will read and analyze primary sources, including The Federalist Papers. The course then proceeds to examine the institutions and policies of the government, with an emphasis on their origins, while continually relating them to the issues of contemporary American society. The course evaluations include a paper in the fall term. Students who complete the course will be prepared to take the AP Government exam in the spring term.
ELECTIVE SERIES: PSYCHOLOGY

History/Social Science 441: Psychology I

.333 credit

This class provides a general overview into the varied topics of human psychology. With unifying themes of multi-causation, subjectivity of experience, and cultural impacts we will examine the major theories involved in sensation and perception, consciousness, human development, and more. There will also be a historical introduction to the field of psychology and the major players. Group work and activity-based learning are prioritized within this class, allowing students to learn from each other and their own unique life experiences.

History/Social Science 442: Psychology II

.333 credit

Continuing with the unifying themes and group activity approach from Psychology I, Psychology II examines areas that may be more personally relevant and applicable to the typical high school student. Topics to be discussed include learning, memory, personality, stress, and social psychology.

History/Social Science 431: Psychology III

.333 credit

The genre of psychological thrillers has taken horror movies in a totally new direction, playing tricks on our minds and playing to some of our deepest fears and insecurities. But these films are not alone. Throughout the history of filmmaking, writers and directors have used psychological concepts to frame their works. More interestingly, the behaviors exhibited by characters in film can be analyzed from a psychological perspective that, while never intended by the actor or those making the film, give a new level of understanding into that character and their state of mind. Throughout this course, students will watch and discuss movies based on their psychological concepts and see how Hollywood uses those ideas to impact the audience.

ELECTIVE SERIES: PHILOSOPHY

History/Social Science 474: Philosophy I

.333 credit

Embark on a journey to unmask the elusive nature of truth in this trimester philosophy course. This philosophical series of electives is designed for students to take a full-year sequence or to join for a single trimester of study. Whether you join us briefly or for the full year, we’ll delve into some questions that have captivated human minds for millennia. Reading materials for fall trimester will cover introductions to topics like critical thinking, logic, reasoning, and metaphysics. Come define “the truth” with us.

History/Social Science 475: Philosophy II

.333 credit

Get ready to look beyond the surface and delve into the profound nature of beauty. We’ll work to uncover the essence of what we find beautiful, challenging our preconceived notions and discovering the multifaceted ways that beauty has shaped our human experience. Reading materials will cover introductions to topics like aesthetics, value theory, and moral philosophy. Come define “The Beautiful” with us.
History/Social Science 476: Philosophy III

.333 credit

Intellectual adventure awaits! Join our expedition to discover the essence of goodness. This course isn’t about moral codes; it’s about forging your own path towards a life of meaning and purpose. Reading materials will cover introductions to epistemology, social and political philosophies, and ethical puzzles. Come define “The Good” with us.

ELECTIVE SERIES: BUSINESS

History/Social Science 335: Entrepreneurship and Business Leadership

.333 credit

Students will be introduced to concepts related to business administration. Entrepreneurship topics include organizational vision, mission and values, as well as talent, entrepreneurship, and business development. Business leadership topics include emotional intelligence, situational awareness, and professional development. Students will also practice working in teams though discussions and project-based group work as required components of the course.

History/Social Science 336: Marketing and Communication

.333 credit

Students will be introduced to concepts related the foundations of marketing including the marketing mix and the functions of marketing. They will also explore basic concepts of communication including media, advertising, and public relations. Case studies, discussions, and project-based group work will be required components of the course.

History/Social Science 337: Human Resources and Finance

.333 credit

Students will be introduced to concepts related to money and personal finance which include: financial statements, personal credit, and financial planning. They will also cover an overview of Human Resources including leadership and employee relations. Case studies, discussions, and project-based group work will be required components of the course.
The mathematics curriculum is designed to provide:

- Each student with a working knowledge of the fundamental concepts and techniques of algebra and Euclidean geometry
- A comprehensive review of algebra and geometry for the student who wants to strengthen his or her understanding of basic concepts
- A set of electives which make it possible for a student to be enrolled in a mathematics course appropriate to the student’s level of ability each year of his or her career at this school
- A substantial elective program, including advanced placement courses for the talented and interested student

The first of these objectives is accomplished through the required courses; the others are dealt with through the electives.

A student who wants to accelerate in order to do advanced placement math should complete the required courses no later than the end of the sophomore year. Advice in this matter is available from the Department of Mathematics or the Academic Dean.

**REQUIRED MATHEMATICS COURSES**

**Mathematics 500: Algebra I**

1.00 credit

This course emphasizes the structure of algebra by building a basic vocabulary and developing the fundamental operations. It is intended to provide a solid background for future courses in mathematics.

**Mathematics 501: Geometry**

1.00 credit

This course emphasizes the development of logical thinking and organized expression based on algebraic and geometric principles. The topics of parallelism, perpendicularity, congruence, similarity, formal proof, geometric construction, right triangle trigonometry, and the study of the properties and measurements of two- and three-dimensional figures are included.
Math 5024: College Preparatory Algebra II

1.00 credit

This course builds on the concepts presented in earlier courses, with emphasis on the structural development of the real number system. The pace of this course allows for more time for in class review of previous skills that may not have been mastered as thoroughly as necessary. Topics include linear equations and inequalities, quadratic equations and inequalities, systems of equations, relations and functions, and, finally, an introduction to the properties of logarithms and their relationship to the laws of exponents. The intended audience for this course are juniors and seniors. Other students may be enrolled with the permission of the Academic Dean. This course will prepare students for the math electives.

Math 502: Algebra II

1.00 credit

This course builds on the concepts presented in earlier courses, with emphasis on the structural development of the real number system. Topics include linear equations and inequalities, quadratic equations and inequalities, systems of equations, relations and functions, the introduction of properties of complex numbers, the laws of logarithms and their relationship to the laws of exponents, and coordinate geometry. Students completing this course will be prepared for the study of precalculus.

Math 502H: Algebra II Honors

1.00 credit

This course builds on the concepts presented in earlier courses, with emphasis on the structural development of the real number system. Both the pace and the depth of this course differ from Math 502. Topics include linear equations and inequalities, polynomial equations and inequalities, rational functions and equations, systems of equations, relations and functions, properties of complex numbers, logarithmic and exponential equations, and coordinate geometry. Additionally, students in Math 502H will explore the Unit Circle and basic trigonometric functions. Preference for enrollment in this course is given to freshmen and sophomores.

ELECTIVE MATHEMATICS COURSES

Mathematics 526: Precalculus

1.00 credit

This course is an elective for students who wish to strengthen their mathematics background before progressing to other math electives, advanced math courses or enrolling in AP Precalculus. Roughly one term will be devoted to the examination of properties of polynomial, exponential, and logarithmic functions; one term to trigonometry, including analytic trigonometry; and one term to the study of matrices, analytic geometry, sequences, series, and introductory probability topics.

Prerequisite: Algebra II
Mathematics 527: AP Precalculus

1.00 credit

To develop students’ skills with analytical thinking and to prepare them for success in a college-level calculus class, this course will develop the foundational mathematical skills necessary for future study in both STEM and non-STEM fields. Through examination of graphical, numerical, and algebraic properties, students will develop mastery of polynomial, rational, logarithmic, and trigonometric functions, as well as their applications. Students who complete this course in good standing are strongly encouraged to take the Advanced Placement Test in Precalculus.

Prerequisites: A or higher in Algebra II; B or higher in Algebra II Honors

Mathematics 522, 523, 524: Discrete Mathematics A, B and C

.333 credit each term

This course explores topics not traditionally covered in a traditional, algebra-based high school math curriculum. The course focuses on real world problems and applications displaying the utility of mathematics in exploring the areas of management science, statistics, social choice, and economics. We will see how mathematics can influence anything from entrepreneurship to establishing fair voting practices. This course allows our college-bound students to see another side of mathematics instead of the traditional track toward Calculus.

Prerequisite: Algebra II or higher. It is recommended that students take a precalculus course or the sequence Business and Finance/Trigonometry/ Statistics and Probability before taking this Discrete sequence.

Mathematics 521: Introduction to Calculus

1.00 credit

After an intensive review of the behavior of polynomial and power functions, students in this course will explore the field of Differential Calculus. This field of study focuses on rates of change and calls extensively on the algebra of functions and the study of the graphical behavior of these functions. Students will be expected to develop a level of comfort with graphing technology. We will restrict ourselves to the study of derivatives of polynomial and power functions. Students successfully completing this course will be well prepared for Mathematics 525: Calculus Honors.

Prerequisite: B or higher in Precalculus in the year preceding their enrollment in Introduction to Calculus.

Mathematics 525: Calculus Honors

1.00 credit

Students in this course will investigate the fundamentals of Differential and Integral Calculus. This course is designed to be less rigorous than the AP Calculus AB course. In this course, we will focus primarily on techniques of differentiation and integration with a brief introduction to the applications of these techniques. Students in this course are expected to have a sound grasp of fundamental skills of geometry, algebra II, and precalculus. While we certainly will review these topics, students will need to be able to recall important principles from those courses. Students finishing this course successfully will be well prepared to move on to college level study of calculus either as AP Calculus AB students or entering a calculus course as freshmen in college.

Prerequisite: B- or higher in AP Precalculus, or an A in Precalculus in the year preceding their enrollment in Calculus Honors, or B- or higher in Introduction to Calculus
Mathematics 532: AP Calculus AB

1.00 credit

This course in differential and integral calculus is taught at the first-year college level and emphasizes both theoretical and practical applications. Students who complete this course in good standing are strongly encouraged to take the Advanced Placement Test in Calculus AB.

Prerequisite: B or higher in AP Precalculus and departmental approval

Mathematics 541: AP Calculus BC

1.00 credit

Invitations for placement in this class will be extended on the basis of strong performance in prior mathematics courses. This course is designed to develop an intuitive understanding of the concepts of differential and integral calculus and provide experience with methods and applications. It is a course in the calculus of functions of a single variable. Calculus BC is an extension of Calculus AB rather than an enhancement. Additional topics include infinite series and sequences along with exposure to the theoretical tools of calculus. Students who complete this course in good standing are strongly encouraged to take the Advanced Placement Test in Calculus BC.

Prerequisite: B or higher in AB Calculus and departmental approval

Mathematics 551: AP Statistics

1.00 credit

The course includes four conceptual themes: (1) exploring data, observing patterns and departures from patterns; (2) planning a study, deciding what and how to measure; (3) anticipating patterns in advance by using probability and simulation to produce models; and (4) using statistical inference to confirm models. Students who complete this course in good standing are strongly encouraged to take the Advanced Placement Test in Statistics.

Prerequisites: B or higher in AP Precalculus or a course above; A- or higher in Algebra II Honors; B or higher in Precalculus

Mathematics 560: Multivariable Calculus

1.00 credit

The notions of partial derivative, directional derivative, gradient and differential are examined, with the concepts applied to optimization problems. Double and triple integrals and their applications are discussed. If time permits, vector fields and line integrals are explored.

Prerequisite: AP Calculus BC and departmental approval

Note: Differential Equations and Multivariable Calculus will require a minimum of five students to run beginning in the 2024-2025 school year.
Mathematics 561: Differential Equations

1.00 credit

In this course, students will discuss the theory and applications of differential equations. Topics include techniques to solve differential equations such as numerical and graphical approximations, series solutions, the Laplace Transform, and the Dirac Delta function. There will be opportunities to use calculators, electronic spreadsheets, and the World Wide Web to enhance understanding.

Prerequisite: AP Calculus BC and departmental approval

Note: Differential Equations and Multivariable Calculus will require a minimum of five students to run beginning in the 2024-2025 school year.

Computer Science 938: AP Computer Science A

1.00 credit

This year-long course will be an introduction to modern computer science using the Java computer programming language. By designing and writing their own computer programs, students will explore key programming concepts such as selection and iteration as they are introduced to the central principles of object-oriented design and programming: classes and objects, encapsulation, inheritance, and polymorphism. Students will also be introduced to advanced data structures and the algorithms used to sort and search them. This course will prepare students for the AP Computer Science exam.

Prerequisite: Completion of a precalculus course and concurrent enrollment in a calculus course

Mathematics 514: Mathematics of Business and Finance (Fall)

.333 credit

Students who have completed their math requirements through Algebra II are eligible for this course. In this course, we will examine the mathematics behind making decisions about investments and taking out loans. We will discuss the models behind the calculation of FICO scores, and we will examine the ingredients of credit worthiness in the current marketplace. Finally, we will examine appreciation and depreciation using calculator and online graphing technologies.

Mathematics 516: Trigonometry (Winter)

.333 credit

This trimester course is a survey of trigonometry for students who have not had a course in precalculus. The course defines the six trigonometric ratios in terms of right triangles before changing context to the unit circle. Students are asked to prove trigonometric identities, graph trigonometric functions by hand and with the use of technologies such as the TI graphing calculator as well as online resources such as Desmos and GeoGebra. Students are also expected to solve trigonometric equations and to apply trigonometric functions to solve problems such as those involving navigation.

Prerequisites: Completion of Geometry and Algebra II
Mathematics 515: Statistics and Probability (Spring)

.333 credit

This course provides students with an introduction to fundamental notions of probability and statistics. Students will explore fundamental counting principles that are at the heart of standard probability problems. They will explore normal distributions, discuss measures of central tendency and spread, and begin to explore the principles of experimental design.
RELIGION
Wyoming Seminary believes that religious literacy is critical to our students’ understanding of global human affairs. Before graduation, our students must be able to discern and analyze fundamental intersections of religion and our social, political and cultural life. To achieve this, students must take one of the courses listed below to fulfill their religion requirement in addition to attending mandatory school chapels which are designed to encourage a sense of respect, belonging, and interconnectedness in a diverse cultural community. Students at Sem are also encouraged to explore and deepen their religious experience through elective coursework and participation in local houses of worship.

**REQUIRED RELIGION COURSES**

**Religion 710: The Bible and Western Culture**

.333 credit

The Bible is the single most influential text in Western culture, containing a wealth of information, values, and ideas that have served to delineate the horizons of meaning for Jews, Christians, and Muslims in the West. By reading from selected passages from the Bible, studying the historical framework of the biblical saga, exploring the varying ways people have interpreted the Bible, and examining biblical views of the basic questions of life, students will become familiar with a book that continues to shape the world in which we live.

*Course available to rising 11th and 12th grade students (grade 10 students with permission).*

**Religion 776: World Religions**

.333 credit

Students preparing for life in the 21st century must be prepared to face two important facts of the modern world: the persistence of religion as a world phenomenon and the transformation of America into a global community. Both of these realities beckon our careful study and thought. In this course, we will explore the basic life experiences and the expressions of faith that continue to inspire millions of people who find meaning in Hinduism, Buddhism, Judaism, Christianity, and Islam.

*Course available to students in grades 9-12.*

**Religion 777: New American Religious Movements of the 19th and 20th Centuries**

.333 credit

A road trip across the USA involves many sights, some of those include religious billboards and megachurches visible from highways. Religion continues to play a significant role in America’s landscape. This course begins with a critical inquiry into the nature of religion in America and the history that led to the constitutional guarantee of religious freedom. Students develop and defend criteria to evaluate nontraditional forms of “church” that have resulted from this freedom. After reviewing the origin, history, and beliefs of the major non-traditional churches established by Americans, the course explores: Why do new religious traditions arise, how do they thrive, and does the context of American culture have anything to do with their success or failure?

*Course available to rising 11th and 12th grade students (grade 10 students with permission).*
Preparing students for the increasingly complex technological demands of contemporary life is one of the goals of Sem’s science department. Well-equipped laboratories prepare students for college and university study and possible careers in science, industry and engineering.

Three credits in science are required for graduation. However, this is one of the three disciplines in which students may choose to reduce the requirements by one credit. A credit in Science 800: Biology, 800H: Biology Honors, the basic laboratory science, must be earned by all students. A second credit in a lab physical science must be earned by successfully completing either Science 850: STEM Foundations (all freshman beginning in 2013-14), Science 802: Chemistry Honors, Science 812: Introduction to Chemistry, or Science 807: Introduction to Physics.

Not every course listed is offered every year.

Science 850: STEM Foundations

1.00 credit

Through a design and engineering focus, students will study physics through simple mechanics and transformation of energy, chemistry through climate change, power generation, and electricity, and biology through evolution, characteristics of living things, and the anatomy of an eye. Throughout the course, special focus is placed on the integration and application of the different disciplines of science. Accessible curriculum, offered with varied depth and breadth of content throughout the year, will allow for participants to grow as students while simultaneously constructing a scientific literacy framework for future academic pursuits. All terms will be taught as inquiry based classes with real-world problems/issues as the basis for comprehensive project-based work.

This is a required freshman level, three-term lab course. Students may be able to enroll concurrently in STEM Foundations and Biology or Biology Honors with departmental and administrative approval. Students who have completed or are concurrently enrolled in Algebra II may be able to enroll concurrently in STEM Foundations and Chemistry Honors with departmental and administrative approval.

Science 800: Biology

1.00 credit

This course is designed to engage all levels of learners in the study of living organisms, their structure, processes, evolution, and interactions. An emphasis is placed on laboratory experiences, projects, and activities that are designed to facilitate engagement with the subject and promote learning through self-discovery.

Prerequisite: STEM Foundations or its equivalent from another institution for those entering Seminary above the freshman level

* Please see specific course requirements/prerequisites for individual AP courses
**Science 800H: Biology Honors**

1.00 credit

Biology Honors is a full year in-depth study of the major concepts of the living world. The core principles of science are used to promote deep understanding and appreciation of complexity, diversity, and interconnectedness of life on earth. The course focuses on: correlation between structure and function starting at molecular level and up to the level of organisms; principles of classical and molecular genetics and evolutionary theory; energy transformations within living systems; and interactions between organisms and their environment.

A strong emphasis will be placed on independent work, developing research and experimentation skills, quantitative reasoning, discussion, and problem-solving skills. Students will be able to apply knowledge gained in this course to their everyday lives, make informed choices as members of the community, as well as to further their careers in science.

*Prerequisite:* A grade of B+ or better in STEM Foundations (or its equivalent from another institution) and a teacher recommendation if taking this course concurrently with Chemistry Honors

**Science 812: Chemistry**

1.00 credit

Introduction to Chemistry is designed to explore the fundamental principles of chemistry. Topics covered will include chemical properties, atomic and molecular structure, states of matter, acids and bases, properties of water, bonding, and Periodic trends and reactions. Emphasis is placed upon the understanding of concepts. The course will include a weekly laboratory session. Grades will be based upon homework, tests and quizzes, and laboratory reports.

*Prerequisites:* STEM Foundations (or its equivalent from another institution) and concurrent enrollment or completion of Biology or Biology Honors

**Science 802: Chemistry Honors**

1.00 credit

This is an introductory course in chemistry that is designed to cover the basic models and theories of inorganic chemistry. Topics include atomic structure, mass balance, equilibrium, kinetics, chemical reactions, electrochemistry, and nuclear chemistry. Laboratory experience is an important part of the course. The use of mathematical and conceptual models to solve problems is strongly emphasized.

*Prerequisites:* A grade of B+ or better in STEM Foundations (or its equivalent from another institution) and completion or concurrent enrollment in Algebra II AND Biology or Biology Honors. A grade B or better in Chemistry with completion or concurrent enrollment in Algebra II is also permitted. If enrolling concurrently in Biology or Biology Honors, a teacher recommendation is also required.

**Science 807: Physics**

1.00 credit

Introduction to Physics approaches this important subject as a discipline in itself rather than as an applied mathematics course. Topics that will be studied include: Newtonian mechanics, thermodynamics, properties of matter, elementary atomic physics, relativity, wave theory, sound, optics, light, and electromagnetics.

*Prerequisites:* STEM Foundations (or its equivalent from another institution) and Biology or Biology Honors
Science 803: Physics Honors

1.00 credit

This is an introductory course designed to fulfill the needs of students interested in a scientific, engineering, or medical career. Topics discussed will include classical mechanics, heat, sound, optics, electricity, and magnetism, emphasizing the understanding of physical phenomena. Periodic laboratory work supplements lecture material in a closely coordinated program. Prospective students should have a successful background in chemistry and mathematics.

Prerequisites: Chemistry Honors and concurrent enrollment in Precalculus

Science 810: AP Environmental Science

1.00 credit

This course is the equivalent of a one-semester, introductory college course in environmental science and is suitable for students interested in a career in this field or in fulfilling a basic college requirement for a laboratory science. The course goals are to provide students with the scientific principles required to analyze environmental problems, such as air and water pollution, population growth, and food resource management. The focus of this course will be to evaluate the risks associated with these problems and examine solutions for resolving them.

Prerequisites: B or higher in Biology or Biology Honors AND a B or higher in Chemistry or Chemistry Honors

Science 801: AP Biology

1.00 credit

This course is intended for those students who are interested in majoring in biology or the medical fields in college. It is similar in scope and content to a first-year college course, with particular emphasis on molecular biology and biochemistry and their application to other aspects of the discipline, including evolution, ecology, development, anatomy, and physiology. This will be a rigorous course, requiring a strong background in biology and chemistry.

Prerequisites: Grades of B+ or better in Biology, or B or better in Biology Honors AND a grade of B+ or better in Chemistry or a B or better in Chemistry Honors

Science 804: AP Chemistry

1.00 credit

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course is available to junior and senior students who have successfully completed a first course in chemistry at the secondary school level. Topics included are atomic theory and structure, chemical bonding, nuclear chemistry, chemical equilibrium, kinetics, and energy changes associated with chemical reactions.

Prerequisite: Grade of B+ or better in Chemistry Honors
Science 805: AP Physics C: Mechanics

1.00 credit

AP Physics C: Mechanics is intended to be a challenging, college level, science class equivalent to a college semester course in calculus-based physics. The class is founded upon four guiding principles: knowledge of theories, concepts and general principles; problem solving through the use of qualitative and quantitative reasoning and experimental investigation; student attributes of appreciation of the physical world; and connections of physics to other disciplines and societal issues.

Prerequisites: Completion of any level of a calculus course and Chemistry Honors OR a grade of A or better in Physics Honors and concurrent enrollment in a calculus course

The following term electives in science are available only to juniors, seniors and postgraduates who have completed their two-year lab requirement.

ELECTIVE SERIES: FORENSICS

Science 815: Forensic Science I

.333 credit

Forensics is the application of science to solve crimes using scientific evidence that will be admissible in a court of law. Forensic Science I will be offered in the fall term as an elective for juniors and seniors who have completed two years of science. This course employs a multi-disciplinary approach that encourages problem solving in biology, chemistry, and physics as applied to crime scene analysis. Fall term topics covered include processing a crime scene, fingerprinting, hair and fiber analysis, toxicology, entomology, and forensic pathology.

Science 816: Forensic Science II

.333 credit

Forensics is the application of science to solve crimes using scientific evidence that will be admissible in a court of law. Forensic Science II will be offered in the winter term as an elective for juniors and seniors who have completed two years of science. This course employs a multi-disciplinary approach that encourages problem solving in biology, chemistry, and physics as applied to crime scene analysis. Winter term topics covered include forensic anthropology, odontology, serology, bloodstain patterns, ballistics, toolmark and shoe impression, and forensic psychology.

Science 821: Forensic Science III

.333 credit

Forensics is the application of science to solve crimes using scientific evidence that will be admissible in a court of law. Forensic Science III will be offered in the spring term as an elective for juniors and seniors who have completed two years of science. This course employs a multi-disciplinary approach that encourages problem solving in biology, chemistry, and physics as applied to crime scene analysis. Spring term topics include arson, forensic psychology, DNA fingerprinting, document analysis, handwriting analysis, and comprehensive crime scene analysis.
ELECTIVE SERIES: STEM

Science 838: STEM Electronics
.333 credit

The intention of this course is to introduce students to the most basic electronic components and theories that provide the foundation for electrical engineering. Through lectures and labs, students will gain an understanding of the principles of analog electronic circuits.

Science 840: STEM Digital Circuits
.333 credit

This course will introduce students to Boolean algebra and the analysis and design of logic circuits. Students will explore logic gates, such as AND, OR, and NOT gates and how these are used in building some of the basic circuits of digital computing. Circuits such as adders, comparators, decoders, and encoders will be studied.

Science 845: STEM Physical Computing
.333 credit

Through the use of the Arduino microcontroller and analog sensors, students will explore the basic principles of computer programming and study such foundational concepts as selection and iteration structures. No prior experience in computer programming is required.

ELECTIVE SERIES: ANATOMY

Science 841: Anatomy and Physiology I
.333 credit

Structure and function meet to create the amazing human body. Anatomy and Physiology I will introduce the student to the human body and appropriate terminology. The student will study three organ systems: integumentary, skeletal, and muscular. This course will prepare students to take Kinesiology in the spring term. Skill development includes researching and presenting a health disorder to the class.

Science 842: Anatomy and Physiology II
.333 credit

Presented independent of Anatomy and Physiology part I, students start this term learning about blood. This sets the stage for a study of three more organ systems: cardiovascular, respiratory, and digestive. Skill development includes researching and presenting a health disorder to the class.

Science 844: Kinesiology
.333 credit

This course is a straightforward look at human anatomy and its relation to movement. Students learn about the static and dynamic structure of the body as it relates to movement. Movement analysis is a running theme throughout the term. Skill development includes a serial movement analysis project.

Prerequisite: Anatomy and Physiology Part I
ELECTIVE SERIES: EARTH AND SPACE SCIENCE

Science 817: Astronomy

.333 credit

This course presents an introduction to the composition and structure of the universe and other topics in the field of astronomy, including the current investigations for life on other planets. The content includes, but is not limited to, study of the universe and the conditions, properties, and motions of bodies in space, historical astronomy, astronomical instruments, the celestial sphere, modern methods of observational astronomy, age and origin of the Solar System, descriptions of the planets, and discussions of the possibility of life on other planets.

Science 818: Atmospheric Science

.333 credit

This course presents an introduction to the atmosphere, weather, and climate phenomena, and their controlling physical processes. Topics covered include but are not limited to: the structure of the atmosphere, energy and energy budgets, climate and climate change, air pollution, clouds and precipitation, pressure and wind systems, severe weather, and weather forecasting.

Science 819: Earth Science

.333 credit

This course explores the fundamental concepts of earth science, as well as examining Earth’s complex and interrelated processes. Topics covered include but are not limited to: mapping and GIS, rocks and minerals, changing Earth’s surface, geologic time, Earth’s interior and earthquakes, plate tectonics, mountain building, volcanoes, and igneous activity.

ELECTIVE SERIES: BIOLOGICAL SCIENCES

Science 811: Microbiology

.333 credit

Microbes are found in nearly every environment, and they can even survive inside other living things. This course explores microbes and their role in infectious disease, ecology, and biotechnology with an emphasis on the use of microbes to address issues related to climate change. Topics include microbial structure, genetics, relationships with other living things, and the use of microbes in mitigating human effects on the environment. Training in laboratory techniques that are used to study microbiology will be offered.

Science 839: Marine Biology

.333 credit

Marine biology is the study of ocean life. This course explores marine organisms and the challenges they face living in marine environments affected by climate change. Topics include marine ecosystems and the factors that shape them, marine organisms and their physiological adaptations, interrelationships among marine organisms, resources from the sea, changes in the range and distribution of marine life as a result of climate change, and human impact on the marine environment.
Science 847: Topics in Biochemistry

.333 credit

This course is a biochemistry course focusing on the science behind macromolecules, the denaturation of proteins resulting from heat and changes in pH, the biochemical pathways responsible for detection of taste, brain chemistry and taste preferences, enzymatic function in the breakdown of biomolecules, and analysis of chemical reactions as demonstrated through cooking. Students will investigate the chemical and physical properties that underlie food preparation as a form of applied chemistry and biology. Each module of the course will consist of the preparation of a food representative of the concept being taught along with the evaluation of journal articles detailing the scientific aspects of the technique or the effect on those consuming it.

The following course elective series is open to students in grades 9-12 and PG. No prerequisites are required.

ELECTIVE SERIES: THE FUTURE OF FOOD AND SCIENCE RESEARCH

Science 854: Ecology, Conservation and Agriculture I

.333 credit

This course series will examine the science behind the relationships people have with nature. Students will examine a variety of advancements in technology as well as historic uses of the earth’s resources as they pertain to sustaining the human population. At the beginning of each unit, students will discuss the implications of our current food/agricultural systems along with ecological impacts correlated with choices made in developing innovative solutions. Additionally, students will work with local resources outside of the walls of our campus. In the first term of the course, students will cover the following topics: regenerative agriculture, soil science, harvesting, food preservation, mycology, and foraging.

Science 855: Ecology, Conservation and Agriculture II

.333 credit

This course series will examine the science behind the relationships people have with nature. Students will examine a variety of advancements in technology as well as historic uses of the earth’s resources as they pertain to sustaining the human population. At the beginning of each unit, students will discuss the implications of our current food/agricultural systems along with ecological impacts correlated with choices made in developing innovative solutions. Additionally, students will work with local resources outside of the walls of our campus. In the second term of the course, students will cover the following topics: plant husbandry techniques, plant genetics, ecology, mycology, horticulture, and botany.

Science 859: Science Research and Experimental Design

.333 credit

This course provides a deep-dive into the intricacies of the formal scientific process. Students will research, design, and complete an experiment in the field of science. This course will allow the freedom to pursue an area of interest or the direct guidance of a faculty mentor/teacher. It is open to all students to encourage an area of inquiry with thorough conclusions. Students will cover the entire research lifecycle, from formulating a research question to disseminating findings. The course places a strong emphasis on refining critical thinking, methodological rigor, and ethical considerations in research. Through a combination of theoretical lectures, hands-on exercises, and real-world case studies, participants will acquire the following key skills: research design, data collection, ethical considerations, literature review, and research writing and presentation.