An in-depth look at the Wildwood program and curriculum.

discover

kindergarten - 12th grade
Wildwood Mission

Wildwood School provides students with a rigorously intellectual and innovative academic program, preparing them to become individuals who are reflective, ethically grounded, and confident in their ability to learn and lead amid the competing priorities of a complex, evolving, and multicultural world.
school structure

Wildwood is located on two campuses in West Los Angeles. The Washington Place campus houses the elementary school, and the middle and upper school campus is 2.5 miles north on Olympic Boulevard. In the primary grades and again in the middle and upper school divisions, Wildwood’s program is organized into multi-age classes to promote students’ academic, social, and emotional growth.

WASHINGTOB PLACE CAMPUS  OLYMPIC BOULEVARD CAMPUS

Elementary School  Middle School  Upper School

Kindergarten – 5th Grade  ↓  Division One  Division Two  Division Three  Senior Institute

6th Grade  7th – 8th Grade  9th – 10th Grade  11th – 12th Grade

discover wildwood

Wildwood School is a unique center of teaching and learning. Our curriculum and talented staff offer every opportunity for students to discover and grow intellectually, personally, and emotionally. Our program and each course is designed not to be delivered to students but to actively engage them in learning, stretching, and finding a home in the world of ideas.

Many classes are interdisciplinary because we believe that supporting children as they make connections is vital to a nuanced understanding of the way our world works. Classes are taught in multi-age groups because we know—and research shows—that teacher-directed learning is supported by peer-to-peer learning and coaching.

We invite you to read on and discover what Wildwood students and families know and expect: intellectual rigor and infinite doorways to knowledge and creativity for every mind.
elementary school

The elementary curriculum focuses on guiding young students as they gain confidence and agility in reading, writing, mathematics, social studies, science, and Spanish. Students develop the foundational skills for critical thinking and listening, comprehension, research, and creative exploration.

The core curriculum integrates learning about visual and performing arts, technology and library use, music, physical education and health, and multiculturalism. All teaching and learning intentionally supports students as they develop skills in inquiry, information literacy, and self-expression. Experiential learning outside the classroom includes field trips and community involvement.

At Wildwood, an emphasis on Life Skills is woven into all elementary students’ days and reinforced with the Habits of Mind and Heart, which lay a solid foundation for authentic lifelong learning. Our advisory program is introduced in 5th grade, in preparation for the transition to middle school.
Wildwood’s elementary school curriculum builds skills sequentially, as mastery and confidence are achieved individually. The scope of the teaching and learning content is illustrated here for easy reference.

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<td>Developing reading comprehension and writing skills; biography, poetry, tables, expository, research; vocabulary, grammar</td>
<td>Expanding reading comprehension and writing skills; historical fiction, memoir, expository, research, vocabulary, grammar</td>
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<td>Year A: Singing, sign language, rhythm instruments, performance</td>
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<td>Introduction to music theory, mime, stomp: instruments and dance, stage performance</td>
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<td>Vaudeville, silent films, soft shoe, music theory, xylophones, original stage acts, chorus</td>
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<td>Physical Education</td>
<td>Sportsmanship, physical fitness, skill acquisition, self-image; aerobic and anaerobic endurance, agility, balance, object manipulation, spatial awareness, creative movement</td>
<td>Continued focus on sportsmanship, physical fitness, skill acquisition, self-image; refining fundamental skills through games and sports, specialized skills, rules, strategies, collaborative team play, health</td>
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language arts

Wildwood’s K–5 language arts program is based on the reading and writing workshop model developed by Teachers College at Columbia University in New York. This focused approach ensures that each student develops the skills needed to excel as a reader, writer, speaker, and listener.

Our classroom libraries are filled with a range of children’s favorites, including many Caldecott and Newbery award-winning books. Through read-alouds, guided reading, and book groups, children develop listening and comprehension skills and learn to express their ideas. "Thinking while reading" strategies are taught to build skills in predicting, visualizing, summarizing, and making inferences.

Grammar, spelling, and vocabulary are integrated as students master mechanics while writing for a variety of audiences and in a wide range of genres. The writing process includes pre-writing, revising, and publishing. Each student is encouraged to develop skills that lead to a lifelong love of reading while guided in developing a voice as a writer.

PODS (K-1)
Reading
From the very first day of kindergarten, instruction is oriented around a belief that every child is a reader who can question, synthesize, and interpret stories. Some children enter Wildwood reading picture books, and others are reading short chapter books. Students learn to choose books that are “just right” for them. Pod students read every day from the leveled classroom library. Teachers guide Pod students to develop decoding and comprehension skills as they become immersed in Wildwood’s print-rich environment. With an emphasis on developing the habits of good readers and to experience the joy of reading, teachers work one-on-one with students and in small groups. Every Reading Workshop begins with a mini-lesson about a reading strategy, followed by students practicing that strategy independently. Students work with reading partners reading out loud to each other, asking each other questions, and making predictions of what will happen next in a story. Pod classes often start the day reading with family members and friends during Drop Everything and Read (DEAR) time. Our goal is to build confident and passionate readers. Favorite authors include Mem Fox, Robert Munch, and Donald Crews.

Word Work
Our Word Work program fosters an understanding of how print works in the English language. Children begin with an appreciation of how the letters of the alphabet are constructed to form words and how words are constructed to become sentences. Students work with individual letter sounds, short and long vowels, blends, and sight words. Multiple strategies are used to promote spelling such as word games, word sorts, phonics-based books, and word families.

Writing
The Story Workshop approach emerges from research that literacy and play are intrinsically linked. Story Workshop gives each student the opportunity to create stories using a variety of different materials, including clay, beads, oil pastels, paints, blocks, puppets, and dramatic play. Pod students are asked the essential questions, “Where do stories come from?” and “What materials will inspire you to tell your story?” Students are encouraged to play with materials and investigate elements of a story, including characters, setting, and plot. Stories may take different forms, including fiction, personal narrative, and poetry. Following story creation, students capture their stories in writing.
As Pod students develop conventions in writing, they participate in the more formal schoolwide Writer’s Workshop. Each workshop begins with a mini-lesson in which the teacher introduces a writing technique such as adding detail or suspense. Children spend their writing time attempting to apply strategies and skills learned from the daily mini-lessons. Each student has a writing folder where work in progress is kept so that children may add to and revise their work. At the end of each unit, children share finished pieces during an Author’s Writing Celebration.

**ESSENTIAL SKILLS:**
- Develop reading comprehension and decoding skills
- Develop a love of reading to include a variety of genres and authors
- Write uppercase and lowercase letters correctly
- Develop phonetic spelling skills and spell grade-level words conventionally
- Write complete sentences, short personal narratives, and creative stories

→ **FEATURE PROJECT:**

**Author as Mentor.** An in-depth exploration of “The World of Work” introduces students to author Monica Wellington whose books *Firefighter Frank, Pizza at Sally’s,* and others explore characters and his or her job in realistic fiction. Students create original characters, draw and write their own stories, and then web chat with Wellington, who lives in New York, as she describes her writing and illustration process.

**SECOND GRADE**

**Reading**

In the beginning of the year, 2nd graders focus on building good reading habits. Reading skills are taught in a range of forums, including whole class mini-lessons, small, skill-based reading groups, and individually through student-teacher conferences. Second graders learn the value of talking about books in ways that support and ensure comprehension. Students begin using reading logs in 2nd grade. This introduction to homework encourages each child to be responsible for his or her daily reading. New books are selected on Mondays and returned on Fridays along with reading logs. Favorite authors in 2nd grade include Eve Bunting, Cynthia Rylant, and Ezra Jack Keats.

**Writing**

In 2nd grade, students learn to write with growing independence. They are encouraged to create a greater volume of writing and to revise, rethink, and rewrite with greater fluency. In selected reading and writing exercises, students explore qualities of good writing, including various crafts and writer’s tools, as well as more fundamental ones, including structure, focus, and detail. Units of study include narrative writing, writing with authors as mentors, writing and revising realistic fiction, expert projects, writing to learn and teach about a topic of personal expertise, and poetry. Technology is integrated into writing using the iPod touch as an invaluable tool for a storytelling project.

**ESSENTIAL SKILLS:**
- Make predictions, inferences, and retell what has been read
- Spell grade-level words conventionally
- Use beginning and ending punctuation and capitalization
- Write clear and complete sentences
- Sequence writing with a beginning, a middle, and an end
THIRD GRADE
Reading
Reading comprehension skills are deepened in 3rd grade as literacy is increasingly critical in mastering concepts and content in science, social studies, and math. Historical figures come to life as students read, analyze, and synthesize biographies of influential Angelinos featured in social studies. Students write from the point of view of Biddy Mason, Walt Disney, or Pancho Gonzalez. In book groups, students make text-to-text, text-to-self, and text-to-world connections. Third grade favorite authors include Andrew Clements, Roald Dahl, and Patricia Polacco.

Writing
With a focus on personal narrative, myth, poetry, realistic fiction, and informational writing, students learn to write a complete paragraph with a main idea, supporting sentences, and a conclusion. Students gain a deeper understanding of the writing process by creating a rough draft, an edited and revised draft, and a final draft. Using a range of writing techniques such as similes, metaphors, thought shots, personification, and snapshots, students discover their own writer’s voice and enhance their writing style. Collaborative projects include co-writing an original creation myth in conjunction with social studies learning about Native Americans and writing and editing a multicultural cookbook culminating in showcasing students’ creations at a family breakfast.

ESSENTIAL SKILLS:
• Create clear, coherent, and focused paragraphs
• Identify and use nouns, verbs, and pronouns appropriately
• Self-edit and proofread for capitalization, organization, punctuation, and spelling
• Identify and describe plot, setting, and characters
• Summarize a piece of writing

FOURTH GRADE
Reading
Students continue to develop active reading skills. Reading for information is emphasized as students build the skills to research subjects in depth. Students focus on note taking, highlighting, summarizing, and using tables of contents, bibliographies, and glossaries. Students read expository and reference texts as well as favorites by Kate DiCamillo, Yoshiko Uchida, Patricia Munoz Ryan, and William Shakespeare. The prose and poetry of California writers is explored in the genres of memoir, historical fiction, and poetry. Book groups are increasingly student led as students deepen their ability to formulate and express ideas clearly.

Writing
Students work together to create Voices of the West, a book synthesizing information learned in social studies, writing from a range of perspectives representing the people who inhabit California. In this yearlong project, students construct prose illuminating the lives of convincing cabin boys as they appear in Spanish ships’ logs to conflicting depictions of life at California missions as heard in poems for two voices. The reflections of Chinese-Americans who courageously worked to build California’s railroads are juxtaposed with tales of strength and bravery illuminating the lives of African-American cowboys in the Old West. This yearlong project integrates skill building, content knowledge, and creativity. Each student also writes a formal research paper on a California animal. Using print and web-based resources, students write introductory, supporting, and concluding paragraphs and a bibliography to be presented in Keynote, including illustrations, maps, and a 3-D model.

ESSENTIAL SKILLS:
• Increase competency in self-editing and proofreading for capitalization, organization, punctuation, and spelling
• Use correct subject/verb agreement and consistency of tense
• Create a final draft reflecting
FIFTH GRADE

As students explore themes of “identity” throughout the course of the year, they read and write and present in a range of genres, including prose, poetry, and drama with the goal of becoming increasingly confident, thoughtful readers and expressive, versatile writers.

Reading

The gradual shift toward more advanced comprehension and analytical thinking continues. In book groups and independently, students read from a wide range of genres and practice comprehension skills through a variety of strategies, such as identifying theme, making connections, drawing conclusions, analyzing text, and recognizing common literary elements (plot, characters, setting, conflict, and resolution). The reading-writing connection is made as students annotate and write reading responses. Writing skills are developed with guided analysis and modeling of distinguished authors’ styles. Favorite authors include Christopher Paul Curtis, Sharon Creech, Madeleine L’Engle, and Elizabeth George Speare. As literature is increasingly integrated with social studies themes, emphasis is placed on the following:

• Historical fiction: looking at changes in identity over time with a particular look at gender roles in Colonial American history
• Author studies: How does an author create a character’s identity?
• Multicultural studies: stereotypes, multiple perspectives, and “unlearning” with a lens on ways one is able, less able, or differently abled

Throughout the year, students are expected to read every day and are required to practice reading aloud to increase fluency and improve oral presentation skills. Fifth grade students may serve on the annual Wildwood Medal Committee. In this much-loved tradition, students decide through consensus which of the five nominated books should be awarded the Wildwood Medal based on literary merit and effective portrayal of the Life Skills. The optional Wildwood Medal program provides passionate readers the opportunity to challenge themselves in a fun collaborative, and meaningful way.

Writing

Fifth graders write for various audiences and purposes across the curriculum. Students write daily, often responding to a prompt, a sentence “stem,” a photo, a current event, or a poem of the day. Larger assignments require students to follow the full writing process of pre-writing, revising, and producing a final draft. Student work is shared and celebrated in many ways: haiku at the Poetry Museum, monologues accompanying their handmade masks at the visual arts exhibition, or letters to their congressperson regarding the needs of disabled people.

Word Work

Literacy lessons encompass word patterns and origins, phonics, spelling, punctuation, proofreading, grammar, and vocabulary.

Essential Skills:

• Fictionalized memoir — elaborate and expand on personal experiences using the realistic fiction genre
• Expository writing, with a focus on information and opinion-based paragraphs
• Use of poetic devices such as imagery, assonance, repetition, rhyme, and metaphor
• Discern main ideas, concepts, and evidence in text
• Understand and recognize themes and common literary devices (e.g., imagery, symbolism, foreshadowing)
FEATURE PROJECT:
Poetry Museum. The 5th grade poetry unit focuses students on reading, listening to, and writing poetry of all kinds. At least 10 different styles of poetry, ranging from acrostic to haiku are explored, and students experiment with creating their own verses. Families and friends are invited to the Poetry Museum, showcasing student poems presented in colorful and creative desktop galleries.
Building Children embark on a journey of discovery of our world in kindergarten, exploring their communities and considering their place within it. Our multicultural communities and country come into focus as children consider their homes and families, school and neighborhoods. Students learn to question and find answers by researching, building, reading, interviewing, writing, performing, and expanding their knowledge through field trips and excursions.

The curriculum spirals outward as children develop cognitively. The 2nd grade theme of “Our Coastal Community” focuses on the rewards and responsibilities of living near the coast. The city of Los Angeles—past and present—is at the center of 3rd grade studies. In 4th grade, students consider the diverse and great state of California, while 5th grade learning is focused on our nation’s founding and growth. Throughout the social studies program, every child’s curiosity and imagination is encouraged as their awareness grows around what it means to be an informed and engaged citizen.

PODS (K-1)

Students are exposed to two major units of study: “Homes and Habitats” and “The World of Work.”

“Homes and Habitats” learning responds to the essential question, “What is home?”

Students explore key concepts, including different kinds of families, needs vs. wants, different kinds of homes and habitats, resources, and most important, their own home and family.

In “The World of Work,” children search for answers to the essential question, “What is work?” They begin the year by asking themselves what kind of work they do and by discovering the different jobs at our school. Through neighborhood walks, students see people doing various kinds of work, both paid and unpaid, and gain an understanding of the interconnectedness of various professions and the rewards and challenges of meaningful work.

Both units of study are organized around hands-on projects, field trips, and inquiry. Through writing, art, dramatic play, interviews, block building, and discussion, every child is encouraged to follow their interests and natural curiosity while gaining an understanding of the concepts of interdependence, communication, diversity, impact on the environment, and the importance of relationships.

ESSENTIAL SKILLS:

- Understand concepts of wants and needs
- Identify and discuss community jobs
- Appreciate multicultural society/styles of family structures
- Understand concept of responsibilities of individual to group
- Create two- and three-dimensional maps of home, school, and neighborhood
- Understand concept of then and now

SECOND GRADE

The 2nd grade social studies curriculum is guided by the essential question, “How are our lives impacted by living in a coastal community?” Students explore the relationships between plants, animals, and the people living and working near the coast. Launched on a yearlong journey to discover what the coast offers us in terms of work, food/resources, and recreation, students consider how geography affects our everyday lives. Field trips to the Los Angeles Harbor, the farmers market, the aquarium, Ballona Wetlands, Santa Monica Pier, and The Marine Mammal Rescue Center are integrated into discussions and learning about transportation, climate, trade, and agriculture as students develop an understanding of...
the complexity of their coastal community as well as strategies to ensure its vitality. Children participate in group projects, discussions, block building, reading, writing, gardening, and art experiences. Service learning projects reflect curricular themes.

**ESSENTIAL SKILLS:**
- Understand need for community norms
- Appreciate differences and similarities
- Understand influence of climate and location
- Understand and use time-sequence terms, change over time
- Understand concept of goods to market

**THIRD GRADE**
The focus of study is our diverse and growing city, beginning with its early history and continuing with its growth to modern times. With an overarching theme of cultures throughout the Los Angeles area, students explore and research the various groups of people who have shaped our city. Guided by the essential question, “What is culture?” 3rd graders learn about ethnicity, religion, family values, the arts, politics, and language. The concepts of culture and community are covered through the exploration of ancient Los Angeles, the Tongva and their contact with Europeans, the El Pueblo settlement, and how other cultural groups contribute to Los Angeles as the city changes over time. Through field trips to significant locations and landmarks in Los Angeles, including the Japanese American National Museum, Watts Towers, Olvera Street, La Brea Tar Pits, and the Central Branch of the Los Angeles Public Library, 3rd graders gain an understanding of the rich and diverse cultural contributions from Angelinos past and present. Third graders enjoy learning in hands-on ways (harvesting tule from Madrona Marsh to build a life-size Native American dwelling) to using appropriate technological tools (inspiration, podcasts, and Keynote in their individual research projects). The Los Angeles basin provides a backdrop for 3rd graders to enlarge their repertoire of geographic and mapmaking skills.

**ESSENTIAL SKILLS:**
- Correctly apply terms related to time and chronology
- Read and create maps using a key, compass rose, and elevation symbols
- Describe the cultural interaction among people in Los Angeles
- Demonstrate an understanding of a historical figure’s point of view

**FEATURE PROJECT:**
*Cultures of Los Angeles.*
Third graders study the great diversity of our city, discovering the hundreds of nationalities represented and languages spoken here. Students select a culture to research, gaining awareness that immigrants bring much more than language from their country of origin to their new home. Study begins with home-country traditions and how that culture looks here. Students make maps and Keynote presentations to share with families and peers.

**FOURTH GRADE**
Launched by the essential question, “What happens when one culture encounters another?” 4th graders consider the beauty and diversity of California’s people, history, land, and animals. Our yearlong Voices of the West project invites student inquiry and evaluation of the impact that Native Americans, Spanish explorers, missionaries, rancheros, gold rush 49ers, pioneers, and Asian- and African-Americans had on the Old West, on one another, and on the natural environment. Students write from the perspective of each of these groups, and they discuss intent, impact, and community building. California’s regional contrasts and commonalities come into focus through field trips and individual reports on
a California animal. Exploring questions of statehood and citizenship, students access primary and secondary sources.

**ESSENTIAL SKILLS:**
- Identify similarities and differences between the past and present
- Understand how the natural resources of a geographical location influence culture
- Read and create maps using a key, scale, compass rose, and grid lines
- Demonstrate an understanding of another culture or historical figure’s point of view
- Describe the social, political, cultural, and economic life and interaction among people in California

**FIFTH GRADE**

**Forming Our Nation**

Guided by the essential questions, “What contributed to America’s quest for independence?” and “How did American values develop?” students begin to understand the perspective and experiences of the many people who made early America. They explore Native Americans, explorers, colonists, immigrants, slaves, free African-Americans, pioneers, and government leaders. Students develop a growing awareness of the ways they learn about the past and the methods and tools of the historian. Fifth graders study how events and ideas shaped the United States. Considering history through the eyes of the people they study, students are asked to reflect on how gender and ability may have affected lives and the course of events. Students deepen their understanding of the interrelatedness of geography, economics, culture, ethics, and political systems. Students gain an appreciation for the democratic system, the value of our nation’s diversity, and a sense of empowerment to work for change within the framework of the law. Research projects involve multiple technologies, including Google Docs, iPhoto, Comic Life, iPads, and Keynote.

**ESSENTIAL SKILLS:**
- Identify and interpret multiple causes and effects of historical events
- Place key historic events and people in chronological sequence in a geographic context
- Differentiate between primary and secondary resources
- Pose relevant questions and draw conclusions about information encountered in documents, photographs, maps, and artifacts

**FEATURE PROJECT:**

**Three Branches: Government Simulation.** This simulation features 5th graders serving in roles representing each branch of government:
science

Our inquiry-based program encourages children to satisfy their curiosities through experiences. Presented with open-ended questions, students gather evidence, conduct experiments in the lab and in the field, propose solutions, and collaborate with one another to defend their thinking. Experiential lessons deepen content knowledge in relevant ways. Students gain awareness of the natural world while enhancing skills needed in a world of rapidly expanding scientific knowledge. Students connect concepts, develop critical-thinking skills, and gain confidence in communicating their ideas clearly.

Pod students are introduced to the scientific method by considering the five senses, the concept of gravity, and plant and animal life cycles. Second graders use their questioning, observing, measuring, and concluding skills while exploring the properties of matter. In 3rd grade, students study the more complex systems of food, nutrition, and digestion, using Wildwood’s community garden as a lab. Our 4th graders apply scientific methods in studying the solar system, astronomy, plate tectonics, and earthquakes. Fifth graders consider the building blocks of the universe through the study of atoms, machines, robots, and Newtonian physics.

PODS (K-1)
Students begin their time in the science lab exploring the five senses to make careful scientific observations. Pod students learn to make hypothesis and understand the concept of gravity as they investigate the science of toys. During a unit on plant and animal life cycles, Pod students plant seeds and observe their growth over time. Dissecting lima beans, children see firsthand that seeds contain new baby plants. They also study the four stages of a ladybug’s life cycle, learning that ladybugs are beneficial insects when they release them into the Wildwood community garden.

ESSENTIAL SKILLS:
- Make accurate observations using the five senses
- Conduct experiments to gather data in pictures, words, and numbers
- Determine properties of objects: magnetism, buoyancy, and flexibility
- Understand the role of beneficial insects

SECOND GRADE
Using the scientific method, students “think like a scientist.” Students begin by challenging claims by various paper-towel brands, and they invent original experiments testing properties such as strength and absorbency. Furthering their exploration of properties of matter, 2nd graders compare fruits and vegetables to determine differences and similarities in shape, size, weight, and color. Second graders also experiment with liquids, gases, and solids to expand their knowledge of matter.

ESSENTIAL SKILLS:
- Understand and use the scientific method
- Understand components of an ecosystem
- Determine how different organisms survive in various environments
- Learn how plants convert energy in the process of photosynthesis
- Understand that matter is composed of liquids, solids, and gases

THIRD GRADE
Food, nutrition, and digestion are the focus as students gain an understanding of more complex systems. Students learn about the structure of organisms and discover how the human digestive system takes the nutrients out of food, delivers it to other systems...
in the body, and disposes of waste. Students learn which nutrients are essential for the body and how good eating habits contribute to good health. In conjunction with the 3rd grade social studies curriculum, 3rd graders study the water cycle. Guided by the essential question, “How do natural cycles balance and regulate the Earth and its atmosphere?” students use their knowledge of the water cycle and Los Angeles’ water consumption to search for ways to better conserve this natural resource.

**ESSENTIAL SKILLS:**
- Understand that the food chain consists of producers, consumers, and decomposers
- Understand that plants are the primary source of energy entering the food chain
- Know sequential steps of digestion and the role of each organ and component
- Know that most of Earth’s water is present as saltwater in oceans covering most of the planet
- Learn why the amount of freshwater in rivers, lakes, underground sources, and glaciers is limited

→ **FEATURE PROJECT:**
*Healthy Green Growers.* Third grade scientists document the Wildwood community garden’s viability. Students divide the science lab’s bed into thirds and test the soil using a range of broccoli seedlings and organic fertilizers. Students cultivate and care for the plants. Over two months, students record growth, measuring plant height, leaf growth, and overall appearance of health. Observations are recorded in Google Forms.

**FOURTH GRADE**
A focus on earth sciences is guided by essential questions, including “What makes Earth different from all the other planets?” and “How do scientists use their knowledge of our planet to understand other planets?” Fourth graders gain a foundation for geology, including the study of Earth’s structure, plate boundaries and plate tectonics, earthquakes, minerals, weathering and erosion, and the rock cycle. Students are introduced to astronomy with a concentration on our solar system, covering such topics as the basic organization of our universe and where our galaxy and solar system fit into that structure, the planetary moon system, the composition of the planets, asteroids, meteorites, and comets.

**ESSENTIAL SKILLS:**
- Determine cause and effect
- Understand matter as small particles called atoms that combine to form molecules
- Identify igneous, sedimentary, and metamorphic rocks
- Compare and contrast characteristics of each planet
- Understand basic plate tectonics, earthquakes, and volcanoes

→ **FEATURE PROJECT:**
*Solar System Travel Agency.* Guided by the premise that Earthlings are bored with typical vacation spots and can now travel to other planets within our solar system, each 4th grader selects a planet as an exciting new travel destination. Students create brochures, maps, and tag lines selling their planet to tourists by using information gathered in books and on a trip to the Griffith Observatory and by using the Solar Walk application.

**FIFTH GRADE**
Students begin their focus on the physical sciences answering the essential question, “What is the building block of everything in our universe?” Students learn how to build models of atoms and molecules, understand chemical and physical properties to determine an unknown substance, draw diagrams of slide samples, and use microscopes to solve a forensic mystery. The 5th grade intensive science unit centers on Newton’s three laws of motions, simple machines, car building, and programming NXT Mindstorms robots.
ESSENTIAL SKILLS:
• Demonstrate understanding of Newton’s laws of physics
• Identify the purpose and functions of simple machines
• Design and build simple series and parallel circuits
• Plan, conduct, and record a simple investigation
• Predict the outcome of an investigation and monitor results for accuracy
mathematics

With Wildwood’s mathematics program gives students a deep understanding of math concepts, emphasizing skills and strategies to solve problems in a real-world context. The curriculum makes math meaningful by connecting lessons and projects to everyday life and by building “math esteem,” which is crucial for every student.

Our elementary program uses Cognitively Guided Instruction (CGI), a research-based approach linked to the nationally recognized Common Core State Standards. CGI appreciates children’s intuitive mathematical thinking, emphasizes problem solving over repetition, and builds mathematical understanding through questioning.

In conjunction with CGI, Wildwood uses the Investigations in Number, Data, and Space curriculum to help students understand fundamental ideas of numbers and operations, geometry, and early algebra. Through direct instruction, independent exploration, manipulatives, and math games, students develop fluency in basic computation, mathematical concepts, and mathematical reasoning.

PODS (K-1)
Children discover the value of knowing many ways to solve a given problem. Teachers guide students through a series of strategies such as direct modeling to help them solve word problems and to express mathematical thinking.

Other strategies include doubling, making tens, and decomposing numbers to make them more manageable to work with. Each student keeps a math journal to create a record of their mathematical thinking in pictures, numerals, and words. Orally sharing their problem-solving strategies provides an opportunity to practice clear mathematical communication.

ESSENTIAL SKILLS:
• Count a set of objects up to 20
• Combine two small quantities
• Sort a set of objects

according to their attributes
• Copy, construct, and extend patterns
• Demonstrate fluency with two added combinations of 10

→ FEATURE PROJECT:
Pod Café. Students create their own restaurants in this project focused on money math. In small groups, students decide on an original name and type of restaurant. With food made from clay and other materials, students buy and sell meals at friends’ restaurants with a small budget. Students demonstrate their ability to read prices, count out and pay for each item, add different amounts, and make change.

SECOND GRADE
Students extend their understanding of base-10 notation, build fluency with addition and subtraction within 100 and 1,000, broaden their knowledge of geometry and measurement, and progress to more complex problem-solving strategies. Students begin to see the connection between addition and multiplication, and they enjoy challenging themselves with logic problems and puzzles. Students create a green market, take out loans, make sales, and hone a range of skills in computation, deepening their understanding of math concepts. Students begin to use various web-based games and software programs to enhance agility with math facts.

ESSENTIAL SKILLS:
• Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies
• Identify, create, and analyze different types of graphs using symbols and numbers
• Describe and analyze shapes by examining their sides
and angles

• Know addition combinations to 10 + 10
• Develop strategies to solve addition and subtraction problems with totals up to 100

THIRD GRADE

Students focus on five core units: multiplication, division, fractions, graphing, and geometry. Embedded in each core unit is the opportunity for students to further develop number sense and computation skills acquired in the primary grades. Connecting student interest with imaginative projects keeps math fun and engaging. Projects include visually and numerically illustrating repeated addition and multi-digit multiplication to create “Crazy Bug Books,” work with ice-cream scoop fractions, and use GoAnimate to create multiplication cartoons.

The curriculum integrates math with other subjects to make it clear that math is everywhere. Integrating language skills, 3rd graders create “The Enchanted Enchilada,” a tasty taqueria, students create menus, take orders, and make change in Spanish. Students continue their development of problem-solving strategies by using expanded notation.

ESSENTIAL SKILLS:

• Add and subtract three-digit numbers
• Create and analyze bar graphs, line plots, and tables
• Identify attributes of triangles and quadrilaterals
• Know multiplication combinations up to 50 fluently
• Write and solve multiplication and division problems in context
• Order fractions and find equivalent fractions

FOURTH GRADE

Focusing on five main units of study, this year progresses through numbers and operations, patterns, functions and change, geometry, and data analysis and probability. Fourth graders continue to develop multiple strategies to solve problems, often sharing them with each other via the document camera or SMART Board. They learn the multiplication combinations to 12 x 12 in order to solve problems fluently and efficiently. Students extend their knowledge of the base-10 number system and work with numbers up to 10,000. A Fibonacci Project guides students through discoveries of patterns in nature and demonstrates how to manipulate ratios to determine the golden mean.

Using tables, graphs, and coordinate grids to record values, they also study the order and equivalencies of fractions and decimals. Building on geometry knowledge, students measure angles, classify 3-D shapes, and investigate geometric solids and volume.

ESSENTIAL SKILLS:

• Identify whole numbers to the billions
• Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers using multiple strategies
• Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using multiple strategies
• Determine the unknown number that makes an equation true
• Use the four operations to solve real-life applications

FEATURE PROJECT: Crazy Bug Books. Students create and design authentic “Crazy Bugs” that visually and numerically illustrate the concept of multiplication. Students count using repeated addition, write a word sentence telling the multiplication story, and write the multiplication sentence. There are three Blue Surfer Bugs with five legs. For example: there are three groups of five legs. 5+5+5= 15 legs. 3x5= 15 legs.

FIFTH GRADE

This year, students apply skills and see the math in action. Choosing from interest-based activities, students can
work with sports statistics, explore the geometry of dance, make commercials for new businesses, and create and use mock stock market portfolios. These activities demystify the purpose of learning math while sparking curiosity and confidence in young mathematicians. Areas of study include numbers, operations and algebraic thinking, fractions, proportions, percentages, measurement and data, and geometry. Classes meet in whole class and small instruction groups. Each student is challenged appropriately with no ceiling as to what can be learned. An optional weekly algebra group meeting is open to students who are ready for more sophisticated challenges.

**ESSENTIAL SKILLS:**

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem
- Order, add, subtract, multiply, and divide decimals up to the hundredth place
- Solve multi-digit problems involving positive and negative numbers with all four operations
- Calculate percentage increases and decreases
- Find the area of rectangles, triangles, quadrilaterals, and circumference of a circle
Spanish instruction begins in kindergarten. Students develop the ability to converse in Spanish through games, songs, movement, and literature. Using the Total Physical Response (TPR) method, students are able to follow directions, ask and answer questions, and talk about their lives in Spanish. Children comprehend basic vocabulary, syntax, and idiomatic expressions, and they acquire excellent pronunciation and the foundation for learning a foreign language.

In 3rd grade, reading and writing in Spanish takes on a larger role. Spanish projects are often linked with classroom studies and are tiered in order to meet the needs of students with varying skill levels. Through projects, students gain an understanding of cultural elements of Spanish-speaking people and countries, exploring food, clothing, and recreation.

**PODS (K-1)**
Drawing on community, the world around us, and global travel, students become familiar with Spanish greetings, numbers, colors, parts of the body, articles of clothing, family members, and farm animals through songs, story, and movement. Emphasis is placed on building vocabulary as children gain a thorough understanding of following directions and commands in Spanish.

**ESSENTIAL SKILLS:**
- Use appropriate greetings and introductions
- Identify and say colors
- Count objects up to 20
- Identify and say parts of the body and articles of clothing
- Use of the verb estar (to be)

**SECOND GRADE**
Students use phrases to communicate their needs in Spanish and begin to match Spanish vocabulary words to pictures. Topics covered include the months of the year, seasons, birthdays, and conversational phrases. Students explore the Spanish alphabet and begin to recognize written words. By listening and interacting, students comprehend basic vocabulary, syntax, and idiomatic expressions essential for everyday communication. Favorite stories are read in Spanish and English.

**ESSENTIAL SKILLS:**
- Use of the verbs tener, querer, hacer (to have, to want, to make)
- Make requests (i.e., I am hungry, May I please have ...)
- Say and read the alphabet and basic words
- Order of the seasons
- Identify classroom objects

**THIRD GRADE**
Students begin reading and writing Spanish in 3rd grade. They also learn to ask and answer questions and focus on correct pronunciation. Students learn by singing songs and playing games in class. They are introduced to the cultures of many Spanish-speaking countries and create national flags to share at All School Meeting.

**ESSENTIAL SKILLS:**
- Pose questions using who, what, when, where, and how
- Tell time, position, and place
- Use action verbs
- Write autobiographically

**FOURTH GRADE**
Students continue to develop the ability to understand spoken and written Spanish and to build confidence in writing and speaking at a basic level. Vocabulary expands to include terms used to describe geographic features, the weather, verbs in present tense, and expressions with the verb tener (to have). Students' knowledge of vocabulary is assessed regularly by evaluating responses to direct questions about stories and songs, writing and using the vocabulary creatively, and actively participating in games.
ESSENTIAL SKILLS:
• Introduction of verbs of emotion (happy, angry, tired, etc.)
• Adjective gender agreement
• Use and understand geographic terms and directions
• Use compare and contrast language
• Ask and answer questions with peers on a given topic

FIFTH GRADE
Students continue to expand their vocabulary by including new terms to describe food, numbers up to 1,000, and a growing list of verbs in the present tense. Using songs and stories as primary sources to contextualize meaning, students’ ability to understand spoken and written Spanish with confidence increases. Students are prompted to answer direct questions about the stories verbally and in writing with particular emphasis on using the vocabulary creatively. Students research a Spanish-speaking country and make an oral presentation to the class. Now comfortable with the expressions needed to order food, students enjoy a field trip to a nearby Oaxacan restaurant.

ESSENTIAL SKILLS:
• Present information orally and written about school, sports, and activities
• Write and read correspondence with pen pals in Spain

FEATURE PROJECT:
Pen Pals in Spain. Each student develops a fun and friendly relationship with a student in El Claret, Valencia. Using their growing Spanish vocabulary, students create unique and personalized postcards in Spanish, including grammatically accurate information about family, hobbies, pets, sports, and life in the United States. They receive a response in English. The cross-cultural exchanges may continue by email with parental permission.
visual and performing arts

Wildwood's elementary visual arts program promotes confidence with materials, techniques, skills, and a genuine enjoyment of the creative process. Each child is challenged to closely observe, experiment, make decisions, and find personal meaning in his or her work. Every student has opportunities to draw, paint, sculpt, and experiment with printmaking, ceramics, and technology. Art projects are often linked to learning in other disciplines. Students are immersed in two-week rotations to create several projects focused on a specific theme. All 3rd, 4th, and 5th grade students also participate in a five-week intensive unit culminating in an exhibition of their work.

Through drama, music, dance, and movement, students learn different forms of expression and cultivate the unique beauty of their own imaginations. Our program recognizes each creative voice and nurtures and expands each child’s ability to work productively in a group of peers. Music and performances reflect a range of cultures, celebrating the similarities and differences among us. All students enjoy classes in our light-filled studio.

VISUAL ARTS

PODS (K-1)
Fundamentals of Visual Arts
Students discover elements of art and principles of design through color, texture, line, shape, form, and pattern in fundamentals of drawing, painting, sculpture, printmaking, mixed media, and new genres. Art opportunities are integrated throughout the curriculum. Students are encouraged to have free expression while experimenting with learned techniques and skills in every project.

SECOND GRADE
Portraits and Place
Linking humanities and science, students connect their artwork with the study of “Our Coastal Community” as well as the multicultural theme “Appearance.” Students draw and paint portraits and self-portraits as they consider skin tones, smiles, and personal style. Units of study include drawing with a focus on portraiture, painting with a focus on color mixing, printmaking and sculpture, using found and natural materials on our beaches to create textured works.

THIRD GRADE
Public Art
Students collaborate to create murals for public spaces in the city. From design concept to execution, these large and site-specific works of art evolve as students communicate with one another and incorporate multiple perspectives. Independently, each student also creates ceramic and kiln work and produces a series of weavings using a range of local materials and techniques while gaining an appreciation for contrast and unity in the visual arts. Interdisciplinary collaborations with performing arts include scenic and set design for dramatic productions.

→ FEATURE PROJECT: Painting Community Murals.
Third grade students work collaboratively to design and paint a mural, incorporating the ideas of public art and site-specific art. Mural projects often are interdisciplinary, including students’ studies of community, local history, and multicultural languages. Students have created sets for plays and an abstracted mural of Los Angeles landscapes for Ink on Paper, a local printing business.

FOURTH GRADE
Sculpture
Students create storyboards, write complete scripts, develop and sculpt characters, and build sets to film and edit their own stop-motion videos. Working in
small groups, students also deepen their understanding of the elements of art and principles of design. Each student also creates a ceramic project, including a realistic animal sculpture connected to his or her studies of California indigenous species, including starfish, whales, and pumas.

FIFTH GRADE

Human Figure
With an emphasis on identity, self, and the human figure, students create a variety of masks using ceramics, plaster, and paper. Students practice proportion in representational figure drawing, and they incorporate ideas of what we don’t see when looking at someone. Students refer to the elements of art and principles of design throughout the year.

PERFORMING ARTS

PODS (K-1)
Essential Question: “How can we use our bodies and voices to explore different characters?” Students experiment with the many colors in our world and celebrate them through poetry, singing, rhythm instruments, sign-language songs, games, and stories. Imagination takes students places, and they set sail into the world of pirates singing sea shanties, designing pirate flags, and building pirate ships. Children explore improvisation and role-playing by creating pirate characters and solving clues on a treasure hunt.

Essential Question: “How can stories inspire us?” Students read many stories that open a world of ideas for creating inventions, constructing imaginary worlds, and exploring how different characters walk and talk. A rainforest unit is filled with singing while playing nature-inspired musical instruments and learning about the animals that live in the jungle. The students bring a classic children’s story to life in their performance of The Great Kapok Tree.

ALTERNATE YEAR

Essential Question: “How do we learn by using our own imaginations?” Students are launched into outer-space exploration, learning many songs, playing space games, talking into a space microphone, and traveling throughout the room “without gravity” as imaginations soar on a space adventure. Students later dive into the world of dragons where they learn to sing Puff the Magic Dragon in sign language, read many dragon stories, and meet the Dragon Queen.

Essential Question: “How can performing arts help our problem solving and cooperation?” In the spring, students turn the Wildwood studio into a circus. Students play kazoos, juggle, sing, learn acrobatics, and clown around. They also study and appreciate the moral of the stories in Aesop’s Fables and turn Aesop’s short stories into a 2nd grade play. Students explore the music of Duke Ellington and his impact on America and music. With twists and turns, students learn to swing dance.
FEATURE PROJECT: Kings of Swing. Students swing into the stylings of Duke Ellington as they explore his music through his biography, a movement story, and of course dancing. Basic swing-dancing steps are learned, and each student creates his or her very own swing-dancing routine as part of this study of the era of the famous “Kings of Swing.”

THIRD GRADE
Essential Question: “How do we learn about different cultures and how they view community by exploring folk tales, cultural songs, and dances?” Folk tales from around the world and a wide range of cultures are illuminated in a story, onstage and through video. Students gain insights into global cultures and how various cultures view community. Each student spends six weeks investigating one culture, collaborating with classmates to perform a traditional folk tale. Each student is expected to memorize lines, remember stage blocking, and learn a traditional dance from cultures, including African, Chinese, Native American, and others.

Mime
Students are introduced to this silent art form by watching a professional mime troupe performance. Next, through silent games and using the mime laws of handling, students begin handling objects, creating characters, and telling stories, culminating in a final project titled “A Day in the Life of ...” that encourages acting an imagined character. Third graders also enjoy learning Stomp—music and dance with original instruments.

FOURTH GRADE
Shakespeare
Essential Question: “How do we learn about Shakespeare, his language, and times by performing a Shakespearean play?” The world and words of William Shakespeare are at the core of this year’s intensive study. This focuses on A Midsummer Night’s Dream. Fourth graders investigate and make meaning of the text, play several roles, memorize lines, sing, learn stage blocking, and learn about vocal projection onstage. Many students create and perform original musical compositions, always the highlight of an evening performance for family and friends.

Hand Bells and Anthems
As part of their music theory study, 4th graders learn the chromatic scale and note lengths, and they receive a basic introduction to reading music. After listening to and watching a performance by the acclaimed Sonos Handbell Ensemble, students learn to play the hand bells and perform as an ensemble at All School Meeting. Fourth graders are also introduced to the dance form created by the troupe Pilobolus, which expands the definition of dance and sparks creativity in the Wildwood dance repertoire. Next, the students take a look at a variety of different national anthems, from South Africa to Canada, and discuss the meanings behind each. The students’ work culminates with writing their own anthems.

FIFTH GRADE
Essential Question: “How are we inspired to create original work?” Students gain sophistication in developing interesting characters and humorous sketches within the world of silent films and Vaudeville.

Vaudeville
An intensive study of Vaudeville begins by exploring the period and history of this American art form before students jump into a variety-show production. Students work within the structure of a traditional Vaudeville/Broadway show, writing and participating in a number of acts, including magic, acrobatics, pantomime, joke-telling, singing, and soft-shoe dancing with props. Students take on a variety of roles such as creative director, costume designer, choreographer, photographer, light designer, program-maker, and many others.
more. The result of their hard work is a true sharing of artistry and ideas.

**Silent Films**

Students begin looking at variety of short silent films and studying the history of this art form and actors from the era. In small groups, students storyboard an original silent film and then choose roles in front of and behind the camera. Using iMovie, students edit the short films and share the final project. Instruction in music theory and instrumentation continues as students learn to play the xylopipe. Fifth graders also learn elements of ensemble singing in weekly rehearsal with Wildwood’s elementary chorus.
physical education

Wildwood’s physical education program promotes the use of Life Skills to help children develop physical and social skills and a lifelong love for healthy physical activity. The program’s four essential components are reinforced through play and practice:

- **Sportsmanship**—Each student learns positive social behavior through movement and interaction with others.
- **Physical fitness**—Students learn to develop and maintain the best possible level of performance, understanding, and appreciation for physical fitness.
- **Skill acquisition**—Each student learns specific skills, such as throwing, catching, striking, and kicking.
- **Self-image**—Students develop a positive self-image that includes awareness and understanding of one’s body, the use of the body as a means of expression, and the body as an instrument for self-realization.

**KINDERGARTEN, 1ST, AND 2ND GRADES**

Physical education classes begin with warm-up activities. Jogging, jumping rope, parachute games, tumbling, and dance activities build aerobic and anaerobic endurance. Games designed to develop physical skills that include agility, balance, object manipulation, spatial awareness, directionality, and creative movement are enjoyed in large and small groups. Foundational sports skills of jumping; catching and throwing; kicking, trapping and dribbling; and volleying and striking are learned in a fun, noncompetitive atmosphere. All partner and group play is supervised to help children develop positive personal skills, self-esteem, and ease in cooperative social situations.

**THIRD, 4TH, AND 5TH GRADES**

As children develop, games and sports help in refining fundamental skills and learning the specialized skills, rules, and strategies needed to play soccer, volleyball, flag football, basketball, field hockey, softball, and other sports. Sportsmanship and collaborative team play are emphasized. Cooperative games help students build relationships, enhance communication skills, and provide opportunities to work together and solve challenges.

All P.E. activities focus on the five components of health-related fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. Children learn to set and maintain physical fitness goals and develop a positive attitude about leading an active and healthy lifestyle.
health

Wildwood’s health curriculum lays the foundation for each child’s goal of physical well-being. Our health curriculum helps students become good decision-makers with healthy goals when faced with lifestyle choices. The health program consists of the following components:

• **Physical health**—the health of the developing body
• **Mental and emotional health**—the health of the mind, including feelings and thoughts
• **Social health**—relationships with other people, including family and friends

Through discussions and activities, students develop Life Skills and tools to lead healthy lives. These skills include decision making, goal setting, how to obtain help, stress management, refusal skills, and conflict resolution. By developing these skills, students enhance their self-esteem and their ability to be effective communicators, critical thinkers, respectful citizens, and responsible and health-conscious individuals.

**Topics include:**
- Life Skills
- Conflict resolution
- Nutrition
- Substance abuse prevention (presented in an age-appropriate manner)
- Safety
- Fitness

technology and library resources

At Wildwood, the tools of teaching and learning evolve constantly, along with technology. In today’s Internet and app-saturated environment, even our kindergarten and 1st grade students arrive with some degree of tech savvy. Our teachers, librarians, and technology specialists embrace students’ curiosity and capabilities by coaching students in using technology to find what they need, whether it’s a good read or information on insects for a science project. Students are guided with the understanding that they are gaining critical lifelong skills in information gathering and sharing.

Learning via multimedia authoring software invites writing, painting, drawing, and information retrieval online. As skills grow, students in 2nd grade learn how to integrate text and images, work in iMovie, and respond to class word via a SMART Board. By 3rd grade, students’ individual skills are reinforced as they learn to integrate their own voices in short films and audio and strengthen their keyboarding skills.

Every student receives instruction on how to construct fruitful queries in information gathering. In 4th grade, students engaged in research participate in conversations about website credibility, and they are encouraged to use technology creatively to express what they are learning in a variety of ways. By 5th grade, students have a high level of dexterity using software and apps. Projects integrate using the iPad as a mobile document camera, Apple TV, and secured social networks to answer teacher questions and collaborate with peers.
**community involvement**

Wildwood’s elementary Community Involvement program engages students in class and schoolwide projects and partnerships that aim to be mutually beneficial, that are related to classroom learning, and that respond to a real need. Our community involvement endeavors are designed to create relationships with people, organizations, and the environment over the school year, and often many years.

As Pod themes vary, student service learning projects follow coursework. For “The World of Work,” students organize and run a restaurant in the mornings for families. Proceeds benefit The Marine Mammal Rescue Center and a school in South Africa.

Second graders study “Our Coastal Community” with a focus on sustainability, and they organize and run a market selling terrariums and handmade organic items. Proceeds support the Wildwood community garden and help refurbish the pond at a nearby continuation school in Culver City. Second graders also engage in an interdisciplinary “Honey Bees” project, making their own honey butter and donating the proceeds to Heifer International for the purchase of a beehive for a village in a developing country.

Third graders work at Ballona Wetlands or Madrona Marsh removing nonnative plants. Harvesting tule that needs to be thinned provides a needed service, and it also provides students with the raw materials to build a model Native American dwelling employing an authentic method used by the Tongva people who inhabited the Los Angeles area.

Fourth graders make regular visits to Samoshel where they prepare lunches and distribute them to people at the shelter.

Fifth grade students have meaningful relationships with their peers at McBride Special Education Center. Wildwood students work and play with their friends with special mental and physical needs.

The Community Involvement Kids, a student leadership organization, frequently undertakes schoolwide projects, often in response to a disaster such as the tsunami in Japan or the earthquake in Haiti.
middle school

Wildwood's middle school program offers every student intellectual and creative opportunities in an active learning environment, where adolescent development is understood and fully supported.

Middle school academics are increasingly rigorous as students are challenged in an interdisciplinary humanities class—illuminating social studies and language arts—and mathematics, science, and Spanish. Building on the critical-thinking skills developed in elementary school, Wildwood middle school students cultivate an ability to examine and understand complex concepts, investigate and build evidence, and present findings. Technology and library proficiencies mature with instruction using a range of software and emerging tech tools. Classes in the visual and performing arts give every student opportunities to learn and hone technique and experiment widely in the arts and music. P.E. courses help every student sharpen skills and understand the benefits of physical education and health.

Middle school enrichment opportunities include environmental and intergenerational community involvement, while Wildwood's multicultural programming explores positive identity development for every student through a range of classroom experiences, events, and clubs. Academic support is provided daily in advisory where teacher/mentors and a small group of students offer adult and peer-to-peer relationships. The Habits of Mind and Heart are fluidly represented through the curriculum, providing a set of values and skills that will serve students throughout their studies and in life.
middle school program

Wildwood’s middle school curriculum is designed to build skills and invite inquiry across the disciplines. The scope and sequence of the courses is mapped here for easy reference, and to illustrate how the teaching and learning of materials is conceptually related.

<table>
<thead>
<tr>
<th>Humanities</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td>Students study history and language arts as humanities throughout their middle school experience. Understanding historical sources as literature and reading literature as primary documents allows a full picture of an era to emerge.</td>
<td>Ancient Civilization: How literature, history, and culture shape students’ voices</td>
<td>Year 1: Global Studies—Geography, culture, leaders, and development of beliefs</td>
<td>Year 2: American Studies—How wars, geography, and economic factors shaped early America</td>
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<thead>
<tr>
<th>Mathematics</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td>Coursework builds sequentially upon previously acquired skills. Our program responds to skill-readiness rather than grade level and the ability for students to understand abstract concepts.</td>
<td>Pre-Algebra Foundations</td>
<td>Pre-Algebra Algebra</td>
<td>Algebra Geometry</td>
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<tr>
<th>Science</th>
<th>6th Grade</th>
<th>7th Grade</th>
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<tr>
<td>Our inquiry-based program requires students to formulate hypotheses and employ the scientific method to answer questions using critical-thinking skills. Learning is “minds-on” and interactive, replicating real-world application of the sciences.</td>
<td>General Science: Foundations of life and physical sciences</td>
<td>Life Science: Plant and animal life cycles</td>
<td>Earth Science and the Environment: Investigations of the Earth’s systems and sustainable living</td>
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<th>Spanish</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td>Los Angeles provides the setting for students to apply our participatory approach to teaching a foreign language. In the classroom and the community, students engage in active use of Spanish.</td>
<td>Spanish 1A</td>
<td>Spanish 1B</td>
<td>Spanish 1C</td>
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<th>Arts</th>
<th>6th Grade</th>
<th>7th Grade</th>
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<tr>
<td>Students rotate through arts courses each trimester, allowing them to grow creatively while studying technique and experimenting in each discipline. Entering 9th grade, students have studied a full year of each of the arts and are well prepared to choose an arts focus in upper school.</td>
<td>Visual Arts: Elements of design and principles of art</td>
<td>Performing Arts: Forms of improvisation, dramatic plays, monologue, and ensemble work</td>
<td>Music: Interplay of rhythm, melody, and harmony using ensemble instruments</td>
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<tr>
<th>Physical Education</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td>Students are guided to develop healthy attitudes and practices for mind and body with an emphasis on lifelong wellness, sportsmanship, and skill-building.</td>
<td>Physical Education: Development of student interests and skills through individual and team activities</td>
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humanities

Wildwood students study social studies and language arts as humanities throughout their middle school experience. This interdisciplinary course is team-taught. In 6th grade, Division One students explore ancient civilizations. Seventh and 8th graders in Division Two rotate through an American history year, which alternates with a world studies year.

All classes include literature complementing historic themes that encourage deep engagement through the use of essential questions connecting ideas across language arts and social studies. Students discuss historic and modern events, making connections to literary texts or current topics. Students work individually and in small cooperative groups, learning to closely collaborate, exchange ideas, and peer edit their classmates’ writing.

HUMANITIES: ANCIENT CIVILIZATION
(6TH GRADE)
Essential Question: “Who am I and what is my voice?” Students look at how writers, artists, dancers, and musicians explore their worlds and their multicultural selves. Students observe how diverse cultures, histories, and exposures contribute to the perspectives and voices of these creative people. Students read articles and novels about young people their ages, alike and different, who have struggles, challenges, and achievements to share. The units of study help students explore who they are and how literature, history, and culture shape their voices. They also explore ancient civilizations and the many lives represented there. Students use the different forms of writing (narrative, persuasive, informative, and expository) to learn about their own voices.

ESSENTIAL SKILLS:
• Organization
• Reading, writing, and discussion about literature
• Research methodology, including citing sources accurately in reporting
• Critical thinking about the influence of diversity of culture on perspective and voice

FEATURE PROJECT:
I Am My Own History. This interdisciplinary project combines research and writing to illuminate how history defines each of our lives through recording everyday events, significant memories, and interviews with family members. Each student writes a deep personal history while building connections with classmates and across generations. Projects are shared with grandparents in a student-hosted evening event.

HUMANITIES: GLOBAL STUDIES
(7TH-8TH GRADES)
Essential Question: “Where is the intersection of politics, economics, religion, and culture?” A global perspective is launched, focusing first on India and China, by exploring geography, culture, leaders, and development of beliefs. Students read a variety of texts, including scriptures and folk tales. Two Eastern religions, Hinduism and Buddhism, are explored in literature circles. Expanding the scope through Western religions, students move on to read and write about the shared values and distinctive differences between Judaism, Christianity, and Islam.

In a culminating project, students create either a story or an interactive game teaching facts about the three religions, presented in an evening exhibition.
HUMANITIES: AMERICAN STUDIES (7TH-8TH GRADES)

Essential Question: “Who are ‘We’ in ‘We the People’ in the Constitution?” The historical focus begins with the Revolutionary War and traces the rise to independence. Students read and analyze selected short stories from a range of perspectives, which inspire projects and short stories illuminating the complex conflicts that led to the American Revolution, followed by topics on the Civil War. Students consider how geography and economic factors shaped early America, and they explore the essential question by asking “What does it mean to be a citizen?” Studying the Constitution and the Bill of Rights, students discuss what those documents explicitly outline and imply about the rights and responsibilities of Americans. Civil rights and wrongs are investigated with a reading of Harper Lee’s To Kill a Mockingbird.

FEATURE PROJECT: Quest. Applying creativity and critical-thinking skills, students create a video game with levels representing each world religion they have studied, exploring core beliefs, sacred texts, influential leaders, history, and geography.
Building on the skills and content mastered during the elementary years, each student progresses through the middle school mathematics curriculum at an individual pace. Students move through foundational material that provides readiness for algebraic thinking to pre-algebra, algebra, and geometry. Math classes emphasize skills ranging from decimals and fractions to the Pythagorean theorem in algebra and two-column proofs in geometry. Experiential activities, using a visual and kinesthetic approach, help students learn the skills essential for algebraic reasoning. Hands-on equations and project-based learning provide real-world connections to abstract concepts, allowing students to learn answers to the perennial question, “When will I ever use this again?”

Direct instruction is paired with cooperative group work in each class that fosters collaboration, creative problem solving, and an appreciation of multiple means to solve problems. Students gain confidence as they master concepts through a range of assessments, including peer and teacher feedback, demonstrations of knowledge, and projects. Student projects include components of engineering applications, art, and social justice.

The middle school math curriculum provides the foundation for the following skills. Individual classes support the development of additional skills as specified.

**ESSENTIAL SKILLS:**
- Convert fractions to decimals and percents
- Computation with positive and negative numbers
- Understand proportions and ratios
- Understand a variable in an equation
- Write, solve, and graph equations; create algebraic word problems

the four arithmetic operations with whole numbers and decimals, students move on to master converting fractions to decimals and percents. Using fractions, students develop an understanding of ratios, scale factor, scaling, and proportions through the implementation of algebraic thinking.

**ESSENTIAL SKILLS:**
- Master basic arithmetic operations with whole numbers and decimals
- Convert fractions to decimals and percents
- Understand proportions and ratios

Students simplify and evaluate expressions that include fractions, decimals, unknown variables, and exponents. Solving one- and two-step equations, students work with whole numbers, fractions, and negative integers. Students explore multiple ways to find the slope of a line.

**ESSENTIAL SKILLS:**
- Understand a variable in an equation
- Write and solve graphing equations
- Graph linear equations
- Graph the slope of a line, including understanding the equation $y+mx+b$

**PRE-ALGEBRA FOUNDATIONS**
(6TH GRADE)
The emphasis is on building number sense and the ability to order and compare fractions, decimals, and percents. With an initial focus on manipulating scale factor, and scaling, and they solve proportions with algebraic thinking.

**PRE-ALGEBRA**
(6TH-7TH GRADES)
This introduction to algebraic thinking guides students in adding, subtracting, multiplying, and dividing rational numbers. Students build on their understanding of ratios, including understanding the equation $y+mx+b$

**FEATURE PROJECT:**
To Scale or Not to Scale. Using a common household item like a cereal box or a can of soup, students decide on a scale for
enlarging and reducing. After completing all measurements, they sketch the original and a scale version of the item and write an equation using a variable that coincides with the item. Students make a model of the enlargement or reduction and conclude by writing a paragraph that makes a real-world connection.

ALGEBRA
(6TH-8TH GRADES)
This course builds on foundations students have to evaluate expressions, combine like terms, use order of operations, and solve multiple-step equations to interpret patterns in tables and graphs. Working with slope-intercept forms of lines, students graph lines from an equation. Students demonstrate dexterity in writing equations. Students explore multiple algebraic methods to solve systems of equations. Working with polynomials and quadratics, students gain confidence in multiplying binomials and factoring quadratic equations. Finally, students learn to write an equation from the graph of a parabola.

ESSENTIAL SKILLS:
• Solve multiple-step equations accurately
• Write equations from a graph or table and reverse process
• Create algebraic word problems
• Demonstrate understanding of the quadratic formula

GEOMETRY
(7TH-8TH GRADES)
This course is designed to develop logical and visual-thinking skills. Students investigate geometric concepts in cooperative groups, exploring the properties of geometric figures using Geometer’s Sketchpad, mirrors, tracing paper, and cut-out shapes. First semester includes symmetry, creating mandalas, line designs, and tessellations. Students apply algebraic skills in order to graph lines, which culminates in an art-related project. Students are prepared for the study of triangles and finally parallelograms.

ESSENTIAL SKILLS:
• Identify and create reflections, rotations, and translations
• Understand angle relationships
• Explain and use properties of parallel lines
• Prove triangles
• Recognize and use theorems

FEATURE PROJECT:
Build a Bridge. Applying knowledge gained in the study of triangles in geometry class, students build bridges using spaghetti and glue. Working together, students construct bridges designed to bear the most weight based on length and strength of the structure. Students hang riggings from the bridge, determining how many times its own weight the bridge can hold, and gather data. To create blueprints, Geometer’s Sketchpad software is used.
Middle school science is inquiry-based and incorporates investigations, explorations, model creations, and hands-on activities as the basis for all coursework and labs. Influenced by Carl Sagan’s belief that “science is a way of thinking much more than it is a body of knowledge,” the middle school science curriculum values critical thinking and analysis as much as the content to be mastered.

In Division One and Division Two, students focus first on general science principals, life science, and environmental science. Coursework emphasizes lab safety and writing formal lab reports, all with an emphasis on what it means to think like a scientist, ask incisive questions, generate hypotheses, and observe and analyze data while thinking critically about the world in which we live.

Middle school science curriculum provides the foundation for the following skills. Individual classes support the development of additional skills as specified.

**ESSENTIAL SKILLS:**
- Understands and uses the scientific method to present findings and research
- Data collection and graphing
- Microscope use
- Dissection (plant and animal)

**GENERAL SCIENCE**
(6TH GRADE)
Scientific awareness and exploration begins with critical thinking about the world. Labs in the major topics of life and physical science provide opportunities to explore lab safety, data collection, and translating data into graphs. Students become familiar with the Periodic Table of Elements and theories of how matter came together to form Earth. Individual research projects about Earth and its atmosphere encourage in-depth student-designed projects presented as a written report and discussion during an evening exhibition for families.

**ESSENTIAL SKILLS:**
- Research
- Data collection and graphing

**FEATURE PROJECT:**
Earth and Sky. After studying climate change, tsunamis, plate tectonics, and other natural phenomena, students choose a type of weather or natural earth disaster to research and then write a paper incorporating their findings. Each student creates a model to illustrate his or her research for an audience using a PowerPoint oral presentation, which incorporates the model.

**LIFE SCIENCE**
(7TH GRADE)
Starting with cells swabbed from their own cheeks, students are launched into a world of scientific discovery. Students compare cells from their own bodies to cells from plants. The lives of cells are explored through mitosis, genetics, and the study of DNA. Collaborating as scientists and designers, students work in teams to design and build a cell city and explain how the city functions as a collection of cells through photosynthesis, respiration, or active transport. Students also study animal cells, including bacteria and viruses, and then move on to more complex life forms of invertebrates, vertebrates, fish, amphibians, reptiles, and mammals. This study includes dissection labs.

**ESSENTIAL SKILLS:**
- Understand and use scientific language appropriately
- Analysis of evidence to make thoughtful and logical predictions
- Lab safety
EARTH SCIENCE AND THE ENVIRONMENT
(8TH GRADE)
Students are introduced to concepts and practice of sustainable living. Work begins at the ocean’s floor with a core drill inquiry investigation to learn about sea-floor spreading and global warming and explore the theory of Pangaea through Google Earth. Analyzing data to investigate patterns of rainfall in Los Angeles, students learn methods for predicting hurricanes on the East Coast.

Finally, working together in small groups, students create a biome and study and report on the effects of natural disasters on the flora and fauna.

ESSENTIAL SKILLS:
• Data analysis
• Understand natural systems, biomimicry, and sustainability
• Investigation of sustainable practice in urban planning

FEATURE PROJECT:
Strawberry DNA Extraction Lab. In this inquiry-based project, students discover what DNA looks like by extracting DNA from strawberries. They discover and learn about DNA structures, making connections to the scientific concepts of genetic traits, characteristic properties, and heredity.
Spanish

With an emphasis on communication, each course is designed to create opportunities for students to speak, listen, read, and write in every class. While learning vocabulary relevant to daily life, students work on a range of rigorous projects using visuals to reinforce the spoken language. Units of study include increasingly sophisticated vocabulary and grammatical structures, encouraging students to expand their communication skills. By the end of middle school, students write original poetry and short stories in Spanish, demonstrating mastery of basic skills and an ability to express themselves fluently and creatively in Spanish.

SPANISH 1A
(6TH GRADE)
This course introduces verb tenses, building on basic topics and common vocabulary used in everyday Spanish, including weather, clothes, age, emotional states, question words, and prepositions. Course content is introduced through stories, songs, visuals, or picture sequences. Students learn the target vocabulary and structures through various activities, including acting, illustration, creative writing, and answering direct questions. The goal is for students to comprehend and produce the vocabulary in new situations, both in spoken and written form.

ESSENTIAL SKILLS:
• Comprehension and writing of target vocabulary in Spanish
• Demonstrate ability to use correct grammatical structures

SPANISH 1B AND 1C
(7TH-8TH GRADES)
With the objective of clearly communicating ideas in conversation, students build on foundational skills. Emphasis is placed on broadening vocabulary, learning to conjugate regular and irregular verbs in the present tense, and becoming familiar with the preterit and the imperfect. Conversational fluency evolves as students ask and answer questions in Spanish, converse, and engage in storytelling using the correct verb tense. As ability and confidence in understanding spoken and written Spanish develops, students explore literature through novels, poetry, and describing and comparing characters employing advanced verb usage.

FEATURE PROJECT:
Mi Superhéroe. Students create their own superheroes, describe him/her, including physical attributes, clothes and costume, and magic powers. Using their Spanish vocabulary, students bring their characters to life through vivid description of appearance and deeds.

ESSENTIAL SKILLS:
• Vocabulary building for speaking, reading, and writing
• Demonstrate ability to use correct grammatical structures
• Fluency with verb conjugations, including the present and preterit tenses
• Conversational and idiomatic ease
**visual and performing arts**

Division One and Division Two students rotate through arts courses each trimester. This sampling of arts expressions includes visual arts, music, and performing arts, allowing students to grow creatively while studying technique and experimenting in each area. An interdisciplinary approach is taken as subject matter from other coursework is woven into a range of arts experiences that deepens knowledge and develops creative skills and talents.

At the conclusion of the three-year trimester rotation, students enter the 9th grade having studied each of the arts for a full year. They are well-prepared to choose an arts focus matching an area of personal interest in upper school.

**VISUAL ARTS**  
(6TH GRADE)

Students are introduced to art vocabulary, elements of art (line, color, texture, value, and shape), and the principles of art (composition, balance, and contrast). Working with pencils, colored pencils, and acrylic paints, students create still-life drawings, a value scale, texture rubbings, color wheels, and a monochromatic acrylic painting. Projects encourage students to draw inspiration and ideas from the community at large. Students illustrate their observations of the ocean and pollution, creating a colored-pencil drawing.

**ESSENTIAL SKILLS:**
- Proper use of tools, techniques, and materials
- Demonstrate understanding of elements of design and principles of art
- Demonstrate understanding of art vocabulary

**PERFORMING ARTS**  
(6TH GRADE)

A primary goal of the Division One performing arts class is to introduce students to a range of classical dramatic and experimental stagecraft. Students read and write scripts, participate in readings and staged dramatic expression, and develop character studies. Original student skits and monologues are written as the foundation for paired and ensemble work. Students gain skills, cultivate their talents, and take risks beyond their comfort zone to understand the demands of dramatic discipline.

A nurturing, safe ensemble environment allows students to experience artistic growth.

**ESSENTIAL SKILLS:**
- Demonstrate understanding of various dramatic creative expressions
- Demonstrate an openness to new artistic subject matter and a willingness to explore
- Actively seek and examine connections between self, society, and historic events

→ **FEATURE PROJECT:**  
Chumash Ritual Performance.

The culminating project is a multifaceted ancient Chumash ritual performance, which incorporates all the skills and content developed throughout the trimester, including a staged group performance, involving choreography and a re-enactment of ritual activities using authentic props.

**MUSIC**  
(6TH GRADE)

Each student plays and experiments with instruments ranging from guitar, drums, piano, bass, and vocals to trumpet, flute, clarinet, and saxophone. Together, students create music using ensemble instruments, each person fulfilling a distinct role of rhythm, melody, or harmony. The chromatic scale and major and minor chords on the piano and guitar are introduced.

Students write short rhythmic compositions inspired by tribal life, working in small groups to
create original compositions and perform them for the class, as part of guided discussions on the role of music in society, ancient and modern.

**ESSENTIAL SKILLS:**
- Ability to play the chromatic scale on the guitar or piano
- Demonstrate understanding of rhythm
- Write original rhythmic composition
- Perform in solo and ensemble situations
- Demonstrate understanding of the role of music in society

**VISUAL ARTS**  
(7TH-8TH GRADES)  
This trimester course focuses on expanding knowledge of the elements of design and principles of art. Students work on three major assignments: a movie project, a large-scale drawing, and an acrylic painting. Drawing technique focuses on sketching from still-life compositions. The large-scale painting challenges students to observe, graph, and draw from life. Students learn the basics of digital moviemaking by editing in-camera scenes followed by using iMovie software.

**ESSENTIAL SKILLS:**  
- Proper use of tools, techniques, and materials  
- Demonstrate understanding of elements of design and principles of art  
- Demonstrate understanding of art vocabulary

**PERFORMING ARTS**  
(7TH-8TH GRADES)  
This course includes study and experimentation within a range of creative dramatic forms, including improvisation, traditional dramatic plays, monologue, and ensemble work. Students are encouraged to recognize existing skills and talents in one another and take risks onstage. Coaching in stagecraft encourages students to push past their comfortable, personal boundaries. The class culminates in the conception, development, and presentation of a final personal performance art piece from a prompt. Students write a script to demonstrate understanding of dramatic structure for their onstage performance. Original presentations may take the form of monologues, poetry, movement and dance, or film.

**FEATURE PROJECT:**  
Performance Art. Each student is given a prompt and then conceptualizes, develops, and presents a personal performance art piece. Students write a script as evidence of preparation for their onstage, structured performance. Choosing from a wide range of original presentation genres, students may present monologues, poetry, movement and dance, or film.

**ESSENTIAL SKILLS:**  
- Demonstrate openness to new artistic subject matter and a willingness to explore  
- Actively seek and examine connections between self, society, and historic events

**MUSIC**  
(7TH-8TH GRADES)  
Students become acquainted with the instruments and vocalizations used in blues music, a quintessential American art form. History and conventions of the genre and the basics of notation are introduced. With these new skills, the students write, notate, and perform their own original 12-bar blues composition with lyrics, collaborating in small groups to prepare and practice. Students research blues artists along with cultural, historical, and social issues relevant to blues music, and they present their findings and music to the class.

**ESSENTIAL SKILLS:**  
- Understand and use the pentatonic or blues scale  
- Compose an original melody  
- Apply music theory concepts in performance
**physical education**

Wildwood’s middle school physical education program is designed to provide a safe and nurturing place for adolescents to develop healthy attitudes and practices for both mind and body. Students set and meet personal fitness goals by participating in individual and team activities. Emphasis is on understanding the importance of sportsmanship and wellness as a lifelong habit during this time of personal and physical development.

For students who want to sharpen specific skills to participate in Wildwood’s interscholastic athletic program or build their confidence in casual play, the middle school P.E. curriculum supports every student’s goals.

**DIVISION ONE**

**PHYSICAL EDUCATION**

(6TH GRADE)

Sixth grade P.E. focuses on students understanding team building. Framed by the essential question, “*How does a team work best together?*” students gain awareness of productive collaboration and positive team play.

Physical coordination is enhanced as students rotate through a series of games, including speedball, basketball, volleyball, and flag football. Students are coached on basic techniques for most games, including pivoting, defensive blocking, and quick change direction of movement.

**DIVISION TWO**

**PHYSICAL EDUCATION**

(7TH-8TH GRADES)

The goal of Division Two P.E. courses is to support students as they develop and build on active and healthy habits and discover the physical activities best suited to their talents, interests, and lifestyle. Classes are structured to encourage students of all levels of interest and skill to participate.

In the first semester, students participate in rotating units, including badminton, flag football, and soccer. The second unit incorporates traditional sports of basketball and volleyball, with some ultimate Frisbee. Middle school P.E. prepares players for middle school teams. The final unit of the year introduces students to circuit training. Dance and yoga are offered as wellness activities that can be pursued as upper school students.
**technology and library resources**

Beginning in the 2012-13 school year, students and teachers will be introduced to a new web-based learning management system, which will allow Wildwood to embrace blended learning models throughout the grades.

In middle school, presentation skills are enhanced as students learn to use and gain fluency in software that helps them organize and showcase academic projects. All middle school students are introduced to the fundamentals of cloud computing with the use of Google Drive, allowing the use of collaborative apps such as Google Presentations, Google Docs, and Google SketchUp. Teachers use iPad apps in their coursework, ranging from life science labs in frog dissections and examining cell structure to humanities study of the history of the Aztecs.

**community involvement**

In middle school, Community Involvement is part of the advisory program. In Division One, 6th graders focus their community involvement on the environment. Students adopt a beach through Heal the Bay. They work together to identify threats to the beach and habitat and clean the area. Found objects are brought back to school and used to create artworks and sculptures in visual arts classes.

Students in Division Two focus on intergenerational community involvement, making connections with residents of elder-care facilities near campus. Students read, play games, perform, and engage elders in conversation about their personal histories and their own connections to the neighborhood.
upper school

Wildwood’s upper school curriculum provides an intellectually challenging experience for students as they refine the skills necessary for a successful transition to college. Through 10th grade, each student takes humanities—an interdisciplinary blend of literature and history—mathematics, science, and Spanish. Graduation requirements include four years of all core subjects.

Honors courses and advanced studies are offered for students who wish to pursue additional coursework areas of special interest and abilities. Upper school arts and academic electives invite students to explore their creativity and nurture talents on campus and in the community.

Advisory meets daily throughout the upper school, while students also enjoy opportunities to build and strengthen relationships with peers on competitive sports teams, in the performing arts, social action clubs, and science clubs and competitions.

Upper school enrichment programs include off-site internships, local and international community involvement, and senior projects, which test student initiative while engaging students in a variety of experiences beyond the classroom.

Seniors are required to successfully plan, create, and complete three independent senior projects, each an opportunity to illuminate personal and academic growth. The projects reference the Habits of Mind and Heart underlying each student’s Wildwood education, as they lay the foundation for college and the real world.
**upper school program**

Wildwood’s upper school curriculum engages maturing intellects with core courses and electives. While individual student schedules can vary, the scope and sequence of required courses is mapped here for easy reference, and to illustrate the foundational curriculum. Honors courses and advanced studies are offered for students who desire to deepen their knowledge and further their academic record.

<table>
<thead>
<tr>
<th>[H] Honors course offered</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tr>
<td><strong>Humanities</strong></td>
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<td>Year 1: Western Civilization [H]—From the Renaissance through WW I, an analysis of the causes and effects of the world</td>
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<td>Modern U.S. History [H]: American history from WW II to present and the impact on social, political, and economic aspects</td>
<td>Human Rights: Theory and Practice [H]</td>
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<td>Year 2: The American Experience [H]—Immigration throughout history and its impact on what it means to be an “American”</td>
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<td>Geometry [H]</td>
<td>Algebra II [H]</td>
<td>Pre-Calculus [H]</td>
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<td>Algebra II [H]</td>
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<td>Conceptual Physics [H]</td>
<td>Biology [H]</td>
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<td>Advanced Biology [H]</td>
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<td>Spanish 1B</td>
<td>Spanish 4 [H]</td>
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<td>Spanish 2 [H]</td>
<td>Spanish 3 [H]</td>
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<td><strong>Visual Arts</strong></td>
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<tr>
<td>Visual Arts: Connecting art history to humanities; focusing on tools, techniques, and media</td>
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<td>Painting</td>
<td>Ceramics and Sculpture</td>
<td>Digital Photography</td>
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<td><strong>Performing Arts</strong></td>
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<td>Performing Arts: Improvisation, theater exercises, scenes and monologue, movement and staging</td>
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<td>Theater: Appreciation and Performance</td>
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<td><strong>Music</strong></td>
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<td>Music Theory and Practice: Intro to theory, ear training, composition and performance</td>
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<td>Music Production Lab: Using software and the computer as musical tools</td>
<td>Jazz Ensemble: Instrumental music focusing on original Jazz compositions, arrangements, and performance</td>
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<td>Singer/Songwriter: Composing, arranging, and performing original works</td>
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<td><strong>Electives</strong></td>
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<td>Politics and Government (9-12)</td>
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<td>Creative Writing</td>
<td>Advanced Topics in Science</td>
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<td>Yearbook</td>
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<td><strong>Physical Education</strong></td>
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<td>Sports</td>
<td>Fitness Training and Meditation</td>
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<td>Yoga</td>
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honors and advanced studies

Wildwood offers honors and advanced studies to upper school students. The honors program challenges students with passion in a subject to go deeper with their work and their thinking. Honors work is added on to core courses rather than offered as separate honors classes. Honors is not simply about doing more work but about doing more sophisticated, challenging work. Students work independently—with teacher guidance—on more complex assignments.

HONORS
Students who choose honors-level work receive honors designation on their transcripts after successful completion of all requirements. Honors work requires that students complete individual assignments beyond those required for standard college-preparatory work.

The following classes offer an honors level:

**Humanities:**
The American Experience
Western Civilization

**History:**
Modern U.S. History
Human Rights: Theory and Practice

**Literature:**
Genre and Style
British Literature
Contemporary World Literature

**Mathematics:**
Geometry
Algebra II
Pre-Calculus
Statistics

**Science:**
Biology
Chemistry
Conceptual Physics

**Spanish:**
Spanish 2
Spanish 3
Spanish 4

ADVANCED STUDIES
Students who wish to push themselves beyond honors work in regular classes can take advanced courses in the following subjects:

Advanced Biology (anatomy, physiology, microbiology)
Advanced Topics in Science
Calculus
humanities

This interdisciplinary blend of literature and history is team-taught by two teachers in multi-age 9th and 10th grade classrooms. In alternating years, the program focuses on Western civilization and American studies. Courses are designed to bring historic time and place to life through literature and the arts. A strong social-justice component is illuminated as students begin to wrestle with issues beyond their daily life and lean into the complex adult world. Students often work in small cooperative groups to exchange ideas, peer edit, and debate and discuss critical ideas.

In Senior Institute, classes separate into discrete literature and history courses as the rigors of college-preparatory work builds. Coursework includes an introduction to genre and style and modern U.S. history. Seniors can select from two literature classes, offering diverse reading experiences. The senior history class focuses on questions of human rights. Students in every humanities course write a research paper to demonstrate fluency with the ideas under discussion, as well as mastery of cohesive critical thought, language, grammar, and tone.

The upper school humanities curriculum provides the foundation for the following skills. Individual classes support the development of additional skills as specified.

**ESSENTIAL SKILLS:**
- Close reading strategies of literature
- Analysis of historic primary and secondary sources
- Research, including analysis of credible evidence
- Analytic and creative writing
- Secondary historical texts. Students consider the historic and contemporary factors that bring immigrants and others to our shores and how this plurality of cultures continues to evolve in the U.S. Student projects, essays, and classroom discussions illuminate these core questions about American lives. Readings include Howard Zinn’s *A People’s History of the United States*, classic American novels *The Great Gatsby* by F. Scott Fitzgerald and John Steinbeck’s *The Grapes of Wrath*, and the contemporary play *Fences* by August Wilson.
- Analyze William Shakespeare’s *Romeo and Juliet* and move through novels, poetry, plays, essays, memoirs, and primary and secondary sources touching on intellectual and political history around world revolutions, imperialism, and World War I. Students examine historic cause and effect, create projects for each major historic period studied, write essays on literary texts like *A Small Place* by Jamaica Kincaid, and actively engage in dynamic classroom discussions.
- **HUMANITIES: THE AMERICAN EXPERIENCE**
  *(9TH-10TH GRADES; ALTERNATE YEARS)*
  Through an analysis of the essential question, “What does it mean to be an ‘American’?” students launch into a yearlong inquiry through American history and literature, which includes reading novels, poetry, plays, essays, and primary and secondary historical texts. Students consider the historic and contemporary factors that bring immigrants and others to our shores and how this plurality of cultures continues to evolve in the U.S. Student projects, essays, and classroom discussions illuminate these core questions about American lives. Readings include Howard Zinn’s *A People’s History of the United States*, classic American novels *The Great Gatsby* by F. Scott Fitzgerald and John Steinbeck’s *The Grapes of Wrath*, and the contemporary play *Fences* by August Wilson.

- **HUMANITIES: WESTERN CIVILIZATION**
  *(9TH-10TH GRADES; ALTERNATE YEARS)*
  Framed by the essential question, “How have ideas about what it means to be human changed over time?” students begin with the Renaissance as they read and analyze William Shakespeare’s *Romeo and Juliet* and move through novels, poetry, plays, essays, memoirs, and primary and secondary sources touching on intellectual and political history around world revolutions, imperialism, and World War I. Students examine historic cause and effect, create projects for each major historic period studied, write essays on literary texts like *A Small Place* by Jamaica Kincaid, and actively engage in dynamic classroom discussions.
- **GENRE AND STYLE**
  *(11TH GRADE)*
  Beginning with summer reading of Kurt Vonnegut’s *Slaughterhouse-Five*, students are plunged into a modern text and begin to grapple with authorial voice. Students then compare and analyze the “unreliable narrator” and questions of gender and race in the novels Ken Kesey’s *One...
Flew Over the Cuckoo’s Nest and Toni Morrison’s Beloved. Classroom conversation, personal journal writing, in-depth literary analysis, and film study complement all texts, including the culminating reading of Shakespeare’s Hamlet.

**ESSENTIAL SKILLS:**
- Read and analyze literature, including close reading strategies
- Development of personal voice in writing
- Appreciation of character, authorial intent, and textual ambiguity

**MODERN U.S. HISTORY** (11TH GRADE)
Exploring American history from World War II to the present, students are introduced to the origins of the Cold War, McCarthyism, and the U.S.’s involvement in foreign conflicts. By examining social, political, economic, and international influences, student discussions and projects focus on forces that bring about change, perspective, and polemics around America’s place in the world. Students create oral history film projects and gain insights into American foreign policy through researching a specific country, post-9/11. Throughout the course, students are coached in research practice, expository writing, and using citations for writing that will be necessary for college coursework.

**BRITISH LITERATURE** (12TH GRADE)
Through advanced readings by traditional and contemporary authors, including William Shakespeare, Oscar Wilde, Virginia Woolf, George Orwell, and James Joyce and the poetry of W.H. Auden, Dylan Thomas, T.S. Eliot, and William Butler Yeats, students explore British history, culture, language, and current events. Themes of religious conflict, multiculturalism, colonialism, social and political rebellion, historical memory, and national identity are explored. Students create projects inspired by the style and subject matter of the authors and what makes these writers quintessentially British and what they represent for their country.

**CONTEMPORARY WORLD LITERATURE** (12TH GRADE)
The people and cultures of South America and Central America, Africa, India, China, and Japan are illuminated in readings of texts, including works by Gabriel Garcia Marquez, Jean Rhys, and Haruki Murakami. Course readings open discussions probing issues of social justice, tolerance, and culture. The study of each region includes literary analysis of a novel, essay, memoir, or short story and interpretations in film. Students refine reading, writing, and speaking skills while developing a historical and cultural appreciation of each region.

In the final unit, students choose a short story, write a literary analysis of the English translation, and make a presentation to their peers in class.

**ESSENTIAL SKILLS:**
- Read and analyze literature, including close reading strategies
- Appreciation of character, authorial intent, and textual ambiguity
HUMAN RIGHTS: THEORY AND PRACTICE
(12TH GRADE)
Through guided reading of texts beginning with classic, historic, and modern philosophers, including Immanuel Kant, Jean-Jacques Rousseau, and John Locke, students are introduced to the origins of ideas about human rights. The course then moves on to questions of contemporary human rights issues as mapped against classical theory. Students confront paradoxes around existing human rights violations and contemporary institutional responses. The role of citizens, governments, and nongovernmental organizations are explored through readings, global news developments, and individual projects focusing on a single issue. Students engage in fieldwork consisting of interviews and on-site information gathering around Los Angeles to support class projects focusing on local human rights issues.

ESSENTIAL SKILLS:
• Research skills, including use, understanding, and analysis of credible evidence
• Connecting philosophical ideas and historic events to contemporary issues

→ FEATURE PROJECT:
Action Research Project. Exploring our complex city and its most pressing issues, students research a local human rights violation such as homelessness, disparity in education, access to healthcare, and worker’s rights. Students create an action plan to address an aspect of the violation. An audience of peers and parents gather to hear students discuss the origins, implications, and local action around the issues in an evening exhibition.
The upper school mathematics program moves sequentially, from geometry to advanced algebra and then calculus. Students progress through the program based on the mastery of skills and individual strengths. Through direct instruction and cooperative group work, students are guided in creative problem solving and finding multiple means to solve problems. Technology is integrated throughout, including Geometer’s Sketchpad, Microsoft Graph, and programmable calculators. Students gain confidence by mastering concepts through multiple forms of assessment, including peer and teacher feedback, demonstrations of knowledge, and projects.

Math classes emphasize investigations of concepts that range from two-column proofs in geometry to trigonometric relationships of triangles and single-variable calculus problems. Students learn through experiential activities. Working in small groups, students create business profit models with statistical theories and construct the face of a working clock. Project-based learning provides real-world connections to the abstract concepts of pre-calculus. Two senior math options are offered in calculus or statistics. For advanced students, a second year of calculus is offered.

The upper school mathematics curriculum provides the foundation for the following skills. Individual classes support the development of additional skills as specified.

**ESSENTIAL SKILLS:**
- Use of software like Geometer’s Sketchpad and Microsoft Graph to illustrate and substantiate mathematical solutions
- Ability to solve problems through multiple methods

**GEOMETRY**
*(8TH-9TH GRADES)*
Students investigate geometric concepts in cooperative groups. They explore the properties of geometric figures using Geometer’s Sketchpad software, mirrors, tracing paper, and cut-out shapes. Students first explore symmetry through transformations, reflections, rotations, and translations. Students review algebraic skills in order to graph lines, culminating in an art-related project, creating mandalas, line designs, and tessellations. Students also study triangle sum theorem, triangle inequalities, the Pythagorean theorem, congruence and similarity, and classic proofs. Students are also introduced to quadrilaterals, the geometric mean, circles, area, and volume. *This course is taken when students are ready; either at the end of middle school or in 9th grade.*

**ESSENTIAL SKILLS:**
- Identifies and creates reflections, rotations, and translations
- Identifies angles formed by two lines and a transversal
- Understands angle relationships and triangle sum theorem
- Explains and uses properties of parallel lines
- Identifies lines of symmetry

**ALGEBRA II**
*(9TH-10TH GRADES)*
Beginning with equations, inequalities, expressions, functions, and their graphs, students solve systems of linear equations. Students translate word problems into algebraic expressions, learn to simplify numerical expressions, and evaluate algebraic expressions. Students also work in systems with multiple variables. A quadratic equation unit introduces properties of parabolas and factoring quadratic expressions. Students use software programs, including Microsoft Graph and Equation as well as a graphing calculator in problem solving.
ESSENTIAL SKILLS:
• Solve and graph equations, inequalities, and compound inequalities
• Write absolute value functions and graphs
• Solve systems of linear equations graphically and algebraically
• Demonstrate how to factor and graph quadratic expressions
• Understand parabolas and conic sections

→ FEATURE PROJECT: Real-Life Programming.
Using graphing calculators, students apply given constraints represented by linear inequalities to recognize points in overlapping regions as solutions. Students program model solutions in business applications, including profit and loss margins, production, and salary rates, as well as scientific applications in sound frequencies or gravitational forces.

PRE-CALCULUS (11TH-12TH GRADES)
Building on understanding of quadratic equations, functions, and analytic geometry, students work with irrational numbers and investigate roots of real numbers and expressions involving radicals to find solutions. Problem solution sets are graphed using software to address theoretical and applied problems in art and architecture. Trigonometric relationships of triangles are explored and mastered through classroom practice and projects.

ESSENTIAL SKILLS:
• Mathematical understanding of irrational and complex numbers
• Ability to use analytic geometry as a problem-solving tool

STATISTICS (12TH GRADE)
Fundamental principles and applications of statistics are explored as students learn how to measure data and/or use data to predict future outcomes. Students learn decision strategies, survey techniques, margin of error levels, and normal and standard deviations. They define and use probability, permutations, and combinations. Projects use real-world statistical problems in science, government, business, and economics. This course is one of two available to seniors.

ESSENTIAL SKILLS:
• Understand margin of error, normal and standard deviations, probabilities, permutations, and combinations
• Apply statistical analysis to real-world situations

CALCULUS (11TH-12TH GRADES)
An introduction to the principles and applications of differential and integral calculus includes how functions change with time in business application problems or angular change in a project, as students investigate what happens in an oil spill simulation. Students increase agility in applying skills calculating derivatives to a function and graph. Emphasis is on solving real-world problems in engineering. This course is one of two math courses available to seniors.

ESSENTIAL SKILLS:
• Perform the needed calculations accurately for finding limits of functions derivatives and definite and indefinite integrals
• Use a variety of methods to integrate functions
• Recognize and solve differential equations
• Applying integration to solve problems
At each level, students are guided through investigations, explorations, model creation, and hands-on activities. Wildwood’s inquiry-based curriculum builds skill and knowledge over a sequence of rigorous courses. Science is presented as a way of approaching problems and a body of knowledge as students grow in their scientific literacy with each course.

Beginning with conceptual physics, students gain an appreciation of the school’s “physics first” approach as the foundation of scientific inquiry, creating connections between the physical, known world and scientific thinking. This foundation allows students to understand advanced coursework focused on biology and chemistry. Biology classes and labs present systems thinking as students explore classifications of life. Students investigate chemistry through discussions and lab experiments. A choice of two senior science classes offer equally challenging but diverse class experiences in either advanced topics in physics or advanced topics in biology.

The upper school science curriculum provides the foundation for the following skills. Individual classes support the development of additional skills as specified.

**ESSENTIAL SKILLS:**
- Creation of hypothesis, observation, prediction, and concluding reflections
- Research, data collection, graphing, and written reporting of formal lab results
- Scientific literacy
- Use of scientific writing to analyze experimental processes

**CONCEPTUAL PHYSICS**
**(9TH GRADE)**
Our hands-on approach emphasizes “minds-on” coursework designed to inspire curiosity and interest in physics through active engagement. Using equations as guides to thinking, students explore the mechanical physics principles of inertia, equilibrium, speed, velocity, acceleration, and Newton’s laws. Later topics include light, sound, and heat.

**ESSENTIAL SKILLS:**
- Use of algebraic principles to solve physics problems
- Use data analysis to connect lab results to real-world application of physics principles

**BIOLOGY**
**(10TH GRADE)**
Addressing the essential question, “What is life?” students identify the common characteristics of life, comparing functions of humans to other organisms. Fundamental understanding of anatomy and physiology inform investigations and laboratory activities, including dialysis of membranes, DNA analysis, dissections, neuron receptors, and other human systems. Additional topics include heredity and evolution. Creation of concept maps aid student understanding of discrete vocabulary for each unit.

**ESSENTIAL SKILLS:**
- Dissection protocols
- Describe the significance of experimental results and calculations

**CHEMISTRY**
**(11TH GRADE)**
Topics include study of matter, energy, and change at the atomic and molecular level. Discussions explore atomic structure, compounds and alloys, bonds, acids and bases, and electrochemistry. Students master concepts of atomic symbols, conventions for formula writing, and math competency related to conversions. This chemistry course includes lab-safe fire and explosions, designed to investigate exothermic reactions in the combustion of ethyl alcohol, “Survivor Fire Skills” with...
potassium permanganate and glycerin, and a darkness lab demonstrating gas laws.

**ESSENTIAL SKILLS:**
- Understand atomic structure and elements and their organization on the periodic table
- Understand chemical reactions and properties of acids and bases

**ADVANCED PHYSICS**
(12TH GRADE)
Building on the foundational knowledge of conceptual physics, students experiment with, read about, and discuss thermodynamics, gas laws, optics, and planetary mechanics. Students work together on several projects, including the design, construction, and launch of a hot-air balloon. This course is one of two science courses available to seniors.

**ADVANCED BIOLOGY**
(12TH GRADE)
Students approach advanced topics in biology through the context of contemporary public policy and health issues. The science of genetic cloning is examined through inquiry into gene regulation and expression by putting fluorescent protein in E. coli bacteria. Other labs explore brain chemistry through dissection of a sheep brain and questions of the human immune system, especially related to the HIV epidemic.

**ESSENTIAL SKILLS:**
- Gain scientific literacy to include refraction, diffraction, and optical absorption
- Apply mathematic concepts to physics principles, including graphs, diagrams, numeric data, and calculations

→ **FEATURE PROJECT:**
Zeer Pot. Demonstrating an understanding of fundamental thermodynamics principles, students design, test, and build a refrigerator that does not use electricity.
Wildwood’s approach to upper-level Spanish continues to emphasize communication, creating opportunities for students to speak, listen, read, and write at every level. Learning vocabulary that is relevant to daily life, student projects are creative, incorporating visuals that reinforce the oral language. Each unit includes new skills that build on foundations so that students incorporate a growing vocabulary and more sophisticated grammatical structures.

Most students take Spanish 1 in 8th grade. In 9th through 12th grade, students complete either a sequence of Spanish 2 through 5 or a sequence of Spanish 2 through 4 plus Spanish: A Cultural Overview. Two senior classes are offered, providing choice for students who want to continue in Spanish through a rigorous literature course or examining Hispanic culture through indigenous arts and ideas.

The upper school Spanish curriculum provides the foundation for the following skills. Individual classes support the development of additional skills as specified.

**ESSENTIAL SKILLS:**
- Ability to speak correctly, using correct grammatical structures and verb conjugations
- Read and write in Spanish using the target vocabulary

**SPANISH 1A**  
*(9TH-10TH GRADES)*  
Students new to the language take this introductory course, focusing on common vocabulary used in everyday conversational Spanish. Stories, songs, visuals, and reading activities prompt conversation and conceptual learning foundational to speaking and writing in Spanish. Emphasis is on question words and infinitive and present tense.

**ESSENTIAL SKILLS:**  
- Build vocabulary and writing skills  
- Basic comprehension, grammar, and verb conjugation

**SPANISH 1B**  
*(9TH-10TH GRADES)*  
In this advanced introductory course, students further develop an understanding of spoken and written Spanish. The instructor provides feedback on writing and speaking confidently with correct pronunciation. Students broaden their vocabulary and review the use of the present and present progressive tense in regular and irregular verbs.

**ESSENTIAL SKILLS:**  
- Expand vocabulary comprehension  
- Expand grammatical understanding of verb tenses

**SPANISH 2**  
*(9TH-10TH GRADES)*  
Students who have had previous Spanish instruction enroll in Spanish 2. Vocabulary and language skills are reinforced with an emphasis on communication in real-life situations. They use the present, preterit, and imperfect past tenses to accurately describe states of being and other situations. Reading and writing skills become increasingly complex to enhance language production and comprehension skills.

**ESSENTIAL SKILLS:**  
- Increase ability to read and write target vocabulary in complex texts  
- Demonstrate a command of verb conjugation to speak, read, and write in present and past tenses

**FEATURE PROJECT:**  
*Passion in Translation.* Each student chooses a topic of deep personal interest and creates a work in Spanish.
to reflect his or her passion. Projects can include writing original lyrics and music, creating short films, cooking demonstrations, sportscasting, fashion design, or anything else students can imagine.

SPANISH 3
(9TH-10TH GRADES)
In deepening their appreciation for literary and cultural ideas that resonate across cultures, students begin to read Hispanic literature, including the mystery *No Hay Justicia* for reinforcement of understanding of conjugation of verbs and dexterity with vocabulary in written and spoken language. Conversational focus is on learning how to ask for assistance or directions. Students create and present a tourist guide of their favorite city to include descriptions and maps.

**ESSENTIAL SKILLS:**
- Write the target vocabulary correctly in a creative retelling of stories
- Present fluently in Spanish to class

SPANISH 4
(11TH-12TH GRADES)
Daily conversation in Spanish about geography, fashion, current events and personal health topics reinforce students’ ability to communicate with ease on topics of global interest.

Students read and analyze Spanish texts in timed writings to demonstrate comprehension and fluency and advanced writing skills. Grammar study focuses on the use of present indicative, present progressive, preterit, imperfect, and future and conditional tenses in their conjugations.

**ESSENTIAL SKILLS:**
- Conversational agility
- Expand vocabulary to include proper conjugation of verbs in all tenses

SPANISH 5
(11TH-12TH GRADES)
Students reinforce vocabulary and language skills required to communicate in real-life situations and to deepen their understanding of Hispanic culture. Focus on verbs extends to indicative versus subjunctive tenses and “if” clauses. Reading in Spanish includes an adaptation of the classic text *Sangre y Arena* by Vincente Blasco Ibanez, as well as poetry by Pablo Neruda and a variety of short stories. Students learn new vocabulary pertaining to the arts. Students select an artist from any medium for a culminating project about place, influences, and the artist’s vision presented in Spanish. This course is one of two advanced Spanish courses available to seniors.

**ESSENTIAL SKILLS:**
- Independent reading of Spanish literature
- Reading comprehension
- Fluency in writing in Spanish

SPANISH CULTURE
(11TH-12TH GRADES)
A study of geography and the arts in the diverse Spanish-speaking world is the core of this course about the influences and people identified as Hispanic. Students explore culture, social connectedness, and conflict at the intersections of modern Latin America. Students may use studio art, film, or writing to demonstrate an understanding of the role of the artist in Spanish culture. Culminating projects focus on social-justice issues in the Hispanic world. This course is one of two available to seniors.

**ESSENTIAL SKILLS:**
- Awareness of range of cultures in the Spanish-speaking world
- Research
- Oral presentation

→ FEATURE PROJECT:
*Una Cita Con un Artist.* Each student selects a visual artist, film director, actor, architect, or musician, reads deeply about the artist, writes a biography, and presents details of the life, works, and influences of the artist in an oral presentation without using notes. The project provides an opportunity for students to learn specialized vocabulary in an area of personal interest.
electives

Wildwood offers an electives program that satisfies both academic and creative interests. Our approach to all subjects values depth over breadth, providing the opportunity for students to delve fully into a discipline through yearlong study.

Students choose one yearlong elective course each school year from a number of options. It is required that students complete at least one arts elective from a choice of performing arts, visual arts, or music classes to meet graduation requirements.

**MUSIC THEORY AND PRACTICE**
*(9TH-10TH GRADES)*
Complementing topics in humanities, students play and listen to classic American jazz. Introduction to theory, ear training, composition, and performance deepens musical understanding and practice. Students study major scale and its modes, recognize and sing intervals, understand and play chord progressions, and read and write rhythm notation. In preparation for concerts, students learn rehearsal technique, giving attention to group dynamics, phrasing, and playing and listening simultaneously. The year culminates with a performance of original individual compositions.

**SINGER/SONGWRITER**
*(9TH-10TH GRADES)*
Composing and arranging are emphasized in this practicum. Students’ skills evolve in music theory, song interpretation, and music appreciation in preparation for several performances throughout the year, including a cabaret concert, the winter concert, and culminating with an original songs concert. Students learn repertoire, compose, rehearse, and produce solo and small ensemble pieces in contemporary styles. Ear-training practice, including interval and chord-type recognition, dictation, and transcription, guide the learning. Students apply theory to practice in musical situations. They listen actively while playing to use dynamics, play in rhythm, and support each other while developing stylistic and technical skills.

**MUSIC PRODUCTION LAB**
*(11TH-12TH GRADES)*
Music production techniques are introduced as students become comfortable with a variety of software and the computer as a musical tool. Working with state-of-the-art electronics, students create, record, and produce original music while actively learning about sequencing and production as well as editing and basic mixing techniques. In their final project, students collaborate to create, record, edit, produce, and mix original songs.

**JAZZ ENSEMBLE**
*(11TH-12TH GRADES)*
This yearlong course illuminates the language and repertoire of jazz. Students create, write, arrange, and perform an original composition inspired by listening. With individual guidance, each student is encouraged to increase expressive abilities with a chosen instrument, become more familiar with the theoretical and practical fundamentals of music, and perform as a soloist in an ensemble. Prior knowledge of music and ability to play an instrument and audition required.

**VISUAL ARTS**
*(9TH-10TH GRADES)*
This interdisciplinary elective connects topics in art history to humanities coursework. Using a variety of artistic tools, techniques, and media, students experience and discuss the idiosyncratic
processes artistic creation from brainstorming to finished work, culminating with reflection about their own artwork through class critiques and self-assessments. Studio opportunities in painting, drawing, ceramics, digital photography, and video are complemented with field trips to Los Angeles-area galleries and museums and talks by visiting artists.

PAINTING (11TH-12TH GRADES)
Instruction emphasizes development of technical, conceptual, and critical decision-making skills in painting. Working in watercolors, acrylics, and oil paints, students gain an understanding of how to use various types of paper, canvas, brushes, and other painting tools. Students study layering, lighting, perspective, figure and portrait painting, color theory, building frames, and stretching canvas. Each student learns archiving techniques and develops a personal portfolio. Writing on topics in art history, self-assessments, and artist statements are integrated into the coursework. Class critiques, art history discussions, field trips, and visiting artists expose students to the influences of place and culture on artists.

CERAMICS AND SCULPTURE (11TH-12TH GRADES)
Students explore the fundamental concepts of sculpture, emphasizing design for function through techniques of hand building and wheel throwing. In visits to museums and artists’ studios, students learn about American sculptural art history and creating from the 1940s to the present. Students work independently during studio time and collaborate in class critiques, art history discussions, and field-trip reflections.

DIGITAL PHOTOGRAPHY (11TH-12TH GRADES)
Techniques for shooting and manipulating images with software are emphasized as students explore the elements of art, principles of design, and composition. The students are introduced to genres of landscapes, architecture, still life, portrait, documentary, and journalism.

PERFORMING ARTS (9TH-10TH GRADES)
Training includes improvisations, theater activities and exercises, cold reading, scenes and monologues, vocal production, movement, and stage combat. Students read and perform selected scenes from William Shakespeare, Henrik Ibsen, Arthur Miller, and August Wilson, Tennessee Williams, and Beth Henley. Students can explore directing, producing, and/or design. The class culminates with a final performance.

THEATER: APPRECIATION AND PERFORMANCE (11TH-12TH GRADES)
This course is for all levels of actors and directors and culminates in the production of a full-length play performed in the spring. Training includes acting techniques, theater exercises, improvisation, voice/speech/dialect work, movement, scene study, and audition skills. Students perform a variety of scenes and monologues to explore and deepen their performance skills.

CREATIVE WRITING (11TH-12TH GRADES)
Through prompts and directed writing, students develop their voices through vibrant language and storytelling. Projects include short stories, poetry, graphic novels, and creative nonfiction writings, including travel essays and memoirs. Each student’s final project—a short story, a portfolio of poems, or the chapter of a graphic novel—is polished through a series of revisions and drafts.
POLITICS AND GOVERNMENT
(9TH-12TH GRADES)
Students examine modern politics and frameworks in the United States to consider the political culture of this country. Students explore and discuss the nature of government established by the U.S. Constitution with particular attention to the branches of the federal government, the separation of powers, and the concept of federalism. Core work focuses on the judicial branch as students participate in a mock trial. Current public-policy issues are examined as each student chooses an issue and designs a citizen-action campaign. The project culminates with a mock trial and speech to the class.

LABS AT UCLA, CALTECH, AND OTHER LOCAL INSTITUTIONS.

YEARBOOK
(9TH-12TH GRADES)
Students produce, design, and market Wildwood’s annual hardcover school yearbook. With faculty guidance, students gain skills in graphic design, digital photography, copy writing, editing, and advertising. The emphasis is on collaboration and working cooperatively to meet four major deadlines.

ADVANCED TOPICS IN SCIENCE
(9TH-12TH GRADES)
Offered to support individual research and design projects, this course guides students in collecting and analyzing data and introduces methodology. Students are coached in applying relevant mathematics to produce a research project documenting their scientific findings. Students may design research in any scientific discipline. Projects have included testing cellphone radiation, converting sound into light, and the impact of the environment on heart disease. Eligible students may work in labs at UCLA, CalTech, and other local institutions.

YEARBOOK
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physical education

The upper school physical education program seeks to promote students' development of healthy habits for a balanced lifestyle integrating the mind, the heart, and the body by developing lifelong habits of health and wellness. Upper school students are required to take two years of P.E. to meet graduation requirements.

Each student chooses from one of three tracks: yoga, with an emphasis on flexibility and breath control; a fitness track, emphasizing wellness and core strength building; and a traditional sports track such as soccer, basketball, or baseball. Students in each track set personal wellness goals and are coached to achieve their intended outcomes. The Habits of Mind and Heart are highlighted throughout the curriculum, with a focus on respect for self and others during classes. The Habit of Collaboration is the foundation of teamwork, and students are continually encouraged in the Habit of the Service to the Common Good to put forth the effort to improve.

DIVISION THREE
PHYSICAL EDUCATION
Ninth and 10th grade students may choose one of the three classes offered annually.

SPORTS
This multi-sport choice is appropriate for beginners and more skilled players interested in team sports, including flag football, basketball, and soccer. The class focuses on technique and on specific skills and strategies used in athletics. Students are divided into teams to play one another in formal games as they continue developing skills through friendly competition. Classes take place at Stoner Park, Wildwood's home field for P.E. and CIF soccer play.

FITNESS TRAINING AND MEDITATION
Students explore various modalities of meditation combined with interval training to increase their mindfulness, core strength, and overall fitness. Classes take place at Stoner Park and Santa Monica Beach.

YOGA
Beginner and experienced practitioners are guided in yoga flows and asanas. Through the exploration of these movements, students develop an understanding of their physical and mental capacities. In addition to poses, students study several pranayama (breathing) techniques. Students develop an understanding of yoga and realize the benefits of active practice. Regular class discussions, assignments, and explorations deepen and strengthen the practice and understanding of yoga to build awareness of the many types of yoga, healthy living, wellness self-evaluations, and the role of nutrition.
Internships

Internships are part of the core curriculum for Wildwood juniors and seniors, and students are assessed on their participation. From communications and public relations to sports management and research labs, Wildwood’s internship program offers opportunities for students to explore a range of professions.

Each student researches and selects a site aligned with personal and career interests and chooses from a range of settings. Students spend two afternoons each week at a work site observing how colleagues collaborate in organizations with mission-specific goals. Students support the work of the organization while learning communication skills, problem solving, and meeting challenges in a real-world setting. Work-site supervisors provide regular feedback on students’ work.

Examples of recent internship sites include the Santa Monica Museum of Art, Bad Robot, The Peninsula Hotel, Brooks + Scarpa Architects, UCLA’s Department of Chemical and Biomolecular Engineering, ESPN Deportes Radio, Mayme A. Clayton Library & Museum, Cedars-Sinai Medical Center, and the Skirball Cultural Center.

technology and library resources

Upper school students build cloud-computing skills and use advanced search engines and emerging research tools. All 9th grade students take an information literacy course taught by Wildwood’s head librarian.

Upper school students expand their use of web 2.0 applications through the use of VoiceThread and web-based academic portfolios. Advanced techniques in iMovie, Garage Band, Adobe CS, and other emerging media design software is emphasized as students create and present project work. Some courses, like geometry, feature software as the main textbook for the class, and students use Geometer’s Sketchpad to explore key academic concepts. Art and music classes introduce students to specialized programs to produce digital works and to store work in virtual portfolios and student websites. Students and teachers use a new web-based learning management system, which allows Wildwood to embrace blended learning models throughout the grades.
community involvement

Community involvement takes many forms in upper school where students gain perspective and experience in community service for local and global communities and in learning environments beyond the classroom.

Ninth graders create and maintain a vertical garden at Wildwood and a garden at the Westside Children's Center. Tenth graders participate as teacher's assistants at Wildwood's elementary campus, working with the school's younger students in a variety of capacities.

Eleventh grade students assist at the middle and upper campus. Students write articles for school publications, help in the classroom, and serve as assistants for teachers or administrative departments. During alternate semesters, 11th graders volunteer at an outside organization of their choice. They also participate in Wildwood's unique internship program.

Senior Institute students conceptualize, plan, and execute a community involvement program as one of their senior projects required for graduation. Each project reflects the student's individual passions and is the culmination of the ideals of citizenship and connection to community Wildwood fosters in all its students. Wildwood's International Community Involvement (ICI) program offers upper school students the opportunity to become involved and form relationships with people and cultures outside the U.S. through service-based learning and cultural exchange. Seniors also participate in the school's internship program, a continuation of work begun in the previous year or with a new organization.
## technology

In all coursework, Wildwood students gain skills in using academic software and a range of emerging digital tools to enhance learning, research, and presentations of class work.

### ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Grade</th>
<th>Focus</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Pods (K1st G)</td>
<td>Structured learning with age-appropriate software and websites</td>
<td>Beginning word processing; using multimedia writing and reading tools such as MediaBlender and Starfall; introducing drawing and painting software, including Kid Pix</td>
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<tr>
<td>2nd Grade</td>
<td>Launching tech literacy</td>
<td>Integrating content with photos, audio, and video; using Keynote; navigating online databases to source a book, then finding it in the library; enhanced learning using the SMART Board and incorporating media into projects</td>
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<tr>
<td>3rd Grade</td>
<td>Finding information; asking good questions</td>
<td>Keyboarding lessons; advanced word processing; using the iPad for multi-step word problems; creating GoAnimate videos and BrainPop games and lessons; identifying credible sites and creating efficient search queries</td>
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<td>4th Grade</td>
<td>Understanding website intentions and ideas; online citizenship</td>
<td>Understanding intentions of websites, the role of advertising, Google rankings, digital citizenship, and bullying behavior; staying focused and overcoming online distractions</td>
</tr>
<tr>
<td>5th Grade</td>
<td>Strategies for efficient and independent use of the web</td>
<td>Applying critical thinking and research skills; introducing Google Docs and Apple TV with iPads to create mobile document cameras; using Edmodo’s secure, teacher-moderated social network for lessons, book discussions, and content sharing</td>
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technology cont’d

MIDDLE SCHOOL

**Division One (6th Grade)**  
Proficient with technology and expanded use of technology tools  
Using advanced presentation software and various iPad apps in classroom work; using iPads for 1:1 learning/activities during science courses, i.e., plant dissection labs; beginning digital portfolio building using Wildwood Haiku LMS (Learning Management System)

**Division Two (7th – 8th Grades)**  
Advancing digital literacy and citizenship; deepening choices  
Introducing digital textbooks: History Alive; learning the fundamentals of cloud computing using Google Drive, Google Docs, and Google Presentations; using iPad apps in classroom work, including animal dissection labs and virtual building tools such as Minecraft and 3-D GameLab

UPPER SCHOOL

**Division Three**  
(9th – 10th Grades)  
Developing understanding of and using those technologies that are best suited to specific projects  
Gaining dexterity with web 2.0 tools and emerging software, including VoiceThread, to create collaborative presentations; applying Geometer’s Sketchpad to key academic concepts in mathematics; using media design tools and developing advanced techniques in iMovie; continuing to build digital portfolios of assignments, classroom work, art projects, and music compositions

**Senior Institute**  
(11th – 12th Grades)  
Applying knowledge of technology to passion projects, for professional-level use, and future in global economy  
Fine-tuning digital portfolios in preparation for senior exhibitions and college/university applications, which includes advanced file organization, conversions, collaboration, and creative applications in composing music with Reason virtual music studio software and professional-level applications used in the arts, performance, and film, including Final Cut Pro, Apple DVD Studio Pro, GarageBand, and Compressor
Wildwood is committed to the continuing process of developing and sustaining an inclusive and equitable community where all members feel valued and recognized. Multiculturalism is integral to the Wildwood community in a variety of ways. A thematic scope and sequence is intentionally integrated into the advisory program and academic curriculum, and student support programs are in place at every grade level. At the elementary school, Cross Cultural Connections, a student club, offers opportunities to explore diversity themes. At the middle and upper schools, a range of multicultural offerings include student affinity groups, a Straight and Gay Alliance (SAGA), a student of color peer mentor group, regular discussions of multicultural current events, and an annual multicultural symposium. Wildwood’s Parent Multicultural Collaborative (PMC) hosts community events for parents, including Multicultural Community Dialogue, Multicultural Family Story Night, an annual picnic for families of children of color, and more.

Wildwood’s full-time director of multicultural affairs leads and closely collaborates with Wildwood’s Multicultural Leadership Team made up of faculty members and administrators from the elementary, middle, and upper schools. The team participates in extensive training to guide the multicultural program throughout the school. The team also focuses on personal, interpersonal, cultural support and continuing reflection on institutional practice. The goal of Wildwood’s student multicultural programming is to help each student develop an understanding of his or her own multicultural identity while fostering a better understanding and ability to relate to the experiences and perspectives of others. We believe that such awareness, along with skill development and practice in cross-cultural communication and critical thinking, will enhance our students’ ability to collaborate effectively within our community and in the global context as they engage the world beyond our community.

### MULTICULTURAL PROGRAM SCOPE AND SEQUENCE

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<tr>
<td>Division One</td>
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<tr>
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Wildwood School believes advisory is essential for student success. Our advisory program begins in 5th grade and continues through senior year. Like all classes, advisory offers a structured curriculum that integrates academic support, peer binding and team building, multicultural programs, community involvement, and activities designed to enhance higher-level thinking and communication skills.

Advisory classes are led by teachers who serve as students’ mentors, advocates, and primary links between home and school. The small group setting encourages the development of supportive relationships with peers and adults who students grow to know well and can trust. Advisory becomes a safe space where kids try out new ideas and explore their own identities. In the process, they cultivate a sense of self—academically, emotionally, and socially.

With a focus on relationships and exchange of ideas, one of the primary objectives of advisory is to provide students with a comfortable place to engage in thoughtful—and often lively—discussions about national and world events. Guided by their advisor, students learn to share their thoughts, listen to others’ opinions, analyze sources, and respect differing points of view.

Part of the advisory curriculum focuses on learning about and participating in local community involvement projects, both on campus and at local social-service agencies. Projects are age appropriate and selected to demonstrate to students what they can give and gain as they become aware of a range of community needs in human services and environmental stewardship.

Today, Wildwood’s advisory program is internationally recognized and is used in diverse settings around the country and abroad, ranging from classrooms in public schools in the Los Angeles Unified School District to the American School in London. Hundreds of educators across the country use our strategies as a result of attending Wildwood Outreach Center’s advisory workshops or by applying concepts from *The Advisory Toolkit*, a Wildwood publication that offers detailed information on creating and maintaining an advisory program.
community involvement

At Wildwood, every student is expected to contribute to the common good of our school, local, and global communities. Age-appropriate projects and connections begin in the Pods and continue through the elementary grades. All projects are closely integrated with classroom learning to intentionally reinforce the powerful connection of the individual to service.

Throughout their middle and high school years, students participate in a variety of projects ranging from the local to the international, where real social and environmental impact is measureable. As environmental stewards, students spend time planting trees, clearing congested areas in the Ballona Wetlands, and supporting a nearby marine mammal rescue center.

Wildwood has developed continuing relationships with local organizations that serve as the foundation for the middle and upper school Community Involvement program. Seventh and 8th graders spend one afternoon each week in the community working with elders reading, performing, and providing conversational partnerships. Upper school students work at local childcare centers and as teaching interns at Wildwood’s elementary school. The projects intentionally emphasize multi-generational connections.

Finally, seniors devise and implement a community involvement project as one of three projects required for graduation.

international community involvement

Each year, upper school students have the opportunity to extend their awareness of opportunities to make global change on an international scale. During spring break, students can choose to join faculty-led service travel. In recent years, Wildwood groups have visited Nepal, Guatemala, Uruguay, Argentina, and Bulgaria to work with humanitarian organizations and teach in local schools.
interscholastic athletics

WILDWOOD’S ATHLETIC MISSION STATEMENT
Wildwood's athletic program embodies the mission of the K-12 school in developing individuals who are reflective, ethically grounded, and confident. The fields and courts are extensions of the Wildwood classroom where student-athletes learn the values of commitment, competition, and teamwork. Wildwood Wolves are taught to compete at the highest levels and play to win. Student-athletes hone their skills and learn the values of sportsmanship in a competitive environment.

MIDDLE SCHOOL
Middle school athletics offers two levels of involvement: competitive teams competing in the Pacific Basin League with other Westside schools and foundational groups for students who want to participate and improve their skills but are not yet ready for competitive play.

UPPER SCHOOL
Upper school athletics includes junior varsity and varsity levels of play. Both levels compete in the CIF-sanctioned Coastal League with other similarly sized schools.

Team sign-ups, assessments, and athlete placements occur before each season.

Wildwood's middle and upper school may field boys, girls, and/or coed teams in the following sports:

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<th>Fall</th>
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<th>Spring</th>
<th>Year-round</th>
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<tr>
<td>cross country</td>
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<td>baseball</td>
<td>equestrian</td>
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<td>flag football</td>
<td>soccer</td>
<td>golf</td>
<td>sailing</td>
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<td>swim team</td>
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<tr>
<td>volleyball</td>
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<td>track and field</td>
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066 appendix interscholastic athletics
college counseling

The college application process is exciting, hopeful, and of course, stressful. During the upper school years, Wildwood's college counselors are available to students and their families to guide and assist them through the maze of college selection and admissions. Wildwood has one of the lowest student-to-counselor ratios among Los Angeles-area independent schools.

College counseling begins in 9th grade, when counselors first start to work with students and their families. In 11th and 12th grade, Senior Institute students meet with the counselors and advisors regularly to review coursework and to plan for future academic and leadership opportunities. In addition, seniors attend Wildwood’s College Boot Camp, a four-day seminar in which they begin the college application process in earnest, with particular focus on the college essay and preparing for a college interview.

Wildwood students and their parents have access to the web-based interactive college search system Naviance Family Connection, which can be used to access a student’s academic profile, research colleges and universities, and manage the application process.

We proactively introduce Wildwood’s philosophy to colleges and universities in all parts of the country. During the school year, more than 100 colleges visit our campus and meet with students. In addition, seniors have the opportunity to go on a school-organized college trip to the East Coast during the spring of their junior year.

graduation requirements

Upper school students are required to take a rigorous core curriculum that includes the following:

• English*, 4 years
• Social studies*, 4 years
• Mathematics, 4 years
• Spanish, 4 years
• Science, 4 years
• Arts, science, or humanities electives, 4 years
• Physical education, 2 years

A series of portfolio pieces is required in each subject area.

At the end of 12th grade, students must present a graduation exhibition, an oral defense of their academic and personal evolution that is presented to teachers, administrators, family, and friends. As an evaluation and a salute to student achievement, exhibitions reinforce the discipline and self-reflection that make for a successful college career. In addition, students must present three independent senior projects: an academic passion project, a community involvement project, and a personal challenge project.

*Wildwood’s upper school humanities, history, and literature courses meet the English and social studies graduation requirements.
accreditations and affiliations

Wildwood School is a member of and is accredited by the California Association of Independent Schools (CAIS) and the Western Association of Schools and Colleges (WASC). Additionally, the University of California has approved all of Wildwood's upper school courses.

Wildwood is also a member of the following organizations:

- National Association of Independent Schools (NAIS)
- Association for Middle Level Education (AMLE)
- Coalition of Essential Schools (CES)
- Progressive Education Network (PEN)
- National Center for Independent School Renewal (NCISR)

- The Independent School Alliance for Minority Affairs
- National Association of College Admission Counseling (NACAC)
- National Association of Principals of Schools for Girls (NAPSG)
- Education Records Bureau (ERB)
- College Board
- Western Association for College Admission Counseling (WACAC)

non-discrimination policy

Wildwood School does not discriminate on the basis of age, color, creed, disability, gender, marital status, national or ethnic origin, race, religion, or sexual orientation. This policy applies to all areas of the school, including admission, educational policies, financial aid, and other school administered programs.