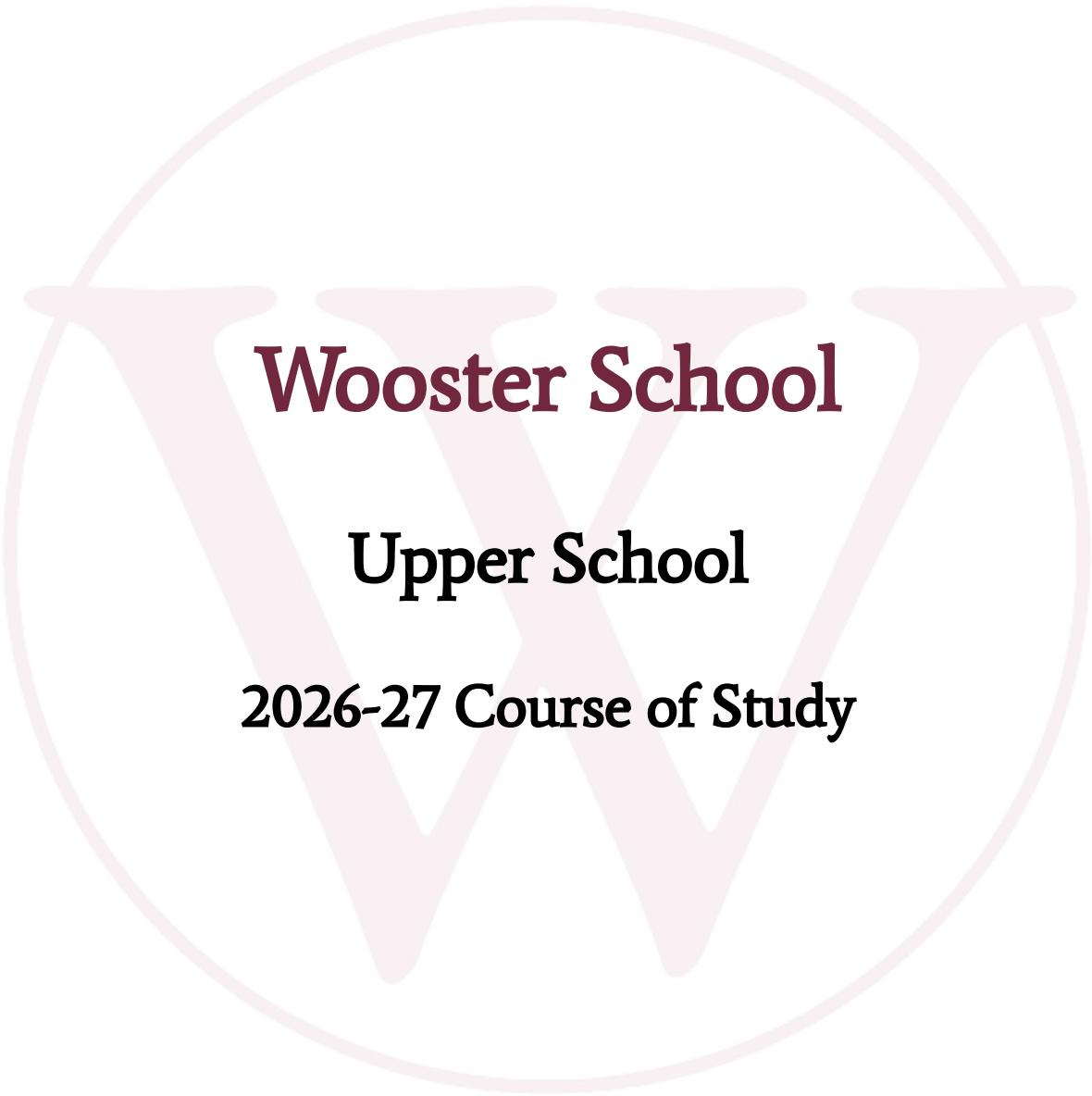




Wooster School

Upper School

2026-27 Course of Study

Introduction	3
Graduation Requirements	3
Weekly Schedule	3
Course Requirements	4
Grading, Assessment, and Feedback	5
Academic Grades	5
Learner Behavior Feedback	5
Special Programs & Partnerships	7
Bridge Program	7
Pathways Program	7
Senior Independent Study (SIS)	7
Independent Study	7
One Schoolhouse	8
Global Online Academy	8
Course Load Requirements and Selection	9
Course Selection	9
Sample Student Course Load	10
Sample 9th Grade Course Load	10
Sample 10th Grade Course Load	10
Sample 11th Grade Course Load	10
Sample 12th Grade Course Load	10
Embedded Honors	11
Deep Learning Initiative and Advanced Coursework	12
The Tutorial Model	13
Extra Help and Tutoring	13
Departmental Overviews & Course Descriptions	13
Humanities	14
STEM	22
World Languages	30
Performing Arts	33
Visual Arts	39
Social Science	46
Student Life	48
Health	49
Trimester & All-year Electives by Block Matrix	50
Athletics	51
Afternoon Activities	52

Introduction

Wooster's Upper School curriculum provides students myriad pathways to develop the skills, dispositions, and knowledge they will need in college and life. Our ninth and tenth grade program is a largely common curriculum designed to strengthen students' foundational skills. Eleventh and twelfth grade curricula are framed by greater choice and increased depth. Regardless of age or grade level, our curriculum is intended to teach students how to learn, think, and communicate. These are the fundamental skills upon which they will become lifelong learners and best be able to adapt to an evolving world.

Graduation Requirements

In order to graduate, Wooster students must have:

- (1) Been in attendance as a senior, discharged his/her obligations in the Self-help system, and met the 90% attendance rule (found in the Community Handbook); and
- (2) Fulfilled the course requirements within each department; and
- (3) Successfully completed a minimum of 5.0 credits per trimester AND 60.0 credits of required coursework by the end of senior year; and
- (4) Successfully fulfilled the afternoon activities requirements; and
- (5) Successfully completed a Senior Independent Study (SIS).

Weekly Schedule

The Upper School weekly schedule shifts slightly year-to-year. [Click here to see the Upper School Weekly Schedule for 2026-27](#). Key attributes of the Upper School weekly schedule include:

- 9:00 am Academic Start Time
- 50-minute Class Periods
- Daily Office Hours Opportunities
- Student Life Focus on Wednesdays
- Extended Block (G) on Wednesdays

Course Requirements

The table below outlines the required courses and credit load for each discipline.

Students need the following to qualify for a diploma:

Discipline	Credits	Required Coursework
English	12	Humanities I World Literature
History	9	Humanities I World History Comparative History
World Language *	9 credits OR completion of Spanish III / Introduction to Conversational Spanish *Unless carrying a language waiver.	
Mathematics	9	Algebra 1 Geometry Algebra 2
Science	9	Conceptual Physics Biology Chemistry
Co-Curricular	7	Courses that satisfy this requirement pull from the following disciplines: • Performing Arts • Visual Arts • Making & Design • Computer Science
Health	1	Health 9 Wellness
Student Life	4	Freshman Academy Sophomore Academy Junior Seminar Senior Seminar

The total number of credits required for graduation is 60, which is the sum of the departmental minima. When choosing courses, students are encouraged to make decisions based on their interests and qualifications.

Permission from the Coordinator of Academic Operations in conjunction with the Chief Academic Officer is required to change or withdraw from a course.

Typically, course credit is granted to entering students for successful completion of equivalent courses taken at other accredited schools. In collaboration with Departmental Coordinators, the Coordinator of Academic Operations will determine whether those courses fulfill Wooster's requirements and the balance of courses each new student needs to fulfill graduation requirements.

Grading, Assessment, and Feedback

Unless otherwise specified, students receive an academic grade and learner behavior feedback for each enrolled course.

Academic Grades

Wooster School follows a competency-based instructional model. This means that students receive feedback on progress towards course competencies throughout each trimester. We use four rating levels to provide feedback on progress towards course competencies. The rating levels are as follows:

Competency Rating Levels

Rating	Description
Emerging	The learner is progressing towards partial understanding of the target.
Practicing	The learner shows partial understanding of the target and is progressing toward defined mastery.
Meeting	The learner demonstrates defined mastery of the target.
Advanced	The learner exceeds defined mastery and shows a deeper application of the target.

As part of our competency-based instructional model, students have multiple opportunities each trimester to revisit and demonstrate progress toward each course competency. At the end of each trimester, teachers review student progress and then convert this feedback into an overall number grade for the trimester.

Academic Grades Determination

Grade	Description
6	The student is at the Advanced level for all course competencies.
5	The student is at the Advanced level for the majority of course competencies. All other competencies are at the Meeting level.
4	The student is at the Meeting level for most course competencies.
3	The student is at the Practicing level for the majority of course competencies. All other competencies are at the Meeting level.
2	The student is at the Practicing level for most course competencies.
1	The student is at the Emerging level for most course competencies.
INC	When there is insufficient evidence to provide a grade, students will temporarily receive an Incomplete. Students will engage in action steps to earn a credit-bearing grade.

*We use +'s when a student is on the cusp between two number grades.

Learner Behavior Feedback

As part of Wooster School's mission to develop students with the skills and dispositions necessary to confidently and resiliently engage in the world, we also include learner behavior feedback as an essential component of our grading scale. In addition to number grades, which speak to progress toward academic course competencies, we also provide feedback on the five core learner behaviors at Wooster School.

Behavior	Description
Time-management	I focus my attention and efforts to use my time purposefully.
Collaboration	I am a thoughtful, responsible, respectful member of the classroom community.
Agency	I take responsibility for all aspects of my own learning.
Reflection	I think about who I am as a learner.
Perseverance	I direct my attention and embrace challenges as part of the learning process.
Curiosity	I am eager to know, learn, and explore.

[Click here to see the full Learner Behavior Rubric.](#)

Throughout the trimester, students receive feedback on all of the learner behaviors. At the end of each trimester, teachers provide an overall rating for each learner behavior, using the feedback ratings of: Emerging, Practicing, Meeting, or Advanced.

Special Programs & Partnerships

Bridge Program

The Bridge Program follows a coordinated service model and provides students with the skills to be successful in their academic endeavors through a gradual release approach. Through collaborative consultation, classroom instruction, and personalization, Bridge Program teachers and students partner together to build executive functioning skills and further develop competencies related to the specific learning goals of their academic classes. Bridge Program teachers manage each student's Wooster Educational Plan and serve as liaison between parents, school, and other collateral contacts (i.e. school districts and educational consultants).

Pathways Program

The Pathways Program is a two-year program at Wooster School, which focuses on the development of executive functioning skills. Pathways enables students to grow into independent and adaptive lifelong learners by focusing on the foundational pillars of: organization, self-awareness, and adaptability. Pathways also emphasizes the core learner behaviors at Wooster School: time-management, collaboration, agency, reflection, and perseverance.

- Year 1 of the Pathways Program includes regular mini lessons and guided learning activities that introduce executive functioning concepts and teach concrete strategies for students. Students have class time to connect these tools to their core content area coursework.
- Year 2 of the Pathways Program provides more time for the application of strategies and self-reflection. The instructional focus centers around coaching and mentorship as students discover which strategies work best for them in various contexts.

Senior Independent Study (SIS)

The Senior Independent Study (SIS) is Wooster's program in experiential education. Begun in 1968, the program has thrived by taking advantage of the opportunity to learn in settings other than school. All seniors are required to participate. After the approval of a committee of faculty members, each student engages in a field of particular interest off campus during the final five weeks of senior year. Students are required to keep journals, write reflections, discuss their projects with faculty advisors, and present their projects to the Wooster community. For some, this experience leads to consideration of new directions for future study, while others may explore potential career paths or individual interests. Some seniors will continue to take part in after school activities in order to fulfill graduation requirements.

Independent Study

Students may study and receive Pass/Fail credit for significant pursuit of an academic interest not offered in the curriculum. Students interested in pursuing this possibility should speak with the Coordinator of the curricular area involved, as well as seek out a faculty member who would direct the Independent Study. Wooster regards all independent studies as enrichment and thus all are for Pass/Fail credit only. Detailed, written proposals are required for all independent studies. Interested students should obtain the [independent study proposal form](#), complete it with their faculty sponsor, and submit it to the Coordinator of Academic Operations and Chief Academic Officer. Students should note that Independent Studies are not guaranteed, must be approved, and are dependent on faculty availability and supervision.

One Schoolhouse

Wooster School partners with One Schoolhouse. Wooster School students who are interested in pursuing a **world language** not offered through our course of study may opt to enroll in a language course offered through One Schoolhouse. Enrollment in a One Schoolhouse language course may count toward the world language graduation requirement at Wooster School. This coursework will be reflected on the Wooster School transcript and does count towards the 5-course minimum enrollment requirement at Wooster School.

To review One Schoolhouse's **course catalog**, please [click here](#). Application and registration is handled via Wooster's One Schoolhouse Site Director, Ms. Erin Masotta, Coordinator of Academic Operations. [Please see here for further information concerning our partnership with One Schoolhouse and our application process](#). Applications are due on May 30.

Global Online Academy

Wooster School partners with Global Online Academy (GOA), a forward-thinking and learner-centered online school and thought partner. GOA offers competency-based courses rooted in providing students opportunities to deepen and discover their passions.

Students in grades 9-12 may apply to enroll in any of the computer science courses offered through GOA. All other GOA courses are restricted to juniors and seniors. For any student, GOA courses must be a sixth course: *in addition to* the 5.0 credits required to be a full-time student at Wooster School. For seniors, a full-year (or two semester-long) Humanities-focused GOA course may satisfy the English requirement.

All students must submit an application to register for a GOA course. Enrollment in a GOA course is not guaranteed until confirmed by our Site Directors. Cost for GOA courses during the year is included in Wooster tuition.

To review GOA's **course catalog**, please [click here](#). Application and registration is handled via Wooster's GOA Site Director, Ms. Erin Masotta, Coordinator of Academic Operations. [Please see here for further information concerning our partnership with GOA and our application process](#). Applications are due by May 30.

Course Load Requirements and Selection

The school year is divided into three trimesters which are approximately eleven weeks in duration. The required course load is 5.0 credits, with a minimum of four taken from the core disciplines (English, History, World Language, Mathematics, and Science). A student may enroll in more than the required number of courses with the permission of the Coordinator of Academic Operations and Chief Academic Officer. In general, for yearlong courses, 3 credits are awarded upon successful completion of the entire year's work. The credit load for elective courses varies depending upon the frequency of class meetings per week.

Course Selection

Every spring, Wooster conducts school-wide course registration. This process begins with grade-level assemblies wherein the following year's Course of Study is reviewed with all students, faculty, advisors, and administration. Thereafter, online course registration opens via [onCampus](#), during which students digitally submit their course requests. Following the close of registration, all requests are reviewed by the departments and administration to ensure students have selected the appropriate number of offerings and are on track to complete graduation requirements. Review is also specifically made of Advanced and DLI requests, both in the context of school capacity and the students' academic records.

Requests for placement in specific course sections to accommodate students' teacher preferences cannot be granted. While every attempt is made to honor students' requests - with seniors receiving priority in the process - scheduling does not always permit this, so considering alternatives is wise. The school reserves the right to cancel or limit enrollment in any course listed.

Sample Student Course Loads

The upper school course of study includes foundational shared experiences and also includes opportunities for student choice and agency. Below are sample student course loads.

Sample 9th Grade Course Load

A	Humanities 1 (English)
B	Algebra 1
C	Humanities 1 (History)
D	Conceptual Physics
E/F	Spanish 2
G	Freshman Academy + Health 9
H	Photography (fall), Introduction to Journalism (winter), Robotics (spring)
I	Guitar Ensemble

Sample 10th Grade Course Load

A	Biology
B	World History
C	Advanced Algebra 2 with Trigonometry
D	World Literature
E/F	Spanish 3
G	Literary Magazine
H	Fantasy Football Analytics (fall), Wellness (winter), Open Makerspace (spring)
I	Sophomore Academy (fall), Studio Art (winter), Free Period (spring)

Sample 11th Grade Course Load

A	Advanced Spanish 4
B	Comparative History
C	Advanced Calculus 1
D	Chemistry
E/F	DLI Language, Analysis, and Power
G	DLI Stories of America at War
H	Robotics (fall), Junior Seminar (winter & spring)
I	Open Studio (fall), Free Period(winter), Welcome to Podcasting (spring)

Sample 12th Grade Course Load

A	Advanced Writer's Workshop
B	Senior Seminar
C	College Algebra with Trigonometry
D	Advanced Physics
E/F	Advanced Spanish 5
G	DLI Science, Nature, and the Mind
H	Chamber Choir
I	Robotics (fall), Open Makerspace (winter), Poetry (spring)

Embedded Honors

The Wooster School embedded honors program embodies the ethos of learning in our community. Every student can practice agency and independence while navigating learning pathways that offer the just-right level of challenge. Many of our courses incorporate an opt-in, embedded honors component for passionate and motivated students who would like to dig deeper.

The specific requirements and procedures that teachers follow for embedded honors varies course by course. However, the general principle is that students have the option to complete additional enrichment work, concurrent with the completion of basic course requirements. The embedded honors coursework allows students to pursue depth in curricular topics and cultivate essential soft skills and dispositions like time-management, independence, and agency.

Our embedded honors program offers low stakes opportunities for students to engage with more challenging coursework. Within each class, teachers will generally have a date by which students need to opt-in and begin the honors coursework. However, if a student feels that the honors material is too challenging or not of interest to them, they can instead refocus on the non-honors coursework, with no penalty to the student. So, rather than being placed into distinct honors or non-honors classes at the start of the year, often before a student knows much about a particular topic, students can now moderate their own challenge level and adapt and shift as needed.

Successful completion of the embedded honors work earns students honors credit. At the end of the academic year, once a student has successfully completed the honors work, we reflect the honors distinction on the student report card and transcript.

The following courses include the embedded honors model:

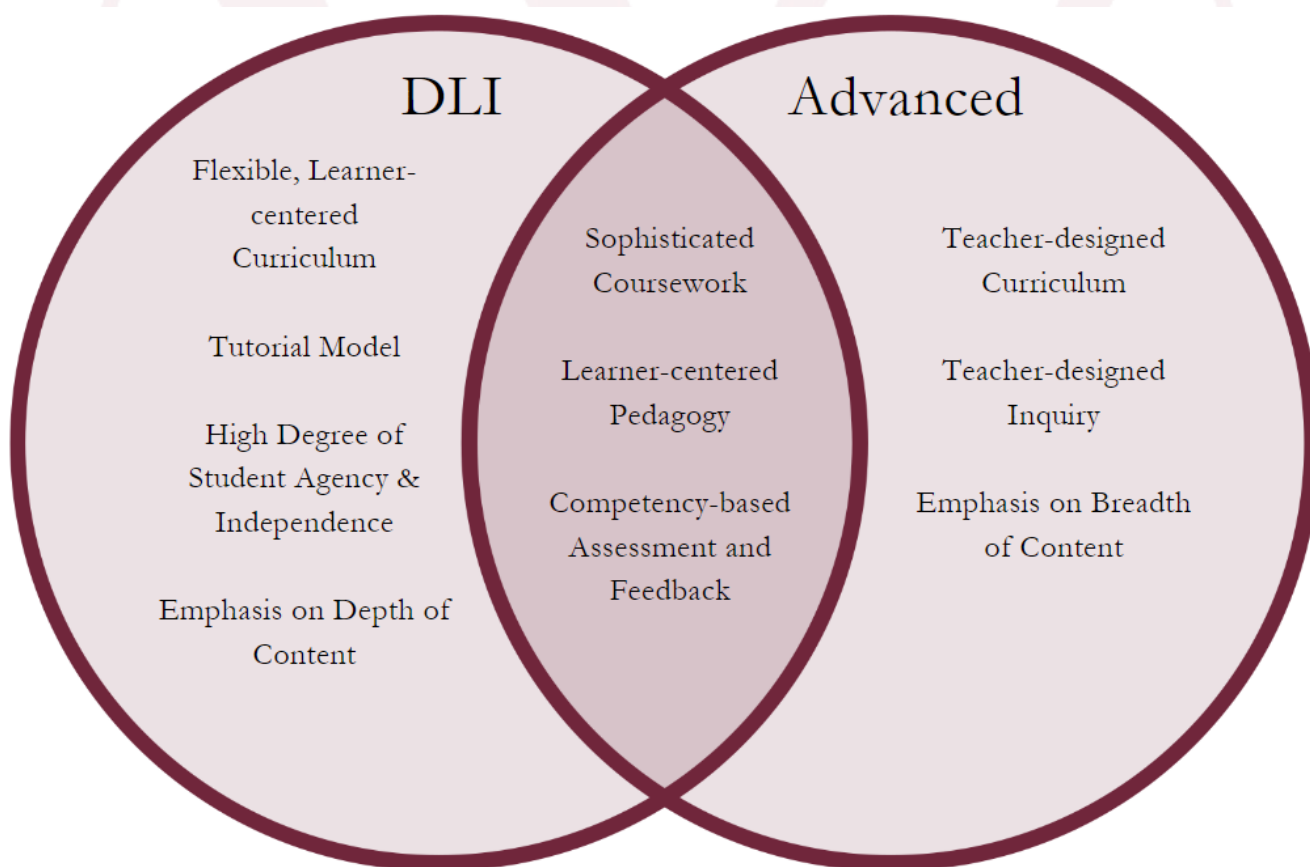
- Humanities 1: English
- Humanities 1: History
- World Literature
- World History
- Algebra 1
- Geometry
- Conceptual Physics
- Biology
- Chemistry
- Spanish 1
- Spanish 2
- Spanish 3

Deep Learning Initiative and Advanced Coursework

The most rigorous classes at Wooster School are the Deep Learning Initiative (DLI) and Advanced courses. The instruction design for DLI and Advanced courses are distinct, purposefully designed to prepare students for differing types of collegiate experiences.

Modeled after college-level survey courses, Advanced classes emphasize breadth of content, challenging students to engage with rigorous material in a fast-paced context. By design, these courses are more prescriptive, including teacher-designed curriculum and teacher-designed inquiry. Assessments in these classes often include research papers and large summative assessments.

Akin to a college seminar, DLI courses incorporate the Tutorial Model and include a curriculum that is both flexible and learner-centered. Through tutorial experiences, students in DLI classes practice agency, independence, and curiosity in pursuit of developing the skill of inquiry. As the name suggests, DLI courses emphasize depth of content. Assessments in these classes are more open-ended.



The Tutorial Model

The Tutorial Model is a defining component of Deep Learning Initiative (DLI) courses at Wooster School. Tutorial experiences engage students in collaborative, student-led learning focused on personal inquiry within a prescribed body of knowledge. Through these experiences, students practice agency, independence, and curiosity, developing the skill of inquiry.

As part of the tutorial design, students engage in whole group instruction around foundational concepts or a set of skills in order to define the body of knowledge within which they can go deeper. This learning may take place prior to the tutorial or periodically throughout the tutorial. Building on this foundation, students partner with the course instructor to formulate research questions, ultimately making choices about what they want to learn.

Students go on to collaborate in small peer groups, connected by related research questions. These student groups meet regularly with each other and the instructor for feedback and discussion. To facilitate these meetings, the tutorial model empowers students to take ownership of how they use time for learning.

Throughout the tutorial, students engage in on-going, reflective and recursive learning, documenting their process along the way through tools such as thinking journals and portfolios. As a culminating experience for the tutorial, students present their learning and original thinking to the class and engage in peer critique.

Extra Help and Tutoring

The academic life of Wooster is strengthened by a program of extra help offered by our teachers, and also our [tutoring center](#). The teaching schedule leaves free time each day for teachers to be available for individual assistance with students. If more support is needed, in addition to the direct teacher extra help, Wooster has an at-cost tutoring system in place.

Departmental Overviews & Course Descriptions

All course descriptions below are arranged in the following format:

Course Title

Credit Value

Season(s) course runs

Grade levels which may register

AY = All year

F = Fall

W = Winter

S = Spring

Note that most yearlong courses are worth three credits, while most trimester-long courses are worth between 0.5 - 1.0 credits. Credit value is relevant in the fulfillment of the co-curricular requirement (see above in Graduation Requirements) and GPA calculation. Briefly, the more credit value, the more impact a course grade has on GPA.

Humanities

English

Humanities I: English

3.0 English credits

AY

9

Humanities I explores the dynamic relationship between literature and history, examining how historical events shape literary works and how literature, in turn, influences our understanding of history. Students analyze key historical periods through a selection of novels, poetry, essays, and historical documents, uncovering the social, political, and cultural contexts that shaped them. By engaging in critical reading, discussion, and research, students develop a deeper appreciation for the power of storytelling in shaping historical narratives. Through written analysis and creative projects, students refine their skills in both historical inquiry and literary interpretation. Within a thematic framework focused on broad cultural literacy, teachers introduce students to “big ideas” and how we create meaning with them. These big ideas include: What does it mean to be human? How do humans interact with each other? How do humans interact with the environment? Humanities I provides a foundational framework for geography, migration, belief systems, and government structures. The historical timeline builds on students’ prior knowledge and explores North American and United States topics including domestic and foreign policies and social, political and economic issues. This course includes an embedded honors option.

World Literature: Justice, Power, and Societies

3.0 credits

AY

10

10th grade World Literature focuses on thinking, reading, writing, and speaking skills. Students strengthen their reading abilities through an exploration of literature from around the world. Studying novels, plays, short fiction, poetry, and non-fiction informs and transforms the way students see themselves and others. Reading coming-of-age stories from every continent helps students consider the complexities of what it means to be human by asking: What is the nature of Justice? What is the nature of Power? What are our roles in Society? Reflection, discussion, and meaningful writing tasks help students reach new or deeper understandings of themselves, express their ideas, and hone their writing skills. Students expand the breadth and depth of their vocabulary; practice sentence strategies and paragraph structure; and craft stories that entertain and essays that inform, analyze, and persuade. In addition to oral presentations and creative projects, students develop a sense of fun and a love of learning through building reading and writing habits. This course includes an embedded honors option.

Advanced Writers’ Workshop

3.0 credits

AY

11, 12

In Advanced Writers’ Workshop, students explore and strengthen the tools they need to transform ideas into powerful pieces of writing. Students learn to read like writers, not only examining texts for meaning, but also determining how writers go about developing the voice, style, structure, and meaning of a piece. Because good writing happens gradually, this course emphasizes the writing process, peer feedback, revision, and editing. Throughout the year, students build a portfolio of original work from various disciplines including poetry, playwriting, screenwriting, creative nonfiction, and fiction. Creative risk-taking is required.

Dragons, Detectives, and Dystopias

3.0 credits

AY

11, 12

This reading-intensive English course explores the most imaginative and suspenseful genres of literature: science fiction, fantasy, and mystery. Students examine core literary elements such as characterization, symbolism, and theme, while also exploring specialized aspects of these genres, including worldbuilding, traditional character archetypes, plot structure, suspense, and how and why authors incorporate magic, the unknown, or futuristic technology into their stories. At the beginning of each trimester, students engage in whole-class short stories that exemplify each genre. By the middle of the trimester, students choose independent novels based on their interests. Throughout the course, students strengthen their writing skills through a range of forms, from lighthearted book reviews and creative responses to formal literary analysis.

DLI Language, Analysis, and Power

3.0 credits

AY

11, 12

DLI Language, Analysis, and Power explores novels, short stories, poems, nonfiction articles, and videos revolving around systemic social advantage and disadvantage. Bridging fiction with the real world, students examine the more invisible structures underpinning government, race, gender, and socioeconomic class that have led to the historical marginalization of certain groups of people. The course links the literary form to today's most pressing issues, cutting analyses, and modern-day power dynamics, while engaging in critical-thinking activities, academic composition, independent study, and text-to-world research. Students largely select from a menu of classical texts and choose their own humanities topics to investigate.

Advanced English Linguistics

3.0 credits

AY

11, 12

Linguistics is the research-based, historical, and scientific study of language. Advanced English Linguistics explores how people structure their speech similarly and differently across the world. We analyze experiments and studies (and carry out our own) to uncover the surprising stories behind English words, sounds, and dialects, from ancient accents to modern slang. Students tease apart the secret truth that languages are never fixed in one "correct" form but actually constantly changing and diversifying. Students also conduct linguistic analysis of novels, podcasts, and Shakespeare, while tackling the field's big questions like: *Where do new languages come from?*

DLI Editorial Leadership, Ethics, and Media Studies

3.0 credits

AY

11-12

DLI Editorial Leadership, Ethics, and Media Studies examines the structures, responsibilities, and ethical tensions that shape modern media institutions. Using *WiNK*, Wooster's student publication, as a case study and working publication, students assume editorial leadership while analyzing how publications construct authority, shape public discourse, and maintain credibility. Students investigate media law, journalistic ethics, bias, audience analytics, and the economic models that sustain publications. Through editorial decision-making, policy development, and fact-checking practices, students consider how power, language, and design influence public trust. Drawing on case studies of professional media organizations, students engage in sustained inquiry into questions of accountability, free expression, and institutional responsibility. Through the Tutorial Model, students guide discussions and research while refining their own editorial judgment and leadership. This course runs during G period and incorporates asynchronous responsibilities.

DLI Narrative of the Self

3.0 credits

AY

10-12

DLI Narrative of the Self is a seminar-style course that examines how individuals understand identity through narrative, reflection, and relationships within broader social and ethical contexts. Drawing on literature, philosophy, and historical texts, students engage in close reading, analytical writing, and sustained discussion to analyze moments when identity is challenged, constrained, or in flux. The course considers how self-understanding shapes moral responsibility, voice, and agency, and frames identity as evolving, relational, and shaped by language, power, and social structures. Writing assignments emphasize interpretation, argumentation, and critical reflection, using questions of the self to better understand others, institutions, and the world students inhabit. This course runs during G period and incorporates asynchronous responsibilities.

DLI Folklore in Literature

3.0 credits

AY

10-12

DLI Folklore combines literature and anthropological methods to build an understanding of societies through the stories people tell. Each unit focuses on the folklore of a specific region. Students collect and read the legends of the region, understand how they were told, and how they changed. Students in this class determine how, if at all, legends promote action and are used as a source of power while exploring the historical context of each tale. As part of this students will find corresponding modern fiction, retellings and adaptations, to compare literary structure and historical context. The course culminates in a choice project, where students choose to become an expert in one region's folklore to share how the stories have changed over time. This course runs during G period and incorporates asynchronous responsibilities.

DLI Humanities: Psychology, Reading, and Writing

3.0 credits

AY

12

DLI Humanities uses psychology to discover new lenses for understanding human thinking and behavior. Informed heavily by student interest, students explore Psychology's many fields: social, cognitive, evolutionary, and developmental, to name a few. We engage diverse materials ranging from the traditional (textbook readings and articles) to the more modern (TED Talks, podcasts, film). Large and small group conversation is a primary means of creating meaning. The course follows a college meeting framework: ample time spent outside of class in preparation for two in-person meetings per week of discussion. As a Senior-only course, the context of Senior Year of high school as a rite of passage is a prominent theme for application of course learnings.

Introduction to Journalism

0.25 credits per trimester

F, W, S

9-12

Introduction to Journalism introduces students to the fundamentals of both online and broadcast journalism. Students participate in various aspects of the writing, designing, photographing, and editing process, while covering topics of personal interest. They will also have the opportunity to submit their work to *WiNK*, Wooster's online student publication. Introduction to Journalism uses digital media resources and therefore counts towards co-curricular credit. This is a pass/fail course that runs during I period on Thursdays.

Journalism

0.5 credits per trimester

F, W, S

9-12

Prerequisite: Introduction to Journalism

Students enrolled in this course strengthen their skills in both online and broadcast journalism while producing content regularly for *WiNK*, Wooster's online student publication. In addition to writing, photographing, filming and editing, students are exposed to a variety of journalistic formats and outlets, expanding their news literacy. Journalism uses digital media resources and therefore counts towards co-curricular credit. This course runs during I period on Tuesdays and Fridays and may be repeated for credit.

Advanced Journalism

2.25 credits

AY

10-12

Prerequisite: Journalism

Advanced Journalism focuses on in-depth reporting, sourcing, establishing credibility and adapting to a variety of journalistic structures and styles. Students in this course are responsible for covering on-campus events and issues for *WiNK*, adhering to deadlines and publication standards. Students are encouraged to take on long-form features and investigative projects. In addition to producing content, students explore issues of bias, ethics and news literacy, applying their learning to both classwork and their own media consumption. Advanced Journalism uses digital media resources and therefore counts towards co-curricular credit. This course runs during H period and may be repeated for credit.

Yearbook

3.0 credits

AY

10-12

In Yearbook, students collaborate to create the Wooster School Yearbook. Students brainstorm and implement the book's theme, select photos, work with the layout process, and organize group photos. Students in this course work with seniors on senior pages and yearbook responsibilities and help promote yearbook sales. The first trimester gets the yearbook started and off the ground. The second trimester focuses on the details of the layouts and brings the concepts to life. The final trimester wraps up all details to complete the work. Yearbook makes use of digital media resources and therefore counts towards co-curricular credit. This course runs during the Clubs period and incorporates asynchronous responsibilities. To ensure continuity and successful completion of a final product, priority enrollment goes to students that have demonstrated an interest and leadership around the yearbook through participation in the past, and therefore requires a written statement as an application for entry into the course. [Click here to view the application](#). Applications are due on April 30.

Literary Magazine

3.0 credits

AY

10-12

A literary magazine is a publication that showcases the creative writing and art produced by a community of people. In this class, students learn the ins and outs of designing, editing, and publishing Wooster's very own literary magazine, Echo. Each trimester, the work focuses on steps in this process, including projects like researching different approaches to designing a literary magazine, creating submission guidelines, soliciting and providing feedback on submissions, and learning page layout. Students who take the class work together to bring their collective vision for the magazine to life. Additional learning opportunities include creative writing practice, opportunities to speak with professional writers and editors, and planning a launch for the magazine. Literary Magazine makes use of digital media resources and therefore counts towards co-curricular credit. To ensure continuity and successful completion of a final product, priority enrollment goes to students who have demonstrated an interest and leadership around the literary magazine through participation in the past. This course runs during G period and incorporates asynchronous responsibilities.

Creative Writing

0.75 credits

W

9-12

Creative Writing uses prompts to inspire creative thinking and writing. Students in this course read and discuss various short stories and poems to examine writer's craft, elements of storytelling, and various poetic forms. Students set goals for their writing, and they craft a portfolio of work by the end of the trimester. Students have time in class to write and have the opportunity to share their work and engage in peer review. This course runs during H period.

Poetry

0.75 credits

S

9-12

In Poetry, students read and write poetry to study poetic devices, figurative language, and poetic forms. This course has the benefit of running during National Poetry Month! Students set writing goals and complete a portfolio of poetry. This course runs during I period.

History

Humanities I: US History

3.0 credits

AY

9

Humanities I explores the dynamic relationship between literature and history, examining how historical events shape literary works and how literature, in turn, influences our understanding of history. Students analyze key historical periods through a selection of novels, poetry, essays, and historical documents, uncovering the social, political, and cultural contexts that shaped them. By engaging in critical reading, discussion, and research, students develop a deeper appreciation for the power of storytelling in shaping historical narratives. Through written analysis and creative projects, students refine their skills in both historical inquiry and literary interpretation. Within a thematic framework focused on broad cultural literacy, teachers introduce students to “big ideas” and how we create meaning with them. These big ideas include: What does it mean to be human? How do humans interact with each other? How do humans interact with the environment? Humanities I provides a foundational framework for geography, migration, belief systems, and government structures. The historical timeline builds on students’ prior knowledge and explores North American and United States topics including domestic and foreign policies and social, political and economic issues. This course includes an embedded honors option.

World History

3.0 credits

AY

10

World History continues the literary and historical exploration of society from Humanities I. Students in this course continue to challenge their critical thinking skills as well as expand upon their curiosity of the World and its varieties by answering essential questions: Where do ideas come from? How does geography affect the rise and fall of civilizations? How do people exercise power over other countries and their environment? Students in History 10 study and interact with primary source material alongside core text, Herbert George Wells’ *The Outline of History: Being a Plain History of Life and Mankind* and E.H. Gombrich’s *A Little History of the World*. By the end of this course, students learn a multicultural overview of human history from prehistoric times to the 21st century. We discuss the rise and fall of civilizations, the spread of religions, the development of science and technology, and the advancement (or suppression) of human societies. This course includes an embedded honors option.

Comparative History: The Construction of Empire

3.0 credits

AY

11

In this comparative history course, students analyze empires using concepts of power, citizenship, and warfare. A key goal of the class is to understand the processes of developing and maintaining imperial power. Across the year, students use specific empires as case studies, including the Inca, the Assyrian, the Roman, and the Mughal Empires. Ultimately, students use the historical context to evaluate the efficacy of modern empires.

Advanced Comparative History: Women in Europe

3.0 credits

AY

11

This advanced comparative history course focuses on understanding how history impacts and analyzes women in continental Europe. It emphasizes women's changing roles in the family and society at large from the 1450s to the 1950s. Students build an understanding of women through the lenses of work, family life, education, and culture, as well as the evolving notions of citizenship, femininity, and masculinity. Students develop arguments that explore the impact of historiography on the perception of women.

DLI Comparative History: Art and the Making of Meaning

3.0 credits

AY

11, 12

DLI Art and the Making of Meaning explores the big ideas in art and art history through in-depth analysis, writing, and dialogue. By looking thematically at art across cultures, visiting museums, and sharing observations, students explore the stories that are told throughout the history of art, as well as examining the role cultural institutions play in telling these stories. Students explore exhibitions and meet and talk with museum staff during field trips scheduled throughout the course. Through reading, critical discussion, writing, and creating, students examine artists, art history, and the role of the museum in creating meaning.

DLI History of Mathematics

3.0 credits

AY

11, 12

Prerequisite: Algebra 2

In DLI History of Mathematics, students investigate the well-documented history of European based mathematics, i.e the Greeks and Romans, the Renaissance, and the Enlightenment. Students also dive into the importance of Chinese and Indian mathematicians as well. In addition to the “normal” history, we also look at Indigenous' culture and how they used mathematics and numbers to make sense of the world around them. The guiding question for the course is: Was math discovered or created? This question opens up for some wonderful discussions on the objectivity (or subjectivity) of math in our world today.

DLI I, Too, Am America

3.0 credits

AY

10-12

In his poem, "I, Too, Am America," Langston Hughes addresses the issue of those who have been excluded from the promise of American ideals. In this course, students examine the history of the United States with an emphasis on amplifying the representation and lived experiences of groups who have been marginalized in the telling and examination of our history. Students deepen their understanding of the manner in which cultural identifiers such as race, gender, ethnicity and ability have shaped US ideology (economic, political, social, and judicial) while developing an appreciation of the resilience and genius of those individuals and groups who have fought to address inequalities in search of realizing the inherent rights of "life, liberty, and the pursuit of happiness." Students draw on our relevant past to formulate actions to bring about change in the present and future. Emphasis is placed on exploring first-person narratives from a diverse voice and critical review of historical documents. To bring history alive, students also participate in case studies, simulations/role play, and project/action-oriented learning experiences. This course runs during G period and incorporates asynchronous responsibilities.

DLI Sociology

3.0 credits

AY

10-12

DLI Sociology explores the study of human behavior, social structures, and the relationships that shape our world. Students examine key sociological concepts such as culture, socialization, inequality, institutions, and group dynamics. Through discussions, case studies, and research, the class analyzes how societal norms, values, and systems influence individual experiences and collective actions. Topics include race, gender, class, deviance, and social change, providing students with the tools to critically evaluate the world around them and their role within it. By the end of the course, students develop a deeper understanding of how society functions and how they can contribute to it. This course runs during G period and incorporates asynchronous responsibilities.

DLI Folklore in Literature

3.0 credits

AY

10-12

DLI Folklore combines literature and anthropological methods to build an understanding of societies through the stories people tell. Each unit focuses on the folklore of a specific region. Students collect and read the legends of the region, understand how they were told, and how they changed. Students in this class determine how, if at all, legends promote action and are used as a source of power while exploring the historical context of each tale. As part of this students will find corresponding modern fiction, retellings and adaptations, to compare literary structure and historical context. The course culminates in a choice project, where students choose to become an expert in one region's folklore to share how the stories have changed over time. This course runs during G period and incorporates asynchronous responsibilities.

Argumentation

3.0 credits

AY

10-12

In this discussion-based course, students develop the skills of active listening, respectful disagreement, and evidence-based argumentation. Through group, paired, and solo debates, students learn to argue from multiple perspectives, research credible sources, and engage thoughtfully with complex local, national, and global issues. The course emphasizes slowing down conversations, moving beyond sound bites, and discovering one's own values and beliefs through structured civil discourse. This course runs during G period and incorporates asynchronous responsibilities.

Archives

3.0 credits

AY

10-12

Archives examines the history of Wooster School, archiving, and best practices when it comes to handling artifacts. This class is very hands-on and incorporates opportunities to view, organize, discover and display the many artifacts items that make up Wooster's long history. Students learn how important it is to preserve our school's history. Students become our in-house historians and connect with alumni and past Wooster connections through various forms of media and storytelling. Archives incorporates curatorial practices and therefore counts towards co-curricular credit. This course runs during G period and may be repeated for credit.

Civics: Foundations, Rights, and Action

2.25 credits

AY

9-12

Civics: Foundations, Rights, and Action engages students in an in-depth exploration of the principles and practices of American democracy. Students investigate the rationale and reasoning behind the founding of the Constitution, track how its interpretation by courts and citizens changes over time, and practice active citizenship by learning about and practicing how citizens take action in the 21st century. In this course, we pay special attention to landmark Supreme Court cases and current events that relate to the application of the Constitution. We also emphasize local and state governance as it relates to these issues. Through discussions, debates, and projects, students develop a deeper understanding of their rights, responsibilities, and the power of active citizenship. This course includes an embedded honors option. This course runs during H period.



STEM

Science

Conceptual Physics

3.0 credits

AY

9

Conceptual Physics investigates the natural laws that govern how matter and energy interact. It gives students a deeper insight and curiosity about the workings of the surrounding world by studying mechanics, electricity and magnetism, sound, and light (and other topics, time permitting). Working on these topics also serves to improve scientific and technological literacy, improve the application of math skills, and develop problem solving abilities. Classes use a variety of activity types to engage students including discussions, survey questions, demonstrations, and laboratory experiments. This course includes an embedded honors option.

Biology

3.0 credits

AY

10

Biology is the study of fundamental life processes and the relationship of organisms to their biological and physical environment. This course will emphasize the development of student's scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore topics such as the diversity of living organisms and their ecological roles, DNA and genetics, evolution, and other current topics in biology through authentic hands-on learning experiences that encourage the application of biological knowledge to make decisions and solve problems. This course includes an embedded honors option.

Chemistry

3.0 credits

AY

11

Chemistry covers the interactions of matter and its influences on modern society. Laboratory activities encourage the development of a scientific mindset while applying chemistry to authentic applications. Students explore how the interactions of atoms and molecules influence the physical behavior of matter, and how chemical reactions drive many natural processes. We explore the significance of nuclear chemistry to history and modern society. This course aims to produce scientifically literate citizens capable of engaging in the complex discussion and decisions facing our society. This course includes an embedded honors option.

Advanced Chemistry

3.0 credits

AY

12

Prerequisite: Chemistry

Advanced Chemistry offers an in-depth exploration of chemical principles and their applications, building on foundational knowledge to tackle more complex concepts. Topics include periodicity, thermodynamics, equilibrium, kinetics, electrochemistry, nuclear energy and advanced chemical bonding theories. Students also investigate modern analytical techniques and explore the role of chemistry in real-world problems such as environmental sustainability and materials science. Through laboratory experiments, problem-solving, and collaborative projects, students develop critical thinking and technical skills, preparing them for further study in the sciences or careers in STEM fields. This course also incorporates scientific writing and a reading unit that centers around social justice themes in science.

Advanced Physics

3.0 credits

AY

11, 12

Prerequisite: Conceptual Physics

Advanced Physics explores the principles governing the behavior of matter and energy in the universe. This course focuses on honing students' analytical and problem-solving skills, along with advanced laboratory techniques. Topics include classical mechanics, electromagnetism, and thermodynamics. Students delve into complex phenomena such as wave-particle duality and subatomic interactions. Hands-on experiments and theoretical exercises facilitate deeper comprehension and application of physical principles.

Advanced Biology

3.0 credits

AY

11, 12

Prerequisite: Biology

Advanced Biology delves into the complexities of biological systems, building on foundational biology knowledge to explore advanced topics in molecular biology, genetics, evolution, ecology, and physiology. Students engage in rigorous scientific inquiry, laboratory experiments, and data analysis to deepen their understanding of living organisms and their interactions within ecosystems. This course emphasizes critical thinking, problem-solving, and the application of biological principles to real-world challenges, ideal for students preparing for college-level biology or pursuing careers in life sciences. This course incorporates outdoor fieldwork.

DLI Nature, Science, and the Mind

3.0 credits

AY

11, 12

Prerequisite: Biology

Do you want to deepen your ecological understanding through scientific investigation of the ecosystems on Wooster's campus? Do you want to support your focus and mental health at the same time? Research presented in neuroscientist Dr. Marc Berman's book *Nature and the Mind*, a core text for this course, suggests that you can! In this course, students use the Wooster campus as a living laboratory to explore the functioning of our natural systems and the relationship between nature and the human mind. Through observation, data collection, and small research investigations, students engage in the scientific process while studying local ecosystems and the emerging science of how time in nature in concert with other mindfulness practices affects attention, stress, and cognitive functioning. This course runs during G period, and part of every class period will be spent outdoors! (Specific outdoor gear will be required to allow for this.)

Introduction to Sports Medicine

1.0 credits

S

10-12

This course introduces students to the fundamental principles of sports medicine, including injury prevention, assessment, treatment, and rehabilitation. Students explore the anatomy and physiology of the musculoskeletal system, common athletic injuries, and the roles of athletic trainers, physical therapists, and other sports medicine professionals. Hands-on activities and case studies provide students with opportunities to apply taping techniques, evaluate mock injuries, and understand emergency response procedures. Introduction to Sports Medicine is ideal for students interested in health sciences, kinesiology, or athletic training. This course runs during G period.

DLI Paleontology

1.0 credits

F

11-12

Prerequisite: Biology

DLI Paleontology introduces students to the scientific study of prehistoric life through fossil evidence, Earth's deep time, and paleoenvironmental reconstruction. Using the Tutorial Model, students explore the history of life on Earth, major extinction events, and the processes by which fossils are formed, preserved, and interpreted. The course emphasizes hands-on, process-oriented learning through labs focused on fossil preparation, identification, and preservation techniques. Students also examine how geological maps and historical data are used to identify potential fossil sites and reconstruct past environments. Learning is enriched through engagement with regional resources such as Dinosaur State Park and the Yale Peabody Museum. Assessment includes low-stakes reflections, labs, and student-driven presentation or curation projects. This course runs during G period.

DLI Cartography

1.0 credits

W

10-12

DLI Cartography introduces students to cartography as both a scientific discipline and a form of visual communication. Students examine historical and contemporary map-making practices, explore geographic projections, and analyze how maps can inform, persuade, or mislead, including the role of disinformation in mapping. Using scientific data and satellite imagery, students create accurate and visually compelling maps while investigating the ethical implications of surveillance, remote sensing, and data representation. Through discussion, debate, and project-based inquiry within the Tutorial Model, students consider the power of maps in shaping narratives about place, identity, and resources. This multidisciplinary course connects scientific, artistic, and humanitarian perspectives within the context of geography and cartography. This course runs during G period.

Beekeeping

0.5 credits

F, S

9-12

Monday Afternoon Activity

Work as a part of a team to see the world through the eyes of a honeybee, understand their needs, and provide the care that will sustain Wooster's honeybee hives through the seasons. Learn how to identify the queen bee, provide supplemental food for the hive when needed, and manage for parasites. Become familiar with the biology of these fascinating organisms and how they communicate with each other to provide for the needs of the hive. This course introduces you to the basic care of Wooster's own hives of honeybees! Beekeeping incorporates makerspace practices and therefore counts towards co-curricular credit.

Mathematics

Algebra 1A/1B

Two-year Course

6.0 credits

AY

9

Algebra 1A/1B introduces foundational algebraic concepts over a two-year period of time. Key topics include: linear equations in one and two variables; linear inequalities in one variable; linear functions; manipulation of monomials, binomials and polynomials; factoring; solving quadratic equations; and rules of exponents. Algebra 1A/1B moves at a measured pace and adapts to student feedback, allowing learners to build a strong foundation while also back-filling gaps in their math knowledge. Through this course, students strengthen their ability to think logically and develop mathematical problem-solving strategies.

Algebra 1

3.0 credits

AY

9

Algebra 1 introduces foundational algebraic concepts including linear equations in one and two variables; linear inequalities in one variable; linear functions; manipulation of monomials, binomials and polynomials; factoring; solving quadratic equations; and rules of exponents. While exploring these topics, students strengthen their ability to think logically and develop mathematical problem-solving strategies. Students that pursue the embedded honors component of this course will delve more deeply into understanding the structures and methods of algebraic problem-solving through complex problem sets. This course includes an embedded honors option.

Geometry

3.0 credits

AY

9, 10

Prerequisite: Algebra I

Geometry centers around Euclidean geometry and geometry in the coordinate plane. Students study angles, areas, circles, triangles, quadrilaterals, similarity, and trigonometry. Students practice proving conjectures with logical arguments. This course integrates hands-on activities such as constructions using a compass and straightedge. Curriculum in this course intentionally interleaves core concepts from Algebra 1 such as systems of equations, challenging students to use algebraic skills to tackle geometric problems. Students that pursue the embedded honors component of this course delve more deeply into proof techniques and explore different applications of the core content. This course includes an embedded honors option.

Algebra 2

3.0 credits

AY

9-11

Prerequisite: Geometry

Algebra 2 begins with a review of core concepts from Algebra 1. From there, students progress through an in-depth study of: factoring polynomials, rational functions, radical functions, quadratic functions, and exponential functions. The use of graphing tools brings these functions to life and students gain an appreciation for how we model real-world phenomena using familiar functions. This course incorporates scaffolds such as guided notes and reference examples to support students as they grapple with more advanced mathematical concepts.

Advanced Algebra 2 with Trigonometry

3.0 credits

AY

9-11

Prerequisite: Honors Geometry

Advanced Algebra 2 with Trigonometry begins with a quick review of core concepts from Algebra 1. From there, students progress through an in-depth study of: factoring polynomials, rational functions, radical functions, quadratic functions, exponential functions, logarithmic functions, and trigonometry. The use of graphing tools brings these functions to life and students gain an appreciation for how we model real-world phenomena using familiar functions. The trigonometry component of the curriculum introduces students to trigonometric identities as well as graphing trigonometric functions.

College Algebra with Trigonometry

3.0 credits

AY

11, 12

Prerequisite: Algebra 2

College Algebra with Trigonometry builds upon the learning that took place in Algebra 2. This course begins with an in-depth study of functions and their properties. Students investigate the 12 parent functions and practice identifying characteristics of these functions. From there, students delve into exponential, logarithmic, trigonometric functions. The trigonometry component of the curriculum introduces students to trigonometric identities, graphing trigonometric functions, and the unit circle. This class emphasizes applications of mathematics with projects like financial literacy, costs of designing and building a house, and a historical analysis of past mathematicians. While this course may be the terminal Upper School math class for some students, others may pursue Honors Precalculus as a next step.

Advanced Precalculus

3.0 credits

AY

10-12

Prerequisite: Advanced Algebra 2 with Trigonometry

The first half of Advanced Precalculus focuses on the behaviors of functions introduced in Advanced Algebra 2 with Trigonometry: trigonometric, logarithmic, exponential, rational, and inverse functions. The second half of this course introduces polar coordinates and polar functions, vectors, systems of nonlinear equations, sequences and series, and parametric functions. The entire year emphasizes the meaning of mathematical notation as well as justification and plausibility of answers.

Advanced Calculus 1

3.0 credits

AY

11, 12

Prerequisite: Advanced Precalculus

Advanced Calculus 1 introduces the basic principles of calculus: limits, derivatives, and integrals. After mastering the mechanics, students explore each principle more deeply. What exactly are limits? How does a derivative relate to the graph? Can we tell the story of a function by finding its derivative? How can integration help us in real life? Students master procedural knowledge and gain an abstract understanding of the core concepts of calculus.

Advanced Calculus 2

3.0 credits

AY

12

Prerequisite: Advanced Calculus 1

Advanced Calculus 2 is a continuation of Advanced Calculus 1. The course begins with a review of calculus foundations as well as advanced differentiations and integration techniques. From there, students focus on applications of limits, differentiation, and integration. Students investigate questions of optimization, rates of change, and determination of areas and volumes. Students discover multiple problem-solving approaches and learn to examine physical and abstract objects. The final units of study focus on sequences and series. Upon completion of Advanced Calculus 1 & 2, students have covered all topics in a two-semester college-level calculus course.

DLI Statistics

3.0 credits

AY

11, 12

Prerequisite: Advanced Algebra 2 with Trigonometry OR Algebra 2

DLI Statistics offers an inquiry-based introduction to statistical thinking and analysis. Students explore both descriptive and inferential statistics through real-world data sets, student-driven investigations, and collaborative projects. Key topics include data types, visual representations, measures of central tendency and spread, standard deviation, z-scores, correlation and regression, experimental design, and hypothesis testing. In this course, we emphasize interpreting results, drawing meaningful conclusions, and communicating findings effectively. Students use tools like Google Sheets to analyze data and maintain thinking journals to reflect on their learning process. By the end of the course, students gain a foundational understanding of statistics as a powerful tool for making sense of the world.

DLI History of Mathematics

3.0 credits

AY

10-12

In DLI History of Mathematics, students investigate the well-documented history of European based mathematics, i.e the Greeks and Romans, the Renaissance, and the Enlightenment. Students also dive into the importance of Chinese and Indian mathematicians as well. In addition to the “normal” history, we also look at Indigenous' culture and how they used mathematics and numbers to make sense of the world around them. The guiding question for the course is: Was math discovered or created? This question opens up for some wonderful discussions on the objectivity (or subjectivity) of math in our world today.

DLI Discrete Math

1.0 credits

W

10-12

Prerequisite: Algebra 2

DLI Discrete Math teaches students to think logically and apply this thinking in problem-solving. Through the tutorial model, students explore topics such as logic, proof, sets, functions, algorithms, and mathematical reasoning. Students apply these ideas to real-life scenarios like voting, scheduling, map coloring, and coding. The techniques introduced in DLI Discrete Math can be applied to various future fields of study and professions. This course runs during G period and incorporates asynchronous responsibilities. Prerequisite: Geometry

Computer Science

Introduction to Computer Science

3.0 credits

AY

11, 12

Introduction to Computer Science explores the foundational principles of computing, guiding students through core topics such as programming, algorithms, data structures, and computational thinking. Students engage in hands-on coding projects, problem-solving activities, and software design challenges to develop practical skills and a deeper understanding of how technology shapes the modern world. This course emphasizes creativity, logical reasoning, and the application of computational methods to solve real-world problems, making it an excellent starting point for students interested in pursuing further studies or careers in computer science and related fields.

Robotics

0.5 credits

F, W, S

9-12

This hands-on elective introduces students to the exciting world of robotics. Students design, build, and program their own robots using materials and tools available in our robotics lab. Through guided projects, they explore foundational topics such as basic mechanics, electronics, and coding while working collaboratively to solve real-world challenges. No prior experience is required, and students receive ample support to learn the design, construction, and programming processes. This course runs during H and I periods and may be repeated for credit.

Advanced Robotics

3.0 credits

AY

10-12

Advanced Robotics challenges students to deepen their knowledge of robotics by tackling more complex design and programming projects. Students build and program sophisticated robots using advanced tools, sensors, and coding techniques while exploring topics such as autonomous navigation, machine learning, and robotics systems integration. Collaboration and problem-solving are key as students work on real-world challenges and competition-level projects. Prior experience in robotics or instructor approval is required. This course runs during G period and may be repeated for credit.

Global Online Academy

Wooster School partners with Global Online Academy (GOA), a learner-centered and forward-thinking online school, to expand our offerings in coding and technology. [See GOA's course catalog here](#). Students interested in GOA courses should review our [partnership overview and application process](#), and speak with our GOA Site Director, Ms. Erin Masotta, Coordinator of Academic Operations.

Beginning Programming via Global Online Academy

1.5 - 3.0 credits

9-12

Students may choose to apply to take either introductory or advanced coding courses from the Global Online Academy. [Please see here](#) for a full list of course offerings. Each course will run for a semester (approx. 1.5 trimesters). Suggested introductory courses included:

- [CS I: Computational Thinking](#)

Advanced Programming via Global Online Academy

1.5 - 3.0 credits

9-12

Students may choose to apply to take either introductory or advanced coding courses from the Global Online Academy. [Please see here](#) for a full list of their offerings. Each course will run for a semester (approx. 1.5 trimesters). Suggested advanced courses included:

- [CS II: Analyzing Data with Python](#)
- [CS II: Game Design & Development](#)
- [CS II: Java](#)



World Languages

Spanish I

3.0 credits

AY

9-12

Spanish I provides students with a general introduction to the Spanish language. This novice level course aims to establish proficiency in the areas of interpretive communication (reading, viewing, listening); interpersonal communication (writing, speaking); and presentational communication (writing, speaking), as well as building cultural awareness. Students will refer to guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL) which guide learners to develop the skills to competently communicate. By the end of Spanish I, students will be able to comprehend spoken Spanish and will have the ability to carry out a simple conversation. Furthermore, students who would like to earn Honors distinction on their transcript and want to delve deeper into the course may pursue additional learning intentions and work assignments, which will be provided by the teacher following the basic course requirements.

Spanish II

3.0 credits

AY

9-12

Prerequisite: Spanish I

Students in Spanish II will continue to build their proficiency in the areas of interpretive communication (reading, viewing, listening); interpersonal communication (writing, speaking); and presentational communication (writing, speaking), as well as building cultural awareness. Students will be able to express themselves in real world situations, in a spontaneous and unrehearsed context. Students in Spanish II are advancing through the novice-mid through intermediate-low levels, as evidenced by the inverted pyramid of language proficiency seen on the www.actfl.org website. Furthermore, students who would like to earn Honors distinction on their transcript and want to delve deeper into the course may pursue additional learning intentions and work assignments, which will be provided by the teacher following the basic course requirements.

Conversational Spanish

3.0 credits

AY

9-12

Prerequisite: Spanish II

Conversational Spanish is intended for students who would like to advance their Spanish skills, but do not plan to move forward with studying Spanish after meeting the graduation requirement. This course reinforces grammatical concepts studied in Spanish I and Spanish II through daily conversation practice and project-based learning experiences. Students also continue their study of Spanish-speaking countries and people, improving their knowledge of history and culture. This course incorporates Spanish music, film, and television.

Spanish III

3.0 credits

AY

9-12

Prerequisite: Spanish II

Students in Spanish III have the opportunity to solidify their knowledge of Spanish and improve their confidence in writing and speaking. Students continue their study of Spanish-speaking countries as they improve their listening, speaking, reading, and writing skills. This course introduces sophisticated grammatical concepts such as compound tenses and the subjunctive mood. Students also participate in performance-based assessments of their interpretive, communicative, and presentational skills. Students that opt into the embedded honors component of this course are expected to engage exclusively in Spanish and receive a more demanding curriculum.

Advanced Spanish IV

3.0 credits

AY

9-12

Prerequisite: Spanish III

Advanced Spanish IV serves as a continuation of language study after the Spanish III course. The students integrate the four skills of listening, speaking, reading and writing and use Spanish as the principal means of communication. The main components of the course are the continued improvement of communicative skills in the language, the study of complex grammar, expansion of vocabulary, literary comprehension, and study of Hispanic/Latin American history and culture. This is a multi-focused course designed to give the students constant opportunities to express themselves in spoken and written Spanish, while continuing to develop insight into their own and other cultures. Students are expected to engage exclusively in Spanish.

Advanced Spanish V

3.0 credits

AY

10-12

Prerequisite: Advanced Spanish IV

Spanish V refines fluency and deepens cultural understanding through advanced communication. Students engage in complex discussions, debates, and presentations while mastering advanced grammar, vocabulary, and idiomatic expressions. The course explores Hispanic and Latin American literature, film, and current events, fostering critical thinking and cross-cultural awareness. Students analyze authentic materials to strengthen comprehension and expression. Writing and speaking tasks emphasize accuracy, creativity, and real-world application. Spanish is the exclusive language of instruction, and students actively participate in all aspects of communication.

ELL Support

3.0 credits

AY

9-12

ELL Support is a course designed for all international students at Wooster. The course focuses primarily on the development of students' language skills of reading, writing, listening, and speaking, and is leveled according to ability. Additionally, the course focuses on English language proficiency outside of academic contexts. American culture is also covered, particularly as relating to attending college in the United States.

World Language via One Schoolhouse

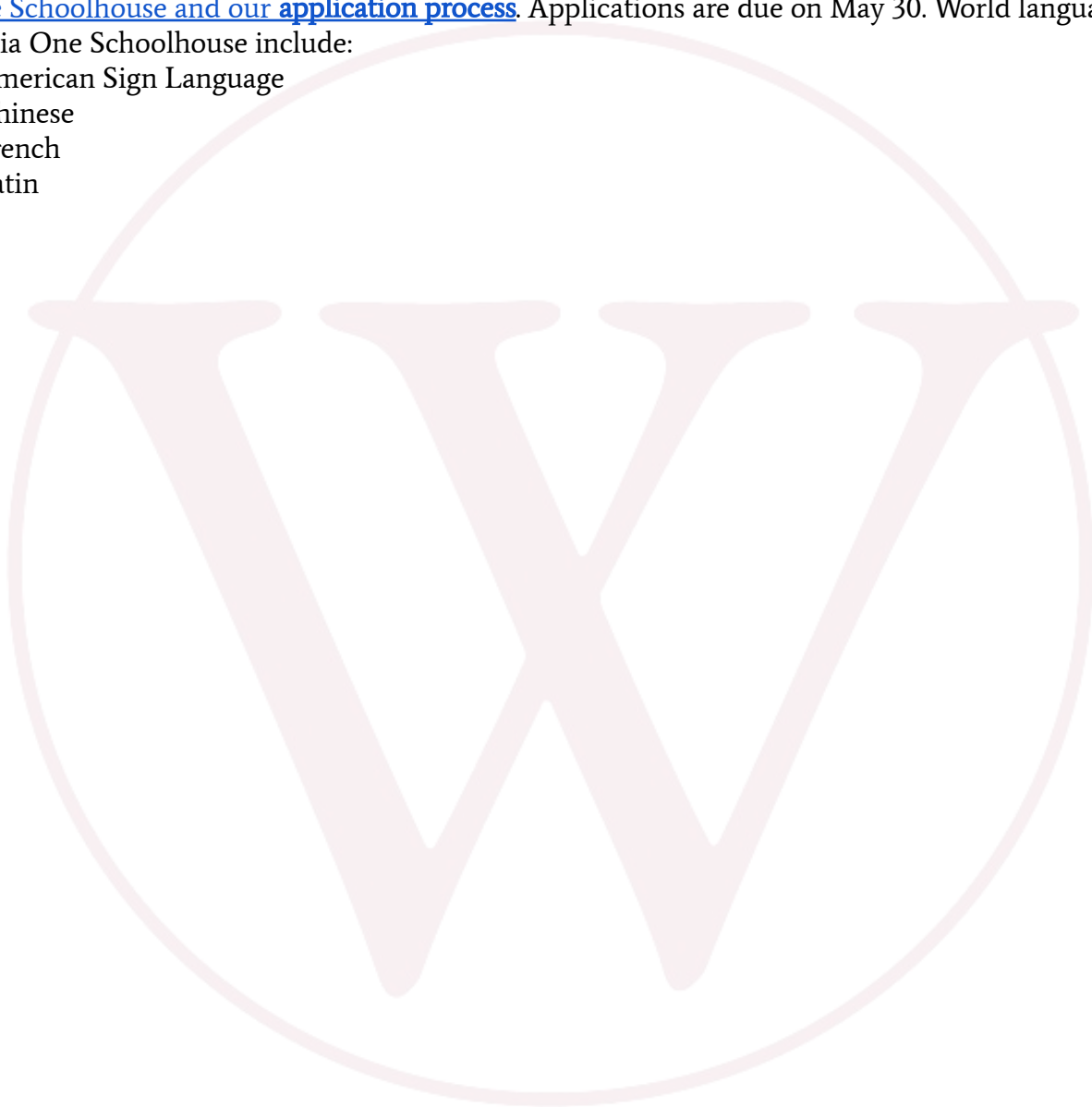
3.0 credits

9-12

Wooster is pleased to partner with One Schoolhouse. Wooster School students who are interested in pursuing a **world language** not offered through our course of study may opt to enroll in a language course offered through One Schoolhouse. To review One Schoolhouse's **course catalog**, please [click here](#).

Application and registration is handled via Wooster's One Schoolhouse Site Director, Ms. Erin Masotta, Coordinator of Academic Operations. [Please see here for further information concerning our partnership with One Schoolhouse and our application process](#). Applications are due on May 30. World language options via One Schoolhouse include:

- American Sign Language
- Chinese
- French
- Latin



Performing Arts

Music

Chamber Choir

1.5 credits

AY

9-12

Chamber Choir is Wooster's premiere vocal ensemble on campus and is open to singers in grades 9-12 who wish to strengthen their musical and vocal skills through choral singing. Members of the ensemble are responsible for practicing their music at home and spending time on vocal exercises to build technique, with the help of recordings and online assignments. This allows rehearsal time to be spent on vocal technique, style, blend, music history, and interpretation. A positive attitude, cooperation, commitment to the group, and strong attendance are essential. Students enrolling in Chamber Choir are required to also participate in the Upper School Glee Club. Chamber Choir performs in two annual mandatory performances - the Holiday Concert in December, and Arts and Letters in April - and other performance opportunities exist throughout the year. This course runs during Monday and Thursday H period and may be repeated for credit.

Upper School Glee Club

0.75 credits

AY

9-12

Glee Club is for anyone who enjoys singing with others in a casual and fun environment. Students select music through a democratic process and rehearsals are facilitated by the instructor, who helps direct the group. Students have the opportunity to perform in the concerts and at other school events. Singers gain confidence and enjoy singing popular favorites together. No audition required and no prior experience needed. Performances occur during the Holiday Concert in December and Arts and Letters Concert in April. This course runs during H period on Tuesdays and may be repeated for credit.

Chamber Ensemble

2.25 credits

AY

9-12

The Wooster Chamber Ensemble has evolved into a balanced chamber orchestra, with a core of string players, alongside a contingent of brass and woodwind students. Pianists are also welcome to audition, but space is limited to one pianist per year. Chamber Ensemble rigorously explores classical, and some lighter repertoire, in full-ensemble rehearsals and sectional work. Individual help and coaching is available through 'office hours', and via the Applied Instrumental Music program. Due to the demands of the music studied, students wishing to join this group must currently be studying their instrument privately, and should have at least two years of playing experience on their instrument. Additionally, a knowledge of the fundamentals of music and fluent music-reading skills are required. Enrollment in this course requires permission from the instructor and may involve an audition. This course runs during H period and may be repeated for credit.

Guitar Ensemble

1.5 credits

AY

9-12

Guitar Ensemble is a performance-based class that is offered to guitarists of any level. The primary goal of this course is to take individual players and get them comfortable with playing alongside other musicians. From classical themes to modern pop and rock songs, the variety of material allows experienced musicians to lead; playing challenging melodies and rhythmically complex phrases, while less experienced players are given the tools and opportunities to accompany in a meaningful way. This course runs during I period and may be repeated for credit.

Contemporary Improvisation Ensemble

2.25 credits

AY

9-12

Contemporary Improvisation Ensemble is a multi-genre band crossing the styles of Rock and Jazz. This group is open to students who sing or play brass/wind instruments, guitar, bass, piano, or drums. The content of music varies but in general covers the many subgenres of rock and modern pop. Students may be grouped into smaller ensembles based on instrument, ability, and musical preference. Instrumentalists should have at least two years of private instruction and be studying privately through the class. The group prepares to perform throughout the year. Students are admitted to this yearlong course by audition only. This course runs during H period and may be repeated for credit.

DLI Music Theory

3.0 credits

AY

9-12

DLI Music Theory is an advanced course in Music Theory. Based on established collegiate curriculum requirements, the course is a rigorous, comprehensive study of western tonal music theory and practice. Always tethered to a historical perspective, we look at the development of music in a contextual framework, and discuss chronological parallels with developments in the visual arts, architecture and general aesthetics. There is a significant writing component within the course in the form of reflective journaling. This course includes a Demonstration of Learning presentation as a culminating experience. This course runs during an academic block, A-F periods.

Songwriting

0.75 credits

F

9-12

This hands-on workshop explores how lyrics and music work together to create compelling, memorable songs. Students examine songwriting across different genres and historical periods, analyze what makes songs effective (or ineffective), and break down key elements such as structure, lyrics, and creative intent. Throughout the course, students write and develop original songs, applying what they learn to their own creative work. This course runs during I period and may be repeated for credit.

Everything's Better with Music

0.75 credits

W

9-12

This course provides a broad overview of music, and the universally rich impact it has on our lives. Using a roughly chronological timeline, music's social and artistic context throughout history is examined, as are the techniques, instruments, styles and forms of music-making. Extensive listening to musical examples, coupled with guided discussion, form the backbone of the course. Historical and sociological context round out the experience. Aesthetic discussion and informed criticism provide a foundation for a meaningful attempt to answer the big question: Why does music affect us as it does? This is a great course for students who are interested in music but are not trained musicians. This course runs during I period.

The Machinery of Music: How Instruments Work and Play!

0.75 credits

S

9-12

This engaging, hands-on course explores the science, engineering, and history behind musical instruments from around the world. Through live demonstrations and in-person exploration, students investigate how instruments produce sound, the materials and mechanics that make them function, and how their designs have evolved across cultures and time periods. From ancient flutes to modern electric guitars, students uncover the physics of vibration, resonance, and amplification while gaining a deeper appreciation for musical innovation. Whether you're a musician, a maker, or simply curious, this single-trimester course brings the story of music to life—one instrument at a time. This course runs during I period.

Introduction to Music Theory

1.0 credits

F, W, S

10-12

Introduction to Music Theory offers an exploration of the fundamental elements of music. Through a blend of theoretical study and practical application, students learn about notation, rhythm, harmony, melody, and form. Emphasizing active listening and critical thinking, the course examines various musical styles and historical contexts. Students engage in ear training exercises, analysis of musical scores, and composition assignments to deepen their understanding. By the end of the course, students will develop the skills necessary to analyze, interpret, and create music with confidence. This course runs during G period.

Music Production

1.0 credit per trimester

F, W, S

10-12

Do you make your own beats? Write your own lyrics? Have you ever wanted to record live music? These are just a few of the opportunities available to students who take Music Production. This course allows students to develop fluency in the creation of recorded music in many forms. As a project-based class, students have the opportunity to collaborate with other Wooster musicians as they work towards a final recording submission: a track on the Wooster Music Production Playlist! Music Production may be repeated for credit. This course runs during G period and incorporates asynchronous responsibilities.

Open Music Production

0.5 credits per trimester

F, W, S

9-12

Monday Afternoon Activity

Do you make your own beats? Write your own lyrics? Have you ever wanted to record live music? These are just a few of the opportunities available to students who take Open Music Production. Flexibly and open-ended by design, this course allows students to explore the creation of recorded music. As a project-based class, students have the opportunity to collaborate with other Wooster musicians as they work towards a final recording submission: a track on the Wooster Music Production Playlist! Open Music Production is a pass/fail course that may be repeated for credit.



Theater

Acting Workshop

0.75 credits per trimester

F, W, S

9-12

Sanford Meisner said that acting is “behaving truthfully under imaginary circumstances.” This laboratory class has students learning how to develop the skills to recreate real life onstage through the Meisner Technique, Scene Study, Improvisation, and Acting Games and Exercises. During this course, students keep a journal and are asked to write about their experiences and observations of people with different writing prompts. Some of those journal entries are used as monologues and as a basis for self-discovery. This course runs during I period.

Musical Theatre Technique

1.0 credit

F, W, S

10-12

Musical Theatre Technique is a performance class focused on the craft of Musical Theatre acting. Students study acting the song, character development, movement techniques, and the historical and stylistic traditions of Musical Theatre. Through assigned songs and scenes from a variety of musicals, students learn how to combine acting, voice, and physicality to tell a compelling story. Emphasis is placed on emotional honesty, textual analysis, musical intention, and confident performance. This course is well-suited for students with an interest in Musical Theatre, acting, or audition preparation. This class runs during G period.

Fall Play

2.5 credits

F

9-12

Afternoon Activity

This course is the primary preparation and rehearsal time for the Fall Play. Collaboration and participation in and outside of class are expected, including choosing, rehearsing and memorizing scenes and monologues. The week leading up to opening night is “Tech Week,” during which full rehearsals are run and students are expected to be at school until approximately 7:30 pm. Performances occur on Friday evenings and Saturday afternoons and evenings. This afternoon activity is pass/fail.

Winter Musical

2.5 credits

W

9-12

Afternoon Activity

This course is the primary preparation and rehearsal time for the Winter Musical. Collaboration and participation in and outside of class are expected, including choosing, rehearsing and memorizing scenes and monologues. The week leading up to opening night is “Tech Week,” during which full rehearsals are run and students are expected to be at school until approximately 7:30 pm. Performances occur on Friday evenings and Saturday afternoons and evenings. This afternoon activity is pass/fail.

Technical Theater

2.5 credits

F, W

9-12

Afternoon Activity

Technical theater is a fun and exciting environment where students collaborate to bring to life all aspects of backstage theater. This course occurs during our afternoon activities block from 4:00 - 5:30 pm. Students directly create the world in which the play lives through the scenic design process, light, sound, scenic painting techniques, prop construction, and stagecraft. We will use the selected play as our textbook to understand its requirements and serve the needs of the play. Participation in the productions is required when taking this course. This afternoon activity is pass/fail.

MS Theater Support

0.5 credits

S

9-12

Monday Afternoon Activity

Students who wish to participate in a spring theatrical production can be part of the Middle School spring musical by assisting in the roles of assistant directing, choreography, stage management, technical design, and music directing. This is an excellent opportunity for students interested in the backstage production experience to learn the skills of theatre production, from casting to production. Students participating in backstage production would work with and mentor middle school students, under the supervision of the faculty directors. Participation must be approved by the theatre faculty. This afternoon activity is pass/fail.

Visual Arts

Studio Art

Open Studio

0.5 credits per trimester

F, W, S

9-12

Open studio is a choice-based class for students interested in exploring a variety of artistic materials, techniques and ideas at their own pace. Learn how to think like an artist by generating ideas, testing materials, problem-solving, and editing your own work. The studio will be open for explorations including drawing, painting, collage, printmaking, sculpture and fashion. Mini lessons and demonstrations about techniques or concepts will be offered to get each student ready to plan new artwork, continue an area of interest, and choose the medium to best execute an idea. In the fall and spring, Open Studio runs during I period on Tuesdays and Fridays. During the winter, Open Studio runs during H period on Mondays and Thursdays. This is a pass/fail course that may be repeated for credit.

Photography

0.75 credits per trimester

F, W, S

9-12

Photography is designed to give students the opportunity to grow their photography skills by learning about all aspects of photography. Students learn about lighting, composition, color, pre and post event workflow, and develop their eye to think and see the world like a photographer. This course runs during I period in the fall and spring; during H period in the winter. This course may be repeated for credit.

Studio Art

0.75 credits per trimester

F, W, S

9-12

In Studio Art, students expand both their technical skills and their personal artistic expression. Students work independently on projects of their choice in order to develop greater versatility with media in both two- and three-dimensional space, enrich independent and innovative thinking, refine skills of observation, resolve complex creative problems, and gain a stronger sense of personal expression. By exploring and discussing themes, ideas, and artists in contemporary art, students consider how their own work contributes to a greater dialogue. Studio Art runs during H period in the fall and spring. Studio Art runs during I period in the winter. This course may be repeated for credit.

Ceramics

1.0 credit

F, W, S

10-12

The Ceramics course teaches handbuilding techniques for creating sculpture and functional wares. Students will refine their expertise with the coil, slab, and pinch methods to build increasingly complex works. Students will also receive instruction on the potter's wheel. Techniques for surface pattern and texture will be introduced along with a number of finishing options including glazing and cold finish techniques. This course runs during G period and incorporates asynchronous responsibilities.

LandEscape

1.0 credit

F

10-12

Prerequisite: Studio Art or Art Intensive

LandEscape is an art course designed to help students literally and creatively *escape* into the landscape. We'll spend time outdoors—both on campus and on off-campus trips—creating plein air paintings and sketches inspired by direct observation of the natural world. Alongside representational drawing and painting skills, students will experiment with abstract mark-making, expressive color, and layered techniques that push beyond realism. Back in the studio, each student will select one field sketch to transform into a large-scale final canvas, blending careful looking with personal interpretation. This course runs during G period and incorporates asynchronous responsibilities.

Drawing

1.0 credit

W

10-12

This course is for students of all abilities in drawing. Students develop observational skills and drawing techniques, employing a wide range of drawing media including charcoal, graphite, conte, and ink. Students in this course develop both technical abilities and creative responses to material and subject matter. Explorations into mark-making leave room for creative interpretation and are scaffolded based on experience. This course runs during G period and incorporates asynchronous responsibilities.

Art History & Film

DLI Comparative History: Art and the Making of Meaning

3.0 credits

AY

11, 12

DLI Art and the Making of Meaning explores the big ideas in art and art history through in-depth analysis, writing, and dialogue. By looking thematically at art across cultures, visiting museums, and sharing observations, students explore the stories that are told throughout the history of art, as well as examining the role cultural institutions play in telling these stories. Students explore exhibitions and meet and talk with museum staff during field trips scheduled throughout the course. Through reading, critical discussion, writing, and creating, students examine artists, art history, and the role of the museum in creating meaning.

Cinematic Storytelling

3.0 credits

AY

10-12

This course explores the semiotic techniques film directors use to convey meaning in cinema; as well as engage you in the collaborative aspects of production on a narrative short. During class you will be expected to analyze the assigned scenes from a variety of directors. We will participate in thought-provoking discussions on how each employs their own meaningful codes and conventions in order to engage their audience in a compelling and creative way. Using Celtx screenwriting software, you will be responsible for creating a short script to illustrate an understanding of narrative structure, characterization, dialogue, and the unique demands of adaptation. Students will assume the crucial roles on a film set to gain experience with cameras, sound, lighting, and Adobe Premiere editing software. These tasks will stress the importance of collaboration, pre-production planning, and the application of techniques to create an aesthetic that serves the story or artistic intent. This course runs during G period and incorporates asynchronous responsibilities.

Making & Design

Graphic Design

1.0 credit

F

10-12

This course introduces the theoretical and practical applications of graphic design. Graphic Design is a combination of photographic imagery, illustration, and typography utilizing formal art skills. Using Adobe Photoshop and other related software, students build technical design skills while learning current real-life problem-solving techniques through different design contexts and formats. This course runs during G period and incorporates asynchronous responsibilities.

Industrial Design

1.0 credit

W

10-12

Industrial Design is a field of design that encompasses all of the products around us, from garden shears to medical devices, to the cars we drive. This course serves as an introduction to the process of product design. Students go through the design process from finding and defining a product-related problem to ideating new design ideas and creating and testing a prototype. Co-taught by art and makerspace faculty, Industrial Design bridges the creativity of fine arts and the utilitarian application of design. This course runs during G period and incorporates asynchronous responsibilities.

Engineering and Design

1.0 credit

S

10-12

In this course students focus on the physics of designing structures such as towers and bridges. Students concentrate on the art of coming up with a design that is user-friendly. We use *empathy* to interview “clients” and learn what elements they would like to see. We use *creativity* to come up with a wide array of possible designs to meet the design criteria. Then we make *prototypes* to try out the most promising designs. *Repeating* this process results in an ever-improved design. Ultimately, we concentrate on group projects that bring together several different aspects of engineering. This course runs during G period and incorporates asynchronous responsibilities.

Open Makerspace

0.5 credits

F, W, S

9-12

As its title suggests, this is an intentionally open-ended course in which students will design and build their own projects, using the materials available in our Makerspace. These might include projects made of wood, metal, plastic or fabric, and also projects that include electrical or electronic elements. This is your chance to learn about the design and construction processes, and receive ample help creating an exciting new design. This course runs during H and I periods and may be repeated for credit.

Monday Afternoon Art Offerings

Ceramics (Monday Afternoon)

0.5 credit

F, W, S

9-12

Afternoon Activity

Ceramics combines hand building and basic wheel techniques. Students learn techniques in building both functional and artistic wares from clay. Instruction is given in wheel throwing, pinch, coil, slab and modeling techniques as well as the application of high and low fire glazes. Texture, form and quality craftsmanship are emphasized throughout projects.

Abstract Painting

0.5 Credits

F

9-12

Afternoon Activity

Students learn how to look at abstract painting visually, emotionally, and conceptually and ask themselves how it evolved into being. What was its inspiration? From paintings inspired by the simplicity of shapes, colors, and textures found in nature to paintings inspired by myriad emotions; students expand their concepts of line, color, design, and content and learn how to use the visual vocabulary that they already possess to guide their process. Many of the paintings created in this class are inspired by a moment—whether it be an emotion, or the transitory interpretation of a piece of music. Students are encouraged to experiment with color and composition through various painting and drawing media, and to develop their personal expression.

Jewelry

0.5 Credits

W

9-12

Afternoon Activity

Jewelry is an introduction to the fabrication and design of jewelry and small metal sculpture. Students experiment with various types of metal, wire, and other media. They may incorporate found objects, natural forms, or other unique items into their work. Students create a collection of wearable jewelry pieces inspired by various materials and concepts.

Illustration

0.5 credits

S

9-12

Afternoon Activity

In Illustration students learn what it is to be an illustrator through the process of breaking down text, creating thumbnail sketches and storyboards, and eventually creating final illustrations. Storybooks, graphic novels, cookbooks, poetry, quotations, and song lyrics serve as inspiration. We encourage students to explore a variety of media ranging from watercolor, collage, and paint, to drawing pencils, charcoal, and pen. Throughout the course, projects invite students to allow their stories, observations, and interests to influence their illustrations and reflect who they are as young storytellers and artists.

Fiber Arts**0.5 credits****S****9-12****Afternoon Activity**

This course introduces techniques in two- and three- dimensional fiber arts. Students investigate the possibilities of fiber-based materials including felt, yarn, and fabric to create small sculptures, tapestries, bowls, or wearable objects. Techniques covered may include weaving, sewing, felting, embroidery, and shibori dying.



Art Intensive Offerings

Students that wish to participate in the Art Intensive program must also enroll in a Monday afternoon art elective.

Fall Art Intensive: Inspired

1.5 credits

F

9-12

Afternoon Activity

Where do you find your inspiration? This spring Art Intensive students will be deliberate about finding and applying inspiration for their project. They will look at artists like Gaudi, who incorporated natural forms like seashells into his architecture, or artists like Andy Warhol and Jeff Koons who directly incorporate pop culture objects into their work. Students will borrow, appropriate, sample, and remix images from our visual world into new creations. By challenging notions of originality and authorship, students will push the boundaries of what it means to be an artist. This course is a pass/fail afternoon activity.

Winter Art Intensive: Contrast

1.5 credits

W

9-12

Afternoon Activity

Black and white, positive and negative, fire and ice—contrast is the theme for Art Intensive this winter. Students express contrast in a variety of materials and methods, exploring the theme through formal aspects like color and texture, as well as through opposite processes, media, or metaphors. Students work both sculpturally and with drawing and painting to explore the relationships between opposing ideas.

Spring Art Intensive: Narrative

1.5 credits

S

9-12

Afternoon Activity

The Spring Art Intensive experience explores how artists tell stories through visual imagery as well as myriad media and techniques. We all have stories to tell, some based on personal life experience, some rooted in fantasy, and some a combination of both. Students will have an opportunity to share their personal experiences, imagine worlds beyond their own, and use materials to serve as a visual vocabulary with which to communicate.

Portfolio Track Art Intensive

1.5 credits

F, W, S

11, 12

Afternoon Activity

Art Intensive: Portfolio Track is for students seeking to build a portfolio for admission to a college art program. Students are able to use the studio facilities after school to focus on developing their own body of work and prepare the college portfolio. This opportunity is available to Juniors and Seniors as well as late-year sophomores, who are approved by the art department. Students work independently to achieve checkpoints in their portfolio development, reviewed weekly by a mentor on the art faculty. This course is a pass/fail afternoon activity.

Social Science

Fantasy Football Analytics & Tactics

0.5 credits

F

9-12

In this engaging elective, students dive into the exciting world of fantasy football while developing valuable skills in data analysis, strategic thinking, and decision-making. Through real-world scenarios, students explore player performance metrics, draft strategies, and roster management. We interpret data trends, assess risk, and build competitive teams. Whether you're a seasoned fantasy football player or a curious beginner, this course offers a fun and interactive way to improve your understanding of sports analytics while competing for ultimate bragging rights. This course runs during H period.

Welcome to Podcasting: Sports, Culture, and News

0.5 credits

W, S

9-12

In this course, students explore how to create engaging, original content that captures the pulse of current events, sports highlights, and cultural trends. Students learn the art of storytelling, interviewing, and audio editing, developing skills to produce professional-quality podcasts. Whether passionate about sports, culture, or breaking news, this class enables students to find their voice and build a podcast that resonates with their audience. Students should be ready to dive into the world of digital media and share their unique perspective. This course runs during I period in the winter and H period in the spring.

Personal Finance and Investing

1.0 credit

F

10-12

Personal Finance and Investing equips students with the essential tools to take control of their financial futures. Students learn how to use credit wisely and how to understand taxes, insurance, and basic banking. We also explore the fundamentals of investing, including stocks, bonds, mutual funds, real estate, and cryptocurrency, enabling students to build a strong foundation for wealth-building over time. This course also includes real-world skills like preparing a resume, developing a professional social media presence, and practicing job interview techniques. This is a pass/fail course that runs during G period and incorporates asynchronous responsibilities.

Entrepreneurship and Business Basics

1.0 credit

W

10-12

In Entrepreneurship and Business Basics, students explore what it takes to turn an idea into a successful business. From brainstorming and business planning to marketing, fundraising, and day-to-day operations, students get a full picture of entrepreneurship. Students work on real-world projects and team challenges that simulate launching and running a venture. Along the way, students also gain insight into key business topics such as strategy, pricing, branding, and leadership. This is a pass/fail course that runs during G period and incorporates asynchronous responsibilities.

U.S. History through Pop Culture

1.0 credit

S

10-12

From jazz to TikTok, American popular culture has reflected and shaped the nation's identity for over a century. In this class, students will explore how music, movies, television, fashion, sports, and the internet have influenced what it means to be "American." Through media clips, readings, discussions, and creative projects, we'll trace the story of pop culture—its big moments, its impact, and what it says about who we are. This is a pass/fail course that runs during G period and incorporates asynchronous responsibilities.



Student Life

Freshman Academy

no credit

AY

9

Freshman Academy meets once a week and focuses on social emotional learning and study skills. Students work to increase their strength in recognizing, understanding, exploring, and regulating their emotions. Through a rotation of guided lesson, experiential learning, and structured study hall, students learn about the science and practices of well-being that allow for connection, belonging, and academic success. By the end of this experience, the entire freshman cohort is bonded together as a cohesive unit. This is a pass/fail course that meets during G period.

Sophomore Academy

no credit

F, W, S

10

Sophomore Academy builds on the social emotional learning introduced in Freshman Academy, and adds to it an emphasis on ethical discernment, training in attention, and systems thinking. This course encourages students to look within themselves and also to connect outwardly to find meaning and fulfillment. Among other topics, students explore the neuroscience of stress and resilience, and the importance of cultivating compassion for self and others. This is a pass/fail course that meets during H or I periods.

Junior Seminar

1.0 credit

W & S

11

As a prelude to applying to college, Juniors engage in a two-trimester course exploring who they are, what matters most to them, and how that influences what they are looking for in a college or other post-secondary pathway. The course helps students learn a positive approach to life transitions, as well as specific, transferable skills (e.g. resume writing, interviewing, personal essay writing, data management, and more) that will help them as they prepare to leave Wooster. An essential component of the course is in-depth research into specific college and university programs, and the creation of a balanced list of schools to which students wish to apply for admission in the fall of senior year. This is a pass/fail course.

Senior Seminar

3.0 credits

AY

12

Senior Seminar is a graduation requirement for all Seniors. The course covers a broad range of big ideas and is intended to build on the process of self-discovery that begins with Freshman Academy. By exploring, critiquing, and drawing connections between some of the world's great religious and secular humanist traditions, students are able to think more deeply about their own lives and are better prepared to articulate a clear and compelling personal vision of a flourishing life. Using a variety of resources including articles, books, TED Talks, podcasts, and films in a seminar setting, the course culminates with the Senior Independent Study. This is a pass/fail course.

Health

Health 9

0.5 credits

AY

9

The Wooster Health curriculum is a planned program of learning experiences that enables students to grow in self-awareness and to identify and develop skills that will provide students the tools to practice positive health behaviors. The program is responsive to student-generated issues. Basic and in-depth knowledge of health issues is provided, while encouraging the development of positive health practices. Recognizing that parents and guardians are the primary educators of their children in this regard, these programs are designed to complement and support what is being done at home. The core learning intentions focus on health skills development including decision making, health literacy, analyzing influences, advocacy, self-management, goal pursuit, and communication. Course topics include wellness, stress management, nutrition, suicide prevention, substance abuse prevention, mental illness, and human sexuality. This is a pass/fail course that meets during G period.

Wellness

0.5 credits

F, W, S

10

Wellness introduces students to the eight dimensions of wellness: emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual. The curriculum dives most deeply into emotional, physical, and social wellness, offering students space and time to discuss these topics and explore various self-care strategies. This is a pass/fail course that meets during H or I periods.

Hot Topics in Health

0.5 credits

W

11, 12

Hot Topics in Health engages students in conversations about current events and relevant issues relating to health. By design, the focus for this course each trimester fluctuates, with an emphasis being placed on topics that are timely and of the greatest interest to students enrolled in the course. Potential areas of focus include: legalization of marijuana, public health policies, and consent. This is a pass/fail course that runs during I period.

Trimester & All-year Electives by Block Matrix

Block	All-year	Fall	Winter	Spring
G	Advanced Robotics* (3.0) Archives*(3.0) Argumentation (3.0) Cinematic Storytelling* (3.0) DLI Editorial Leadership, Ethics, and Media Studies (3.0) DLI Folklore in Literature (3.0) DLI I, Too, Am America (3.0) DLI Narrative of the Self (3.0) DLI Nature, Science, and the Mind (3.0) DLI Sociology (3.0) Literary Magazine* (3.0)	Ceramics* (1.0) DLI Paleontology (1.0) Graphic Design* (1.0) Introduction to Music Theory* (1.0) LandEscape* (1.0) Musical Theatre Technique* (1.0) Music Production* (1.0)	Ceramics* (1.0) DLI Cartography (1.0) DLI Discrete Math (1.0) Drawing* (1.0) Entrepreneurship and Business Basics (1.0) Industrial Design* (1.0) Introduction to Music Theory* (1.0) Musical Theatre Technique* (1.0) Music Production* (1.0)	Ceramics* (1.0) Engineering and Design* (1.0) Introduction to Music Theory* (1.0) Introduction to Sports Medicine (1.0) Musical Theatre Technique* (1.0)F Music Production* (1.0) Personal Finance and Investing (1.0) US History Through Pop Culture (3.0)
H	Advanced Journalism* (2.25) Chamber Choir* (1.5) Chamber Ensemble* (2.25) Civics (2.25) Contemporary Improvisation Ensemble* (2.25) Upper School Glee Club* (0.75)	Fantasy Football Analytics & Tactics (0.5) Open Makerspace* (0.5) Robotics* (0.5) Studio Art* (0.75)	Creative Writing (0.75) Open Makerspace* (0.5) Open Studio* (0.5) Photography* (0.75) Robotics* (0.5)	Open Makerspace* (0.5) Robotics* (0.5) Studio Art* (0.75) Welcome to Podcasting* (0.5)
I	Guitar Ensemble* (2.25)	Acting Workshop* (0.75) Introduction to Journalism* (0.25) Journalism* (0.5) Open Makerspace* (0.5) Open Studio* (0.5) Photography* (0.75) Robotics* (0.5) Songwriting*(0.75)	Acting Workshop* (0.75) Everything's Better with Music* (0.75) Hot Topics in Health (0.5) Introduction to Journalism* (0.25) Journalism* (0.5) Open Makerspace* (0.5) Robotics* (0.5) Studio Art* (0.75) Welcome to Podcasting* (0.5)	Acting Workshop* (0.75) Introduction to Journalism* (0.25) Journalism* (0.5) Open Makerspace* (0.5) Open Studio* (0.5) Photography* (0.75) Poetry (0.75) Robotics* (0.5) The Machinery of Music* (0.75)
Monday Afternoon		Abstract Painting* (0.5) Beekeeping* (0.5) Ceramics* (0.5) Open Music Production* (0.5)	Ceramics* (0.5) Jewelry* (0.5) Open Music Production* (0.5)	Beekeeping* (0.5) Ceramics* (0.5) Fiber Arts* (0.5) Illustration* (0.5) MS Theater Support* (0.5) Open Music Production* (0.5)

*Counts towards co-curricular credits. (credit value)

Athletics

The Athletics Program at Wooster is an extension of the classroom. We use the playing fields, courts, rinks, and gyms to provide our student-athletes with opportunities to challenge themselves, work as a team, learn life lessons, and have fun. Our coaches promote Wooster values and positive coaching beliefs that focus on teaching life lessons through athletics for all of our student-athletes. We strive to field highly competitive teams while providing opportunities for all students to participate, and believe these standards are reflected not just on the scoreboard. While winning is important, it is more critical that coaches teach life lessons through sports. A coach that focuses on both of these outcomes has a more significant effect on the team and athletes under his or her care.

We are committed to providing training and support to our coaches, players, and families. Coaches model and teach players respect through honoring the game. Players, in turn, focus on mastering their sport, leading to higher effort, learning, and improved athletic performance. This results in athletes having more fun and feeling better about what they are accomplishing because coaches are empowering them with positivity.

Team Sports

Our athletic program strives to balance the needs of serious athletes who hope to play at the college level with those who wish to participate to stay in shape or for the sake of participation. In the Upper School, our focus begins with skill development. No matter the athlete's ability we strive to provide meaningful opportunities. Whether that be at the club, junior varsity or varsity level, athletes are challenged and nurtured appropriately, based on ability and their individual and team needs and goals.

Wooster School offers 16 varsity sports. Whenever possible we will offer junior varsity, developmental, and club sport options for our Upper School students. Prior to officially offering junior varsity and club options, our athletic department must take several factors into consideration, including staffing, space constraints, appropriate opponent base, and student interest.

Team Management

Team management serves an important role in Wooster's Upper School athletic programming. Their job is to maintain the general running of a team to free the coach to concentrate on the coaching and training aspects of the team. They will assist the coaching staff in running practices. This will include setting up drills, running scoreboard, filming games or practices, field management, and keeping track of statistics. During athletic competition, the management team will be responsible for operating the scoreboard, filming games, field support, and keeping game statistics. Managers are required to attend all practices and games.

Afternoon Activities

Our Upper School day is divided into two main segments: the academic day and afternoon activities programming. The following are the rules concerning attendance for the afternoon activities:

1. All 9th and 10th graders must participate in three seasons of afternoon activities.
2. All 11th and 12th graders must participate in two seasons of afternoon activities.
3. All Upper School students must participate in at least one team sport per year.

Students whose passions are not offered by Wooster may apply for an Independent Afternoon Activity. Interested students should complete the [Independent Afternoon Activity Application](#). Applications are due on June 30.

For descriptions concerning theater activities, please see the Performing Arts section of this document. For descriptions concerning Art Activities, please see the Visual Arts section of this document.

Team Sport Requirement and Sign-Ups

In considering their course sign-up for the following year, students should avoid waiting until the spring season to fulfill the team sport requirement. To allow students and families to better plan for the fulfillment of the team sport requirement we have added tryouts for all tennis players in the Fall. This ensures our students have additional opportunities to meet the team sport requirement, as several offerings have roster limitations, including Girls' Volleyball, Boys' Soccer, Boys' and Girls' Tennis, and Golf. Should a student wait until the spring to fulfill the team sport requirement and not make a varsity team, he or she will be required to select a different sport.

FALL	WINTER	SPRING
Team Sports		
Girls Volleyball	Girls Basketball	Girls Lacrosse
Boys Soccer	Boys Basketball	Boys Lacrosse
Girls Soccer	E-Sports	Girls Tennis
Coed Cross Country	Chess	Boys Tennis
Co-op Football w/ Harvey	Strength and Conditioning	Coed Baseball
Coed House Tennis	Fitness for Life	Coed Golf
Strength and Conditioning		Coed Ultimate Frisbee
		Coed Badminton
		Coed Track
		Strength and Conditioning

FALL	WINTER	SPRING
Non-Physical Activities		
Team Manager	Team Manager	Team Manager
Theater Activities		
Fall Play	Winter Musical	MS Theater Support
Technical Theater	Technical Theater	
Music Activities		
Monday Open Music Production	Monday Open Music Production	Monday Open Music Production
Art Activities		
Art Intensive	Art Intensive	Art Intensive
Monday Art Elective	Monday Art Elective	Monday Art Elective
Science Activities		
Monday Beekeeping		Monday Beekeeping

*Please note that for our most popular sports teams, we may use the Clubs period to run additional practices.