

HYDE SCHOOLS

Course Catalogue

2010 – 2011

School Year

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Introduction



Bath, Maine



Woodstock, Connecticut

We at Hyde believe a strong academic background is an essential building block in the development of one's unique potential and destiny. We further believe that every student is capable of achieving academic excellence which can facilitate the fulfillment of unique potential.

The purpose of the *traditional* curriculum is to teach students academic skills and knowledge for a successful career; the purpose of the *Hyde* curriculum is to help each student develop a broad personal understanding that will ultimately lead to the fulfillment of his or her unique potential and destiny.

The Hyde educational process is centered on the belief that each of us has been gifted with a unique potential that defines a destiny. Hyde further believes we are all endowed with a *conscience*, which serves as the compass of that destiny. As each of us develops our intellectual, emotional, and spiritual resources, we slowly empower ourselves to listen to and act upon that conscience.

Further, we at Hyde believe a strong academic foundation is essential to freeing students from the inherent limitations of their particular backgrounds and environments, thus helping them take the largest possible view of themselves and life.

Academics can assist in our transformations in life. English and Math give us the personal tools to understand and express our unique potential; History and Science reveal the human and natural environments in which our destiny will take place, and Foreign Language helps us transcend our specific culture to see our unique potential and destiny in a larger context.

- **English** provides us with a deeper understanding of the thoughts and feelings of others, which often draws from us a clearer sense of ourselves. This identification process, together with the disciplined communication skills English demands of us, allow us to contribute to the growth of others, which then becomes a vital means for our own growth. The process of writing, in particular, can help teach us to understand and express our conscience and give us insight into our own unique potential.
- **Mathematics**, often called “the purest form of logic known to man,” helps us organize and sharpen our thinking skills. It is a discipline that leads us to confront our biases and misperceptions, and thus more clearly develop and understand our ideas and beliefs. The theory of numbers develops our ability to grasp complexities, and thus contributes to our leadership capabilities.
- **Science** provides us with an in-depth look at how the process of life actually works and the basic truths that govern the earth and the universe, thus providing the physical framework in which our destinies will be expressed. The scientific method of exploration teaches us the process of thoughtful inquiry and judgment.
- **History** allows us to study the patterns of how societies and individuals have expressed their collective destinies to create civilization. This panorama provides the global framework to express our own purpose in life. The study of governments through World, US and 20th Century History teaches us about our responsibilities to community and helps us become part of the great American experiment committed to the dignity and worth of all individuals.
- **Foreign Language** offers us a deeper understanding of the world’s cultural diversity, and insight into a culture different from our own. Foreign language provides us with the opportunity to step outside of our own culture and experience how others see themselves and the world.
- **The Arts:** Painting, sculpting, studio, and performing arts allow us to more emotionally and spiritually connect with others and the world, and to express our deeper selves to them. The arts also provide us with deeper actions and reflections that go beyond our usual learning cycles.

Our focus on unique potential transforms the entire learning process, creating new roles for the subject, student, and teacher alike. In essence, the Hyde partnership becomes teacher-student, instead of the traditional teacher-subject. These fundamental changes then occur:

- The educational focus shifts from subject to student. Traditionally, the subject is primarily learned in order to graduate, get into college, or get a job. The Hyde subject is primarily learned as a vehicle to develop the unique potential of the student.
- The teacher becomes more coach than professor. The traditional teacher tries to draw the student into the subject. The Hyde teacher tries to draw the subject into the personal development of the student.
- The student becomes more initiator than follower. The traditional student simply has to meet set standards of achievement. Regardless of achievement, the Hyde student must continually demonstrate best effort and attitude as well as competency.

The Hyde focus is fluid, with the teacher continually trying to connect the subject to the unique potential of the student. Hyde teaching not only builds on the deeper self-discovery motivation in students, its fluidity also better fits students’ varied talents and learning styles. It also draws out the deeper personal skills within the teacher.

—adapted from HYDE: Preparation for Life, by Joseph Gauld, 2003

Hyde Course Listings by Department

English: (4 credits required)

- **English 9**
- **English 10**
- **English 11**
- **AP English Language & Composition** (typically Juniors)
- **English Literature** (Woodstock only)
- **Honors English Literature** (Woodstock only)
- **English 12**
- **Honors English 12** (Bath only)

Mathematics: (minimum of 3 credits required, must be through Algebra 2)

- **Algebra 1**
- **Geometry**
- **Honors Geometry**
- **Algebra 2**
- **Transitional Algebra** (Bath only)
- **College Algebra and Trigonometry**
- **Pre-Calculus**
- **Honors Pre-Calculus**
- **Calculus 1**
- **AP Calculus AB, AP Calculus BC**
- **Calculus 2: Multivariable Calculus**

Science: (minimum of 3 credits required)

- **Ecology** (Woodstock only)
- **Biology**
- **Honors Biology** (Bath only)
- **Chemistry**
- **Honors Chemistry**
- **Physics 1**
- **Honors Physics 1** (Woodstock only)
- **Physics 2: AP Physics Preparation** (Bath only)
- **Medical Ethics** (Woodstock)
- **Advanced Biology** (Bath)
- **Environmental Science**
- **AP Environmental Science**

History: (minimum of 3 credits required)

- **World History (typically Freshmen or Sophomores)** (Woodstock only)
- **Ancient History** (Bath only)
- **Modern European History** (Bath only)
- **US History**
- **Honors US History** (Bath only)
- **AP US History**
- **20th Century History**
- **Honors 20th Century History** (Woodstock only)
- **Government** (Bath only)
- **History 12: Ethics, Political Theory, and Philosophy** (Woodstock only)

Language: (must complete minimum of 2 credits required)

- **Spanish 1**
- **Chinese 1** (Bath only)
- **Spanish 2**
- **Spanish 3**
- **Spanish 4**
- **Spanish 4 Advanced Grammar** (Woodstock only)
- **AP Spanish Grammar** (Woodstock only)
- **Spanish 5 Literature**

Art:

- **AP Art History** (Woodstock only)
- **Ceramics 1, 2** (Woodstock only)
- **Painting 1, 2** (Woodstock only)
- **Media Focus 2D** (Woodstock only)
- **Foundations in Art** (Bath only)
- **Continuing Art Studies** (Bath only)
- **Advanced Integrated Art** (Bath only)

Music: (Bath only)

- **Introduction to Music and Songwriting**
- **Advanced Music Theory and Performance**
- **Sound Engineering and Stage Production**

Other Electives:

- **Public Speaking 1, 2** (Bath only)

Typical Programs of Study

9th Grade	10th Grade
English 9	English 10
Algebra 1	Geometry
Ecology Science or Biology	Chemistry
World History or Ancient History	US History or World History
Spanish 1 or 2	Spanish 2 or 3
11th Grade	12th Grade
English 11	English 12
Algebra 2 or College Algebra Trigonometry	Precalculus / Calculus / AP Calculus AB,BC
Physics or Upper Level Science	Physics 2 or Upper Level Science
20th Century World History or U.S. History	History 12 or Government
Spanish 4 or 5	Art / Language / Humanities Elective

Grading

The academic year is organized into fall, winter, and spring trimesters. Midterm reports are issued each trimester; at the end of each trimester students take final exams, and grade reports are mailed home. Trimester grade reports contain a teacher's comment, the student's effort grade, achievement grade, and final exam grade for each course.

The effort grade reflects an evaluation of the student's attitude, effort, and character in the classroom. The achievement grade reflects an evaluation of both the student's mastery of course material and objectives as well as the quality of work the student completes.

The student's year end final grade is reported on the spring term grade report. The final grade is a 25% - 75% average of the effort and achievement grades for all of the trimesters. Hyde Schools grade on a 100-point scale:

90 - 100 = A; 80 - 89 = B; 70 - 79 = C; 65 - 69 = D; 64 or below is Failing.

Honors/Warnings

In addition to the effort grade at the end of each trimester, a student's attitude, effort, and character are evaluated twice each term. As a result of this evaluation, each student receives an honor, warning, or transition in each class. The criterion is different for each student; a student might be doing all his homework and scoring well on tests, but not participating in class, so may get a warning. Another may struggle with the material and score low, but works hard at asking questions and getting help, so might get an honor. Another student may have struggled earlier in the term, is showing improvement, but isn't quite at an honors level. This student might receive a transition.

The Honors/Warnings assessment plays a role in determining each student's evening's study hall assignment.

Study Hall

Students have a two hour study hall Sunday through Friday evening (due to Saturday classes). The goal is for all students to develop the skills and strategies necessary for them to be able to do study hall independently in their dorm, library, or computer lab. However, until students develop that ability, they may participate in Guided Study in the evenings. Students who struggle to be independently responsible will complete extra supervised study hall on the weekends. Study hall will be determined on each student's effort level as evaluated periodically by the faculty.

English Department

Mission Statement

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

English 9

This thematically based core course places emphasis on reading and responding, producing texts, applying English language conventions, and developing rigorous study and organizational habits. Students will learn to engage intently and personally with varied text using the language arts to explore and respond to classical and contemporary works from many cultures and literary periods. Students will learn strategies for active reading, procedures for strong, effective writing, and the importance of cognitive collaboration. Above all, students will experience the joy of taking responsibility for their own learning.

Required for all freshmen.

English 10

Sophomore English focuses on creative expression in a community of readers and writers. Students will analytically read short stories, articles, plays, novels, and poems, to which they will respond orally and in writing. After studying various pieces of literature, they will create their own short fiction, editorial columns, and essays. Each assignment will drill the writing process. The entire class will work as a literary community as students plan, peer edit, present, and discuss one another's work. Ultimately, this course will encourage students to find relevance between their lives and multiple genres of literature and to confidently express their voices in those types of writing.

Prerequisites — English 9

English 11

This course will examine the creation of the self as an individual entity and the influences that combine to help answer the question, "Who Am I?" Beyond this understanding of self, students will investigate how each individual is intimately connected to the various communities they live in. Additionally, we will explore diversity and responsibility of self and community. This exploration will prepare juniors for leadership positions and the rigors of their senior year. Students will engage in written literary analyses, creative and personal pieces, expository and persuasive essays, learning different techniques of pre writing, drafting, and revising. They will master the formation of original and argumentative theses, effective structuring and unity, and constructive editing.

Prerequisites— English 10

AP English Language and Composition

The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Juniors in AP Language and Composition class are challenged to engage as readers and writers of their world. The course focuses on the over arching theme of human character, following such topics as character development, emerging dispositions, public vs. private self, moral dilemma, as well as the concept of human beauty. Throughout the course, students practice methods of analysis and interaction with texts from various time periods and genres, including both fiction and nonfiction. They discover the art of writing with purpose and for an intended audience, and they become critical of readings in this context as well. Students learn to recognize the stylistic elements that make language powerful, and they develop the argumentative skills to apply this authority as original authors themselves. Over the course of the year, students uncover and polish their own powers of communication through discussion and debate, building vocabulary, and engaging in an intensive writing and revision process.

Prerequisites — English 10 and approval of Department Head and Director of Studies. Students are required to sit for the AP Language and Composition Exam.

English Literature (Woodstock only)

English Literature course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Although the course is not an Advanced Placement course students are encouraged to sit for the Advanced Placement exam in May.

Prerequisites— Open to 10th & 11th graders by invitation from instructors & approval of the Director of Studies.

English Composition (Woodstock only)

Writing-intensive course designed to improve critical thinking, reading, and writing. Students develop strategies for turning their experience, observations, and analyses into evidence suitable for academic writing. Emphasis on short, focused, concretely developed college papers.

Prerequisites— Open to 11th graders by invitation from instructors & approval of the Director of Studies. Typically for students that have successfully completed survey English courses by wish to master writing prior to senior year.

Honors English Literature (Woodstock only)

The Honors English Literature course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Although the course is not an Advanced Placement course, students are encouraged to sit for the Advanced Placement Exam in May.

Prerequisites — Open to 10th and 11th graders by invitation from instructors and approval of the Director of Studies. Typically for students who have successfully completed AP Language and Composition.

English 12

Senior English offers a rigorous and imaginative approach to mastering the skills of critical reading and of academic and creative writing. By practicing the academic and personal essay forms, the student will gain a greater understanding of and facility with the elements of syntax, diction, pacing, rhythm, voice, and narrative structure. Assuming the primary role of co-creator of knowledge, the student enters into a deliberate and sustained dialogue with some of the great minds and works of literature. Beyond this, each student shall be asked to examine his or her own life vis-à-vis relevant themes and subjects. Toward this end, the student will be expected to work in various non-academic modes of discourse (e.g., poetry, short fiction, and multi-media "personal" projects). By fostering a balance and mutual respect for both a rigorous literary-historical method, and a more personal-intuitive approach, the student shall learn not only how literature relates to life, but also how it can be incorporated into a process of self-discovery. Therefore, this course asks the student to enter into what Dewey calls "the spirit of inquiry," engaging not only their minds, but also their hearts and souls.

Prerequisites — English 11

Honors English 12 (Bath only)

This course is designed for students with a strong aptitude for English. The English 12 syllabus is covered more in-depth and at an accelerated pace with additional assignments.

Prerequisite — English 11 or equivalent

ESL

The ESL Program for Hyde School is based on the four main components of language communication. Lessons are given thematically, providing students with opportunities to apply cumulative grammar lessons in the four basic areas of communication. This class will inspire creativity and demands students to think critically as individuals and in groups. Included in this course is a weekly lesson focused on preparing students for the TOEFL exam.

Goals:

- 1) To use English to communicate in socially and culturally appropriate ways and
- 2) To use English in various academic settings to enable ESL students to achieve in all content areas.
- 3) To prepare students for the TOEFL exam.

Mathematics Department

Mission Statement

The mission of the Mathematics Department is to facilitate an understanding and appreciation of mathematics by reading it, writing it, communicating it, and determining its relevancy in real world applications.

Algebra 1

Students begin this course with a thorough investigation of variables and how they are used and manipulated in algebraic operations and sentences. Building on their understanding of variables, students explore techniques of measuring slope and graphing lines on a coordinate plane. Power functions and quadratic expressions lead students into a study of polynomial modeling and factoring. Finally, systems of linear equations and real world functions give students exposure to the essential nature of algebra in describing and predicting natural and man-made phenomena. This course demonstrates how valuable mathematics can be in our daily lives by using algebraic models to solve common problems.

Prerequisites — None

Geometry

This course is intended to give students the tools to develop and evaluate statements made about points, lines, planes, and other geometric figures. This course relies heavily on problem solving and on a student's ability to write, interpret, and solve equations. Students will also investigate properties of triangles, quadrilaterals, polygons, circles, and solids using inductive and deductive reasoning.

Prerequisite — Algebra 1

Honors Geometry

At the Honors level, the primary goals of this course are to help students: (1) explore and discover relationships among geometric shapes; (2) discover patterns and formulate conjectures; (3) develop a broad range of ways of representing geometric ideas (including coordinates, transformations, and matrices) that allow multiple approaches to geometric problems; (4) recognize connections among different representations (Euclidean, coordinate or transformational); (5) develop geometric sophistication through using these representations; and (6) establish the validity of general results from given conditions using deductive proof.

Prerequisites — Algebra 1, and approval of the Department Head

Algebra 2

This course will explore the analysis and application of mathematical functions, develop methods for problem solving, and make pathways into other fields of study using math as our common language. The primary goals of this course are to help students develop the mastery of the core competencies for Algebra 2, an appreciation and understanding of the importance of mathematical functions in modeling, and the ability to represent functions by words, tables, graphs, or equations.

Prerequisites — Geometry

Transitional Algebra (Bath Only)

Transitional Spanish is an individualized/ self-paced Algebra course designed to solidify a student's understanding of fundamental Algebra 1 and Algebra 2 concepts through repetitive math drills and frequent assessment. It is designed for students who have experienced difficulties in experiencing and applying algebraic concepts essential for success on SAT and ACT math exams. The focus of this class is to review and extend essential skills necessary for success in Algebra. Study skills and tips for success in mathematics will be emphasized.

Prerequisites – Algebra 1 or Algebra 2 and approval of the Department Head

College Algebra and Trigonometry

CAT is an extension of the concepts involved in Algebra 2 with a stronger focus on Trigonometry. This course is designed for the student who does not intend to participate in more advanced courses, such as Calculus. The course will involve a thorough review of Algebra 2 skills and concepts, and a framework of analytical skills.

Prerequisites — Algebra 2

Pre-Calculus

Pre-Calculus is a course designed to help students successfully cross the bridge from traditional high school mathematics to more sophisticated studies of mathematical concepts and theory, and above all, understand of the art of mathematical thinking. This will involve exploring open-ended problems, developing precise knowledge, and above all, a questioning spirit. Students will be engaged in a comprehensive treatment of polynomial, exponential, logarithmic, and trigonometric functions.

Prerequisites — Algebra 2

Honors Pre-Calculus

This course will use advanced algebraic concepts to explore the nature and process of mathematical thinking. Such an exploration entails exploring open-ended problems, developing precise knowledge, and, above all, a questioning spirit. Students should expect to drive their own learning, with the instructor's focus on learning skills and strategies, rather than content alone. Along the way, students will refine the understandings of linear and quadratic functions in order to comprehend more intricate and elegant patterns, including logarithms, trigonometry, and rational functions. Content is selected to prepare students for subsequent study of calculus.

Prerequisites — Algebra 2 and approval of the Department Head

Calculus 1

Through exercises, reading, and practice students will: evaluate limits and rates of change, calculate and interpret derivatives, apply the derivative to The Mean Value Theorem and curve sketching, calculate approximate and exact integrals, interpret integrals as Riemann sums and areas, calculate volume using the disk method, anti-differentiate using the Fundamental Theorem of Calculus and solve separable differential equations.

Prerequisites — Pre-Calculus

AP Calculus (AB as well as BC)

This study of calculus is based upon the premise that there are four concepts that need to be mastered during the year. They are the limit, the derivative, the definite integral, and the indefinite integral. The methods of acquiring these concepts are arranged in order of complexity-numerically, graphically, algebraically, and ultimately, verbally. A thorough understanding of calculus and its applications is the goal of this class. This course prepares students for the Calculus AP exam.

Prerequisites — Pre-Calculus

Based on interest and availability of students' schedules. Students are required to sit for the AP Calculus Exam.

Calculus 2: Multivariable Calculus

This course builds on the knowledge gained in Calculus or AP Calculus and goes more deeply into the topics covered there. From vectors and linear algebra to partial derivatives and multiple integrals, this course is designed to push the students' knowledge and curiosity past the typical level of a high school curriculum. Considered a 200-level college course, we will gain a more solid foundation of the basics and prepare students for a rigorous and exciting future in the mathematics.

Prerequisites – Calculus or AP Calculus and approval of the Department Head

Science Department

Mission Statement

The Science Department strives to give students a wide exposure to the fields of natural and physical sciences through a variety of lenses. Class lectures, group activities, multimedia projects, and lab experiments all combine to give students a strong foundation of knowledge and skills which prepare them for further study in the natural and physical sciences.

Ecology (Woodstock only)

This course's purpose is to serve as an introduction to the scientific method and to facilitate the student's ability to observe and critically assess the world around us. Students focus on learning and analyzing the issues and challenges that humans face today. Through the use of experiential learning, students will develop a more thorough understanding of their world. The tools and knowledge developed in this course are the foundations of further scientific study. Curiosity is the key to challenging personal scientific theories, and the experiential format of this course provides that opportunity. In the spring term students complete a final project by selecting a professional in a field to observe for the day and write about the experience.

Prerequisites – Introductory science for all freshman unless otherwise approved by Director of Studies

Biology

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

Prerequisites — Freshmen Science or similar related introductory course

Honors Biology (Bath only)

This course is designed for students with a strong aptitude for the biological sciences. The Biology syllabus is covered more in-depth and at an accelerated pace with additional assignments.

Prerequisite — Earth Science, Ecology, or equivalent

Chemistry

Chemistry is the study of matter and how it changes forms through different processes. Students will acquire a better understanding of chemistry by investigating topics such as atomic structure, chemical quantities, the periodic table, bonding, acids and bases, and oxidation reduction reactions. Opportunities for analysis take place through utilization of laboratory techniques, which include analyzing data and writing laboratory reports. A basic proficiency in Algebra is a requirement for this laboratory based course.

Prerequisites — Biology

Based on interest and availability of students' schedules.

Honors Chemistry

This course is designed for students with a strong aptitude for science. The chemistry syllabus is covered in-depth and at a rapid pace.

Prerequisites — Biology

Based on interest and availability of students' schedules.

Environmental Science (Bath Only)

Environmental Science is a course that is designed to introduce students to major ecological concepts and the environmental problems that affect the world in which we live. There is an urgent need for environmental education. This class provides one way in which students can become aware of the interactions of people and their environment. The curriculum focuses on concepts that are real-life issues. It promotes awareness and understanding of practical everyday problems that affect their lives. It also relates important environmental issues to the lives of the students and their families.

Prerequisites – Biology and/or Chemistry

Explorations in Science - Projects based Physics (Woodstock only)

Explorations in Science is a project-based course designed to work with or without a knowledge of mathematics. Students in Explorations learn responsibility and diligence in the pursuit of understanding. Tenacity, enthusiasm, and curiosity are all keys to doing well in this course. Students choose their own research topics, find and read articles, synthesize information, present their work to others, and build or write a final product to showcase their knowledge. Through this process they learn how to design experiments, how to analyze scientific data through graphs and simple statistics, and how to detect scientific bias or deception. Lectures on special topics are delivered by the teacher and by outside experts. Evaluation methods include a contract between student and teacher that takes into account the difficulty of the chosen topic and a student's ability level.

Prerequisites—Biology & Chemistry

Physics 1

In Physics 1, students learn about one-dimensional motion, velocity/acceleration, two-dimensional motion and vectors, Newton's Laws, forces and friction, simple harmonic motion, pendulums and springs, gravity, momentum, energy, work, thermodynamics, waves, electricity, and magnetism.

Prerequisites — Biology and/or Chemistry and Algebra 2

Honors Physics 1 (Woodstock only)

Honors Physics 1 utilizes more advanced Algebra-based investigation into motion, energy, power, and forces in the world around us. The curriculum centers on the understanding of the movement of objects, and the power and energy transmitted in that movement. Students' curiosity to investigate and probe the unknown is the impetus which promotes a comprehensive understanding of the daily reality of Physics.

Prerequisites — Biology and Chemistry as well as a strong background in math concepts

Based on interest and availability of students' schedules.

Anatomy & Physiology (Woodstock only)

Human Anatomy and Physiology will cover three underlying themes: the relationship between physiology and anatomy, the interrelations among the organ systems, and the relationship of each organ system to homeostasis. The course will incorporate clinical application by encouraging student led discussions of contemporary research. Among other topics introduced will be human development, genetics, microbiology, and infectious disease. The anatomy and physiology course will provide students with an interest in a health related profession the opportunity to think critically and reflect on the latest developments in the field while providing building blocks for further study.

Prerequisites: Biology & Chemistry, unless waived by the Dir. of Studies. Advanced Biology is not a quantitative, math based course.

Physics II: AP Physics Preparation (Bath Only)

This Calculus based Physics course is a continuation from a fundamental Physics I course. This second year Physics course is primarily designed to help students prepare for the spring AP Physics "B" exam. Physics II re-investigates motion, energy, power and forces in the world around us. How do objects to move, stop, stand still and get from one place to another. Where does the power and energy to create the motion come from and how is it transmitted? Students utilize the Kinematics sections to develop both integration and differentiation skills needed for advanced physics studies of electromagnetism as well as light and sound wave theories. The course culminates with atomic, nuclear and quantum mechanics theories and implementation.

Prerequisites – Physics and approval of the Department Head

Medical Ethics (Woodstock only)

The Medical Ethics course explores the difficult and/or ethical decisions and the moral judgments that doctors and families must use when making life-altering decisions for themselves or their loved ones. The course is designed to investigate how people develop morals when faced with challenging circumstances.

Prerequisites — Biology and Chemistry, and Physics unless Physics is waived by the Director of Studies. The course is not a quantitative, math-based course.

Advanced Biology (Bath only)

Advanced Biology is designed to be taken by students after the successful completion of high school biology and chemistry. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology with a special emphasis on biochemistry, cellular biology, and environmental science. In addition, each student will be encouraged to “distinguish” him- or herself in a meaningful and enlightened way through an original project, further in-depth study, or an internship.

Prerequisites — Biology and Chemistry

AP Environmental Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine solutions for resolving and/or preventing them.

Students in this course will be immersed in the diverse ecosystems of the local areas. Frequent labs will allow students to retrieve and analyze data using the latest hand-held technology. At the conclusion of the course, all students will take the AP Environmental Science exam, which may lead to advanced credits when they enter college.

Prerequisites — Biology and Chemistry

History Department

Mission Statement

The History Department at Hyde School has three major goals: purpose, program, and process. The purpose of the history curriculum is to familiarize students with features of humanity's development over time, varied ways this development might be studied, and the introduction of skills necessary to carry out, successfully and objectively, the study of human endeavor. The process emphasizes training and practice of skills of comprehension, analysis, evaluation, communication, technological integration, and most importantly, exploration of original thought. Ultimately, the history department hopes to engage students in their ongoing role in the process of history through the lens of continuous curiosity and self-evaluation.

World History (Woodstock only)

This course is designed to introduce students to the concept of historical comparison through a survey of past events that continue to speak to the present. Emphasizing four major themes of social, political, ethical, and technological developments, students will engage in historical analysis, thesis production, and active research. Understanding why we look back while at the same time practicing observation of our own ongoing history is the goal of this course. This survey is a foundation course in the history sequence and designed to encourage students to engage in historical inquiry while strengthening their expository and analytical skills.

Open to all 9th graders and those who need a World History credit.

Ancient History (Bath only)

As an introductory level history course, this class examines the culture of ancient civilizations. With a large writing component, thoughtful class discussion, and group project work, students improve their analytical skills. As the year progresses, students will move away from a view of history based solely on facts and dates, and gravitate towards developing solicitous ideas and theses. This course will be the stepping stone from which students shift from learning history from a textbook to actually living and breathing it in their lives.

Typically for 9th graders.

Modern European History (Bath only)

Modern European History examines Europe's past in order to recognize the contributions of Western societies to the present and future. Through an exploration of broad historical themes, the inter-connectedness of European ideas and events is uncovered.

Typically for 10th graders; prerequisite — any 9th grade level history credit.

US History

This course delivers an in-depth look at the themes and events that shaped the foundation of our nation. By following a historical timeline through the struggle of shaping a philosophical principle of democracy into a working government, students will consider, in broader terms, the "great democratic experience" while simultaneously weighing its successes and failures. Analysis, synthesis, and critical reading will be the tools of texture in this foundational course.

Prerequisites — World History or Modern European History. Open to 10th and 11th grade students.

AP US History

The Advanced Placement History survey takes an in-depth view of the major personalities, events, and issues across four hundred years of America's historyscape. Its approach also highlights the importance of understanding historiography through the various historical points of view written by noted historians. This written analysis is a means of understanding both material and perspective. A variety of historical views is presented for further assessment. The course takes great care to inform the importance and use of primary source documents. Written assignments in the course take the form of short and long essays and also address various document-based questions in preparation for the AP examination in May. Students must extract meaning and offer their own interpretation in dealing with historical issues of consequence.

Prerequisites — Acceptance by the Department Head.

Students are required to sit for the AP U.S. History Exam.

20th Century U.S. History (Woodstock only)

This course will examine the history of the twentieth century, focusing on the role of the United States as it becomes a major world power. Beginning with the growing tensions of European and American rivalries for increased economic influence throughout the world, we will explore the causes and effects of World War I, the Russian Revolution, the rise of Dictators in Europe, the United States' isolationist recoil, the events leading up to World War II, and continue with America's new role as a world power. The second half of this course will focus more exclusively on America's impact as a powerful force in the world and its increased rivalry with the Soviet Union that resulted in the Cold War and ended with the fall of not only the Berlin Wall but also the Soviet Union.

***Completion of the research project required for advancement, students failing to complete the research project will remain in the course and receive a failing grade until the project is successfully completed.**

Prerequisites — World History or Modern European History, and US History.

Honors 20th Century U.S. History

This course will examine the history of the twentieth century, focusing on the role of the United States as it becomes a major world power. Beginning with the growing tensions of European and American rivalries for increased economic influence throughout the world, we will explore the causes and effects of World War I, the Russian Revolution, the rise of dictators in Europe, the United States' isolationist recoil, the events leading up to World War II, and continue with America's new role as a world power. The second half of this course will focus more exclusively on America's impact as such a powerful force in the world and its increased rivalry with the Soviet Union that resulted in the Cold War, the end of it and the fall of the Berlin Wall. Lastly, this course will examine issues that have impacted the world since 1991 and have had a lasting effect until today. Throughout the year we will cover more in depth current events, especially the Presidential Elections. **Through the use of the Brown University Choices program the Honors student will delve into the Weimer Republic and its beginnings to downfall. It will also deeply research the decision to drop the atomic bomb to end WWII, the origins of the Cold War through a study of FDR and his foreign policies.**

Government (Bath only)

Students read classical and current works with ethical and technical focus on the evolution of modern democratic government. They address the notion of leadership as accountability to individual and community development. Freedom is explored as a personal responsibility first, and then as a rationale for individual rights. Critical examination of U.S. documents such as: the Declaration of Independence, the Articles of Confederation, the Constitution, the Bill of Rights, the Gettysburg Address, the Emancipation Proclamation and Amendments such as 13, 14, and 15 are used as a historical inquiry on the problematic theme of self-governance. Students develop the skills of political and historical analysis through discussion, critical writing and research. ***Required for 12th graders.**

Prerequisites — U.S. History

AP European History (Woodstock only)

The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history. The exam presumes at least one academic year of college-level preparation. The material has been selected by historians who serve as members of the AP European History Development Committee. In their judgment, the material printed here reflects the course of study on which this exam is based and is therefore appropriate as a measure of the skills and knowledge acquired in this course.

Prerequisites—World History as well as US History and by instructor's invitation & Director of Studies approval. (Enrollment based on interest and availability. Students are required to sit for the AP exam.)

History 12: Ethics, Political Theory, and Philosophy (Woodstock only)

The required senior history course examines how Hyde's Unique Potential concept, including the five words and five principles, fits within the history of ideas. Students explore the history of the human condition and analyze their own moral, ethical, and sociopolitical beliefs. Questions studied include: What is the nature of a good or just social order? Does society have a claim on an individual's personal development? With which political and ethical visions do individuals engage the world? What is the nature of human beings? What is destiny? From classical Greek essentialism to post-modern pragmatism and from determinism to existentialism, students inquire into past and present epistemological, ontological, and political conundrums. These inquiries naturally lead students to the quest for self-knowledge and self-realization which is the core of Hyde's process of self-discovery. The course themes are integrated with English 12 and the Senior Curriculum.

Prerequisites — World History and US History

Languages Department

Mission Statement

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

Spanish 1

Spanish 1 focuses on the introductory skills of reading, writing, speaking, and listening. These elements are taught through vocabulary and grammatical concepts. In addition to linguistic studies, the students explore various cultures that make up the Hispanic world through readings, cinema, and music.

Prerequisites — None

Chinese 1 (Bath Only)

Using an audio-lingual approach, this course teaches pronunciation, vocabulary, and grammar fundamentals as essential elements in reading, writing, and understanding elementary Mandarin Chinese. The course also covers necessary culture, customs, philosophy, and history which serve as keys to studying the Chinese language.

Prerequisites – None

Spanish 2

This course is a continuation of Spanish 1 with a focus on the two past tenses and increasing vocabulary development. The class continues to expand the students' skills in the four linguistic areas of reading, writing, speaking, and listening.

Prerequisites — Spanish 1

Spanish 3

Spanish 3 is the level at which students move from learning the building blocks of a language to actual mastery. This class focuses heavily on establishing a firm grammatical understanding of the language, covering all verb tenses. Students are expected to be able to communicate both verbally and in writing about a variety of topics. From this grammatical base, students will be able to broaden their understandings of both their own culture, and those of Latin American countries. Each semester will end with a project designed to encompass the elements learned to date.

Prerequisites — Spanish 2

Spanish 4

This course is designed to model a college seminar in which class discussion is the most important aspect of learning. It is a class in which intense writing, reading, and conversation demand creativity and a serious desire to improve each student's skill in the Spanish language. Instruction investigates cultures, societal issues, and the history of many Spanish speaking countries.

Prerequisites — Spanish 3

Spanish 4: Advanced Grammar (Woodstock only)

The Advanced Spanish Grammar course focuses to further develop and hone students' communicative skills in Spanish by consistent and thorough practice in and out of the classroom. This course, conducted completely in Spanish, provides students ample opportunities to integrate the 5C's of language acquisition: Communication, Cultures, Connections, Comparisons, and Communities. It will build the ability to synthesize written and aural materials. Students will be exposed to authentic literature and current events from Spanish-speaking sources including official websites, newspaper and magazine articles, literary texts, and other non-technical writings will develop students' reading and comprehension abilities, while supplemental discussion and in-class activities fortify and broaden the academic experience and connection to the Spanish world.

Prerequisites — Spanish 3

Based on interest and availability of students' schedules.

Spanish 5 Literature (Bath Only)

This course is intended for the highly motivated and achieving student. It is the perfect option for students with a high level of Spanish who want to learn about Spanish literature and more about the Hispanic culture while improving their professional language skills. This survey course in Hispanic literature examines readings from the Medieval to Golden Ages, and from the nineteenth and twentieth centuries. Students will learn the historical context associated with the readings, literary terms, analytical writing, and critical thinking skills. Students will also participate in literary “tertulias” or free intellectual discussions and produce presentations and projects.

Prerequisite — Spanish 4

Spanish 5: AP Grammar (Woodstock only)

These two Spanish courses prepare the fourth and fifth-year student for the Advanced Placement examination. The Advanced Placement exam is normally taken at the end of the fifth year. In these courses, the student is completely immersed in the language, orally and in their written work. (Based on interest and availability of student’s schedules.)

Prerequisites – Spanish 1, 2, 3, & 4

(Enrollment based on interest and availability. Students are required to sit for the AP exam.)

Performing and Visual Art Department

Mission Statement

The Art program emphasizes the development of each student's creativity, artistic skills, and analytical thinking. The mission of the Art program is to cultivate an environment which supports the student's creative expression and personal growth through the exploration and disciplined study of the arts.

Bath Offerings

Foundations in Art

The Foundations in Art course offers an introduction to high school level art. This class explores drawing, black and white printmaking (linoleum and cork), sculpture (including copper or blacksmithing and wood) and mixed media. In sculpture students study and understand the thinking-will approach and the feeling-will approach to creating form. Studio projects will shift between observed and non-observed assignments. Students will practice techniques for seeing and observing. Students will explore what media, skills, and techniques are used to communicate ideas visually and will begin the work of developing the will to work with projects toward unified completion. Studies of art history, art criticism, and aesthetics will take place in conjunction with studio projects. The course will explore how artists get their ideas and what art can tell us about our own and other cultures. On occasion we will take our work outside, working in the natural world or visiting a museum. There will be the opportunity to exhibit and present work to the Hyde community and work on larger-sized group projects.

Continuing Art Studies

The Continuing Art Studies course offers a deepening into high school level art. Emphasis will be placed on increased technical and creative development. Drawing will expand to include color drawing and use of pastels. In printmaking we will explore the use of colored inks with Batik. Introducing the medium of painting will offer a progressive movement toward the exploration of color. In sculpture we will study assemblage (including copper or blacksmithing). We will also spend time with mixed media "topic art" and handwork. Studies of art history, art criticism, and aesthetics will take place in conjunction with studio projects. Each student will be assigned one artist to study in depth throughout the year, with a focus on art as social movement. We will explore why artists create and how they use their work to communicate social activism ideas. On occasion we will take our work outside the studio, working in the natural world or visiting a museum. There will be the opportunity to exhibit and present work to the Hyde community.

Advanced Integrated Art Studies

In Advanced Integrated Art Studies students will expand creative thinking, visual problem solving, and techniques through advanced study in drawing, painting, printmaking and sculpture. In drawing and painting we will work with self portraits and experiment with painting techniques and styles. With permission from the art teacher, students will have the opportunity to choose to concentrate on one technique of choice (painting, drawing, printmaking, or sculpture) midway through the year. The students will spend time designing and planning a project, gathering supplies, and creating a timeline for themselves. This may include the development of a portfolio of works that demonstrate creativity, technical quality, and personal style. Such a portfolio may be used for future study in the arts. Time will be devoted to observations of contemporary artists in order to provide inspiration and a point of departure for their own work. The students taking this course will be expected to have a strong grasp of balance, craftsmanship, composition, and unity in completed projects.

Introduction to Music and Songwriting

This course is designed for students with or without prior experience in performing and/or creating and writing music. Students study music theory, write and perform their own music, and develop increased mastery of playing musical instruments.

Advanced Music Theory and Performance

Advanced Music Theory and Performance builds upon a student's introduction to music with advanced music theory and performance topics such as rhyming, lyrics, mood, melody, harmony, tension, consonants, movements, and chords.

Prerequisites — *Need prior music class or experience, proficiency on an instrument including voice*

Sound Engineering and Stage Production

In this course, students learn the technical skills necessary to support a staged production, including: operating a sound mixing board; installing and arranging stage lighting; supporting performers on stage; and recording live and studio performances.

Public Speaking 1 - Fall Term

This rigorous course covers the basics of correct public speaking technique: poise and polish, stance, vocal inflection and projection, direct and commanding eye contact, and suitable and varying rate of delivery. Different exercises will focus on extemporaneous speaking, the classic form of oral interpretation of poetry, original oration, and argumentation. Much emphasis is placed on fluency without the use of fillers, particularly 'like' and 'um'.

Public Speaking 2 - Winter Term

This section of the Public Speaking course concentrates on three areas: extemporaneous and prepared argumentation, debate, and dramatic interpretation, which serves to intensify the debating techniques. For the debate segment of the course, students will research the national topics, and be prepared to argue pro or con on each. The concluding section of the course will focus on one-act plays, including those written by David Ives in his collection *All in the Timing* and on soliloquies, for example the famous Joan of Arc speech as she is about to be burned at the stake, or Hamlet's agony, will serve to illustrate the dramatic impact of each student's work.

Dramatic Performance - Spring Term

This course extends the public speaking expertise gained in the fall and winter terms to more sophisticated levels of speaking and acting. Dramatic intensity, movement, staging, and minimal set design will complement such dramatic works as early Greek drama, such as Medea, and a more modern version of Antigone, as well as soliloquies from Shakespeare's plays. Final performances may include dramatized classic poetry as in *Ode on a Grecian Urn*, another David Ives' one-act, and will surely focus on the poetry of T.S. Elliot, which is the basis for the Broadway show CATS; numbers from the musical will enhance Elliot's words.

Woodstock Offerings

Ceramics 1

Students taking Ceramics 1 will focus on traditional techniques of pinch, coil, mold, slab construction, and wheel work. Students develop an understanding of clay properties, glazing, applications, and firing procedures. An understanding of basic clay working skills revolving around the construction of functional and abstract objects is the goal of this course.

Prerequisites — *None*

Painting 1

The single term Painting 1 course introduces students to the techniques and concepts necessary to create finished works in acrylic, oil, and watercolor paints. The studio course combines guided practice with independent work time and student portfolios reflect a preliminary understanding of value, color, composition, and balance. Students who wish to continue with their coursework may sign up for another term of Painting 1 and will have the chance to further develop their skill and portfolios on a more independent level.

Prerequisites — *None*

Media Focus 2D: Intro to Visual Arts

In this course students work with a variety of two-dimensional mediums such as pencil, charcoal, color pencil, acrylic paint, tempera paint, watercolor, oil, pastel, and silk-screen printing. Subject matter includes perspective, proportion, landscapes, still life, portraiture, figure drawing, and graphic design.

Prerequisites — *None*

Ceramics 2

Advanced Ceramics 2 begins with the development techniques studied in beginning Ceramics 1. We will go on to explore areas of study such as glaze chemistry, mold making, and alternative firing techniques. Students will also engage in a collaborative project as well as a major independent exploration of a topic of their choice.

Prerequisites — Ceramics 1

Painting 2

Students in Advanced Painting work on developing and continued mastery of the principles learned in beginning Painting 1 and Drawing. Fundamental concepts of the visual arts and of painting are explored through personal coaching and instruction and through a variety of skill-specific painting assignments. Students will work primarily in acrylic, tempera and watercolor mediums, but some exploration of oil and encaustic painting will also be included.

Prerequisites — Painting 1

Art Special Topics

Art Special Topics provides students with the opportunity to engage in an in-depth exploration of one medium or theme. Subject and medium are determined by the predominant interest of students in the class but can include topics such as 20th-century art history, expressive art, and portfolio development, textile design, and art of the world.

Prerequisites — None

AP Art History

AP Art History is the study of European art will include Ancient Greek and Roman art, and the Gothic, Renaissance, Baroque, Rococo, and Modernist periods. The course will also cover art beyond the European tradition, including the arts of Ancient Egypt, early and later China, Korea, Japan, Southeast Asia, and Africa, and the art of early America. By examining issues such as composition, perspective, volume, and form, as well as politics, religion, patronage, gender, function, and ethnicity, students will learn to both visually analyze and understand works of art within their historical contexts.

Digital Photography

Digital Photography introduces students to the basic principles and applications of digital photography as a medium, a skill-set, and an integral part of today's digital literacy needs. Topics covered include capturing images using digital cameras while emphasizing the manipulation of camera controls, exposure, lighting, on-and-off camera flash, essential imaging tactics, digital workflow for photography, print, web and image storage and archival. Students are expected to keep a portfolio to present at the end of each marking period.

Prerequisites - None

Additional Woodstock Electives

Introduction to Religion

Students enrolled will analyze the various faiths around the world. Each student will study the roots of each faith and examine the impact on humanity.

Film Literature

Students watch movies on a daily basis but few realize the historical and cultural importance of many of these films. The class will explore cultural icons, movies that changed American Society and controversies that films created. Students will explore various films from the first motion picture Birth of a Nation up to contemporary times.

Latin American Studies

Latin American Studies is designed to introduce students to the history of Central and South America. The class will survey the development of this area from ancient through modern time periods in order to gain a basic understanding of the evolution of Latin American history and culture. Students will work to question their previous understandings about America's "backyard" by comparing historical perspectives on events, completing research assignments, and studying the dynamic, international aspects to Latin America's past and present.

Chinese Culture & Conversation

This course is a brief introduction to the culture, history, political institutions, social, philosophical and economic development of China from ancient times to the present.

Economics

The course focuses on how individuals, firms, households and the government make economic decisions. The focus of the course will be to develop an understanding of basic economic theory in order to help students become more knowledgeable consumers. Students study the concepts of utility, scarcity, supply and demand, markets, competition, labor, agriculture, monopolies, and government policy. Students will use their understanding of economic theory to analyze current economic conditions and events. This course also scrutinizes how economic decisions are made in the marketplace. Through a variety of exercises, students analyze how firms use the forces of economics to compete and earn a profit.

Topics in Critical Race Relations

Topics in Critical Race Relations is a year-long elective focusing on the cultural, social, and political history of African Americans. The class will trace the path of African Americans from their enslavement through the 21st century. Slavery, Emancipation, Civil Rights, Black Nationalism, and current issues facing African Americans will be the primary focus of the class. We will use narratives and other primary sources to view the history of America through a different set of eyes, and utilize music, art, and literature to view the cultural history of African Americans throughout history.

Music Theory

Intro to Music Theory is designed to aid the inexperienced musician in better understanding the underlying structure and purpose of the written note. Students will study the building blocks of music, explore their vocal capabilities, and work to produce an original composition at the end of the year. The course will not only teach the technical aspects of theory, but will push students to apply what they have learned through vocal exercises, keyboard skills, and creative activities.

Hyde Schools 2001-2008 College Acceptances

Over 95% of Hyde graduates in recent years have been admitted to colleges and universities, including:

- Allegheny College
American University
 Art Institute of Philadelphia
Auburn University
Austin College
Bates College
Beloit College
Bennington College
 Berklee College of Music
Birmingham-Southern College
Boston University
Brandeis University
Bucknell University
 California Polytechnic University
 Pomona, San Luis Obispo
 California State University
 Chico, Long Beach, San Diego,
 San Francisco
Centre College
 The Citadel
Clark University
Clemson University
 ***Colgate University**
 College of Charleston
College of Wooster
Colorado College
Connecticut College
Cornell University
 ***Davidson College**
Denison University
Dickinson College
Drew University
Drexel University
Earlham College
Eckerd College
Emerson College
Evergreen State College
 Florida Institute of Technology
Franklin and Marshall College
Furman University
George Washington University
Gettysburg College
Goucher College
Guilford College
Hampshire College
Haverford College
Hobart & William Smith Colleges
Howard University
Indiana University
 Ithaca College
 James Madison University
Juniata College
- Kalamazoo College
 ***Kenyon College**
Knox College
Lake Forest College
Lewis & Clark College
Lynchburg College
 McGill University
 McDaniel College
Miami University
Michigan State University
Millsaps College
Mount Holyoke College
New College of Florida
 ***New York University**
Northeastern University
 ***University of Notre Dame**
Oberlin College
Ohio Wesleyan University
 Parsons School of Design
Pepperdine University
Pitzer College
 Providence College
Randolph Macon College
 *Reed College
 ***Rensselaer Polytechnic Institute**
Rhodes College
 Roanoke College
 Rochester Institute of Technology
Rutgers University
 St. Andrew's Presbyterian College
 St. John's College (MD and NM)
Saint Lawrence University
 San Diego State University
 Savannah College of Art & Design
 School of Visual Arts, NYC
 Seton Hall University
 ***Skidmore College**
Southern Methodist University
Southwestern University
 Springfield College
 State University of New York
 Albany, Binghamton,
 Environmental Science &
 Forestry, Geneseo, Oneonta,
 Purchase
Syracuse University
Temple University
Texas Christian University
Trinity College
 Tuskegee University
Union College
- ***University of California**
Berkeley, Irvine, *Los Angeles,
Riverside, Santa Barbara, Santa
Cruz
 University of Colorado
 Boulder, Colorado Springs
University of Connecticut
University of Delaware
University of Denver
University of Georgia
 University of Illinois at
 Urbana-Champaign
 University of Maine
University of Maryland
 University of Massachusetts
 Amherst, Boston, Dartmouth
University of Miami
 ***University of Michigan**
 University of Mississippi
 University of Montana
University of New Hampshire
 ***University of North Carolina**
 Asheville, ***Chapel Hill,**
 Greensboro, Wilmington
University of Pittsburgh
 University of Redlands
 University of Rhode Island
University of Richmond
University of San Francisco
 University of the South
University of South Carolina
University of Tennessee
University of Vermont
 ***University of Virginia**
University of Washington
University of Wisconsin
Madison
Ursinus College
 ***Vanderbilt University**
Virginia Polytechnic Institute and
State University
 Wagner College
Washington and Lee University
Washington College
 ***Washington University**
Wesleyan University (CT)
Wheaton College (MA)
Whitman College
 Whittier College
Wofford College
 Yeshiva/Stern University

Featured in "Princeton Review Top 360". These schools are underlined.

Featured in U.S. News and World Report's "Top National Universities and Top Liberal Arts Colleges". These schools are in **bold print**.

Featured in Newsweek Magazine's * "Twenty-Five New Ivies". These schools are preceded by an * asterisk.

Featured in "Colleges That Change Lives". These schools are in *italics*.