

Upper School Curriculum Guide (Grades 9-12) 2022-2023

Middle and Upper School

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Wildwood School

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Wildwood School cultivates reflective scholars, bold innovators and passionate leaders equipped with the skills, ethics and inspiration to transform their world.

Upper School Curriculum: Introduction

Wildwood's upper school is the pinnacle of the K-12 journey, where knowledge gleaned throughout students' time at Wildwood is synthesized, and the resources and support provided throughout their time at Wildwood come together to successfully launch students into the world of higher education, careers, and life beyond.

Synthesizing Knowledge and Expertise

Essential questions spark dialogue that requires every student to think deeply and participate. Rather than accept one source as an answer, students approach learning through various lenses and perspectives, studying critical theory and conflicting primary sources, gathering their own data, and then comparing it to others. It's through original research and an interdisciplinary approach that they arrive not just at the answer, but their answer, a destination that isn't reached via short answer or multiple choice.

Launching Prepared Graduates

Wildwood coaches students to become experts in their areas of interest and responsible for their intellectual and creative pursuits. The goal? Independent thinkers who know how to collaborate. Confident public speakers who are also good listeners. Each is prepared to take the next steps to college and life.

Wildwood's upper school curriculum engages maturing intellects with core courses and electives. Honors courses and advanced studies are offered for students who wish to pursue additional coursework areas of special interest and abilities, and further their academic record. Our Institutes and upper school arts and academic electives invite students to explore their creativity and nurture talents on campus and in the community.

Advisory meets three to four times per week throughout the upper school. 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 programs may include off-site internships and local and international community involvement, which test student initiative while engaging students in a variety of experiences beyond the classroom. 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.

Graduation Requirements

Upper school students are required to take a rigorous core curriculum of academic courses in Humanities, literature, history, mathematics, science, world languages, and electives and Institutes to meet the requirements for graduation.

Humanities	2 years (9th and 10th grades)
Literature	2 years (11th and 12th grades)
History	2 years (11th and 12th grades)
Mathematics	3 years (including Geometry and Algebra 2)
Science	3 years (including Conceptual Physics and Biology)
World Languages	3 years (at least two years of the same language through Level 2)
Physical Education	1 year (9th grade)
Electives and Institutes	4 years (1 year must be a UC approved Visual or Performing Arts class)
Community Involvement	3 years (10th, 11th, and 12th grades)
Advisory	4 years

Required Course Load By Year

9th grade: (8 credits)	10th grade: (8 credits)	11th grade: (8 credits)	12th grade: (7-8 credits)
Humanities (2)	Humanities (2)	Literature (1) Modern U.S. History (1)	Literature (1) Senior Seminar (1)
Mathematics (1)	Mathematics (1)	Mathematics (1)	Choice (1)
Science (1)	Science (1)	Science (1)	Choice (1)
World Language (1)	World Language (1)	World Language (1)	Choice (1)
Elective or Institute (1)	Elective or Institute (1)	Elective or Institute (1)	Elective or Institute (1)
Physical Education (1)	Community Involvement (1)	Internship/Community Involvement (1)	Internship (1)
Advisory (1)	Advisory (1)	Advisory (1)	Advisory (1)

Seniors who have completed their graduation requirements for Mathematics, Science, and World Languages may choose to take a free period by dropping either Mathematics, Science, or World Language from their course of study. They must, however, maintain a minimum of seven credits, including World Literature, Senior Seminar, Elective or Institute, Advisory, and Internship completed either over the summer or during the school year.

University of California Freshman Admission Requirements

All of our Humanities, Mathematics, Science, and World Languages courses as well as most of our Elective and Institute courses meet UC approval. Please visit the UC admissions website for UC eligibility requirements: A-G Subject Requirements <http://admission.universityofcalifornia.edu/freshman/requirements/index.html>.

Summer School and Courses Taken Outside of Wildwood

Students enrolled at Wildwood who are interested in taking courses at institutions outside of Wildwood may do so for enrichment purposes. Certain institutions (for example, community colleges) may require approval from the Director of Upper School before the student is allowed to enroll in the course. Such approval may take several weeks to obtain, so students and parents/guardians interested in this option should contact the Director of Upper School well in advance of any external deadlines.

Summer School courses and courses taken at institutions outside of Wildwood:

- Are not included in the Wildwood transcript
- Are not reflected in the student's final Wildwood GPA
- Do not fulfill Wildwood graduation requirements
- Do not reduce the minimum number of required courses at Wildwood each year
- Do not allow a student to skip a Wildwood course in a particular course sequence

In very rare circumstances, a student may need to complete a graduation requirement at an institution outside of Wildwood. In such circumstances, special approval must be sought and obtained from the Director of Upper School prior to the student's enrollment in the course. Special approval is contingent upon the following:

- The purpose of completing a graduation requirement outside of Wildwood.
 - Please note that students cannot take outside courses to skip a Wildwood course in a particular sequence or to reduce the minimum number of required courses at Wildwood each year.
- The course must be offered by an accredited institution
- The course must offer a year-long credit.

If special approval is granted, the student also must provide Wildwood School with a transcript from the outside institution confirming the student's successful completion of the course. Without a transcript, Wildwood will not consider the graduation requirement completed. Special approval is a lengthy process, so students and parents/guardians interested in this option should contact the Director of Upper School well in advance of any external deadlines.

Adding/Dropping Courses

The student may request to add or drop a course for a limited number of days at the beginning of the school year.

Requests to add or drop a course may be made for the following reasons:

- Graduation requirements
- Gaps in the required course load
- Correction due to system errors
- Level placement for Mathematics, Science, or World Languages
 - Note: Level placement is contingent on departmental approval, placement diagnostic, completion of prerequisite courses, and/or space in the other level class.
- Desire to take a different elective or join an Institute

Requests to add or drop a course cannot be made for the following reasons:

- Requests for a specific teacher

- Requests for a specific block or section
- Requests for a class with specific peer

Open Add/Drop Period: Up to end of week 3 of the school year

During this period, the student may request to add or drop courses in their schedule without impact to their transcript. Any course that has been dropped or swapped will not appear on the student's transcript; no credit towards graduation will be awarded for the dropped or swapped course; the dropped or swapped course will not be included in the calculation of the student's overall GPA translation. The open period is the only time during the school year when a student may add a new course to their schedule. **Honors Exception:** Students enrolled in an Honors course may request to drop Honors and return to core without penalty through the end of Week 7.

Late Drop Period: Week 4 to end of Week 12 of the school year

During this period, the student may request to drop a course in their schedule with some impact to their transcript. The dropped course will remain on the student's transcript with a "W" (Withdrawn); no credit towards graduation will be awarded for the dropped course; the dropped course will not be included in the calculation of the student's overall GPA. **Honors Exception:** Students enrolled in an Honors course may request to drop Honors and return to core without penalty through the end of Week 7.

Week 13 and On

After the Late Period closes at the end of Week 12, no courses may be dropped. The school may make exceptions in the following circumstances:

- Extended illness or injury resulting in medical leave from school
- Appropriate placement of new students

Students are encouraged to consider schedule changes carefully. Changes may not be reversed after they have been finalized or may require shifts in the student's other classes to different sections/blocks and/or different teachers. Additionally, the student is responsible for completing work assigned before their arrival in the new class.

Independent Study

An independent study at Wildwood School is intended to allow a 12th grade student the opportunity to pursue an area of interest in greater depth or detail than the curriculum currently provides.

The independent study is formally proposed by the student with oversight by a current Wildwood faculty member or administrator with experience in the proposed field of study who is willing to serve as the independent study supervisor. If approved, the student will be expected to design a comprehensive outline of the study, including a bibliography of readings and sources, units of study, a schedule of meetings with the study's supervisor, a culminating project that synthesizes the learning of the year, and twelve clearly-defined standards by which the student's work will be assessed. Independent studies earn letter grades on the student's grade report and are factored into the student's overall GPA.

An independent study may be proposed under the following circumstances:

- The student is a rising 12th grader with a demonstrated ability and/or investment in the proposed field of study as well as demonstrated strengths in time management, collaboration, and independence
- No other courses or Institutes afford the student a comparable opportunity for depth or focus of study

- The independent study identifies a current Wildwood faculty member or administrator with experience in the proposed field of study who has approved the student’s proposal and is willing to serve as the year-long independent study supervisor and assessor
- The independent study is intended to satisfy the elective graduation requirement for 12th grade and does not replace a Humanities, mathematics, science, or World Language requirement

The Upper School Division Director will make a decision on approving the proposal based on input from the Assistant Director of Middle and Upper and the relevant Department Team Leader.

Rising 12th graders interested in proposing an independent study are strongly encouraged to carefully read the [Independent Study Overview and Process Document](#) and then submit their [independent study proposal and application](#) no later than **Friday, April 22, 2022**.

Honors and Advanced Studies

Honors Program

The Honors program challenges students with passion for and strengths in a subject to go deeper with their work and their thinking. Honors students engage with more sophisticated material and concepts, work on more complex assignments, and are challenged to demonstrate greater independence and responsibility for their learning. Honors courses are embedded within core sections, which allow opportunities for diverse perspectives and opportunities for leadership and differentiated learning experiences. Students who choose Honors-level work receive honors designation on their transcripts after successful completion of all requirements. Honors level classes are noted with the course descriptions.

Students may request to take an Honors course when requesting courses for the following year. They are then enrolled in that Honors course on a temporary basis. The teacher of the course will offer students opportunities to engage with Honors content and work on Honors skills over the summer and in the first weeks of the school year. Permanent enrollment in the Honors course is determined by demonstrations of growth in Honors standards and skills, the teacher’s recommendation, and the student’s desire to remain in the course. Students may drop Honors without impact to their transcript through the end of week 7 of the school year. Students may drop Honors with some impact to their transcript between the start of week 8 and the end of week 12. The dropped course will remain on the student’s transcript with a “W” (Withdrawn); no credit towards graduation will be awarded for the dropped course; the dropped course will not be included in the calculation of the student’s overall GPA. From week 13 on, the student may not drop Honors courses.

Advanced Studies

Several of our highest level courses are advanced studies, with students engaging with college-level material. These courses do not offer Honors options but are designated on the transcript as advanced with an asterisk. (*)

Humanities

The Humanities department encompasses three interconnected but distinct areas of study: Humanities, Literature, and History.

9th and 10th grade Humanities 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 lives 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.

After 10th grade, Humanities classes split into separate literature and history courses to allow students to fine tune discipline-specific skills. Coursework includes an introduction to modern American literature and modern U.S. history.

The senior history class provides students with an opportunity to choose between four seminar classes focusing on a particular area of social science including global environmental change and policy, philosophy, ethics and law, politics and government, and social problems in America.

HUMANITIES

Humanities 9: Western Heritage (9th grade)

Prerequisite: N/A

Honors Option: Yes

Western Heritage is an interdisciplinary Humanities course connecting literature and history. This course explores major historical events between the late Medieval period and World War II, to consider how they shaped the modern world and address the year-long essential question: "What does it mean to be Human?" Students will develop tools to critically evaluate historical events to better understand their impact on current systems, social structures, and challenges. The project-based curriculum focuses on developing reading, writing, research, presentation, and analytical skills. Major texts include Marjane Satrapi's *Persepolis*, William Shakespeare's *Othello*, Jamaica Kincaid's *A Small Place*, Erich Maria Remarque's *All Quiet on the Western Front*, and student-selected texts on colonialism and World War II. This course is designed to cultivate reflective thinkers and actors ready to meet the complex challenges of today.

Humanities 10: American Experience (10th grade)

Prerequisite: Humanities: Western Heritage

Honors Option: Yes

Through an analysis of the essential question "What does it mean to be an 'American'?" students launch into a year-long 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 United States.. 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 works *There There* by Tommy Orange and *Fences* by August Wilson.

LITERATURE

Modern American Literature (formerly Genre and Style) (11th grade)

Prerequisite: Humanities: American Experience

Honors Option: Yes

This course poses the essential question “How does literature talk to us, and how do we talk back?” and invites students into a conversation that has been happening for thousands of years, binding humans together within and across cultures, societies, identities, space, and time. Students read, analyze, and contextualize key American novels, plays, short stories, and poems from 1945 on. They develop their skills as analytical, critical, and creative readers, writers, and thinkers. Beginning with the 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 narrative structure and questions of gender, race, and power in texts such as Toni Morrison’s *The Bluest Eye* and Tony Kushner’s *Angels in America*. Harkness discussion, in-depth literary analysis, close reading, and film study complement all texts and enhance the conversation.

World Literature (12th grade)

Prerequisite: Literature: Genre and Style

Honors Option: Yes

World Literature explores many of the topics and questions that students have examined throughout their time at Wildwood, while reading texts (visual and written) from Ireland, Russia, India and Pakistan, among other places. The essential questions revolve around understanding the creation, enforcement, and policing of Hegemony, Alterity, and the maintenance of Asymmetrical Power. World Literature will do so by exploring different critical lenses through which to read literature and better understand the world. From Queer Theory, Feminist Studies, Critical Race and Post Colonialism, to Marxist and Film Studies Critiques, students will be exposed to, and learn about the language of the Academy. Texts explored include the novels *Brave New World* by Aldous Huxley, *Kolyma Tales* by Varlam Shalamov, *Carmilla* by Sheridan Le Fanu, and *How to get Filthy Rich in Rising Asia* by Mohsin Hamid, as well as assorted short stories. Students will also develop a yearlong fiction or nonfiction writing piece focused on an area of passion.

HISTORY

Modern U.S. History (11th grade)

Prerequisite: Humanities: American Experience

Honors Option: Yes

Beginning with the essential question “How does the past influence the present?” MUSH students read, discuss, and interpret primary documents. Units include the post-WWII world exploring political and military history, social history from the 1960s to 2000, civil rights, and economics. Units culminate in projects that range from the creation of a comic book, a video documentary, a traditional research paper, and a debate. Daily writing informs multiple perspectives which lead to student understanding of historical thinking skills like chronological reasoning, cause-and-effect relationships, analyzing documents to make and support arguments, and synthesis.

Senior Seminar (12th grade)

Prerequisite: Modern U.S. History

Honors Option: No

Students explore multiple perspectives, clarify their thinking through reading, research, and class discourse with the aim of creating evidence-based solutions to local and global problems. The course emphasizes critical reading and writing, Socratic discussions, independent research, and oral and multimedia presentation. Students will apply all these methods to daily coursework and activities and a year-long project that engages them in searching for solutions to real-world problems. The separate student-selected sections of Senior Seminar, while retaining the same emphases listed above, investigates the world through four different lenses: 1) Global Environmental Change and Policy; 2) Philosophy, Ethics, and Law; 3) Politics and Government; and 4) Social Problems in America. Students in

different sections have structured exchanges and interactions with students in other sections to share their different perspectives and learnings.

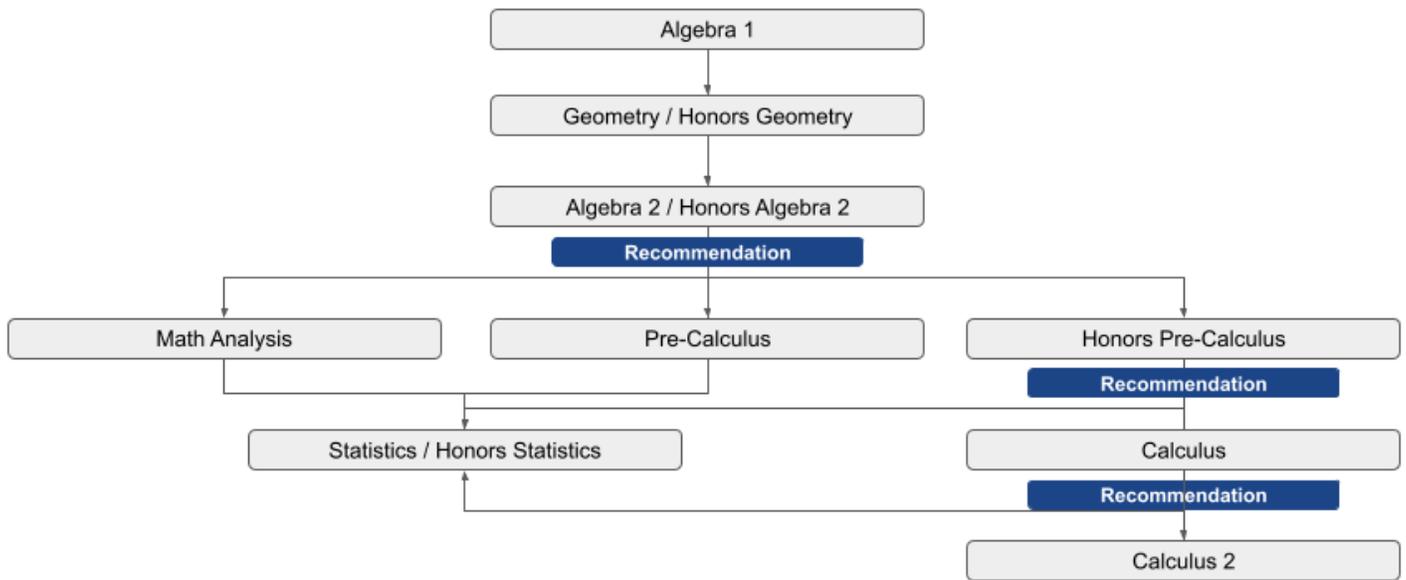
Mathematics

The upper school math program moves sequentially, from geometry to advanced algebra and through calculus. Students progress through the program based on their 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 and Math Analysis. From there, more advanced mathematics courses include Statistics, Calculus and Calculus 2.

A minimum of three (3) years of Mathematics are required to graduate from Wildwood School, including Geometry and Algebra 2. After Algebra 2, students enroll in higher mathematics courses based on interest, skill level, successful completion of prerequisite courses, and teacher recommendation. Placement for rising 9th graders is determined by a placement diagnostic and teacher recommendation. Note: many 12th graders choose to take a fourth math course in their senior year. Decisions about continuing in math should be guided by the student's interest and strengths as well as future college or professional plans.

UPPER SCHOOL MATHEMATICS COURSE PROGRESSION



Algebra 1

Prerequisites: N/A

Honors Option: No

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.

Geometry

Prerequisite: Algebra 1

Honors Option: Yes

Students will investigate logical proofs and critical thinking when solving problems or evaluating arguments. Geometry provides the necessary mathematical tools for complex reasoning and solving problems in the sciences, technology, engineering, and many skilled trades and professions. Geometry includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulatives, such as a compass and straightedge, to discover and explain much of the course content.

Algebra 2

Prerequisite: Geometry

Honors Option: Yes

Algebra 2 builds on the skills acquired in Algebra 1 and Geometry in order to prepare students for either Math Analysis or Pre-Calculus. Functions and the use of geometric transformations (reflections, rotations, scale changes, and translations) to relate algebraic and geometric concepts are core components of this course. Transformations are emphasized for the creation of polynomial, rational, exponential, and logarithmic functions. Matrices are used to solve systems of equations, and students develop predictive models using regression analysis. Students will discover how to construct and algebraically manipulate linear, quadratic, and higher degree polynomials in order to develop insight into the key features of these functions, such as finding their x and y-intercepts, minimums and maximums, and end behavior. Students will also explore key features of rational and transcendental functions, such as asymptotes, as well as the concept of a limit and infinity. Students will complete this course having gained mastery and mathematical depth over the intermediate to advanced algebraic concepts.

Math Analysis

Prerequisite: Algebra 2

Honors Option: No

Math Analysis builds on the skills acquired in Algebra 2 in order to prepare students for understanding the applications of the mathematics they have learned thus far in high school. The course starts with a continuation of the work in Algebra 2 on exponential and logarithmic functions and uses them to explore the mathematics of finance. Functions and the use of geometric transformations (reflections, rotations, scale changes, and translations) to relate algebraic and geometric concepts are also continued from Algebra 2. Students will construct and algebraically manipulate more complex linear, quadratic, and higher degree polynomials in order to develop deeper insight into the key features of these functions. Students will study in-depth trigonometric topics such as the Unit Circle, conic sections, polar coordinates, vectors, and Parametric Equations. In addition, we will explore sequences and series, limits, the foundations of the derivative, and extrema. Students successfully completing this class will have gained mastery and mathematical depth over many of the topics required for an understanding of how mathematics applies to real-world situations.

Pre-Calculus

Prerequisite: Algebra 2

Honors Option: Yes

Pre-Calculus focuses on the study of functions in preparation for Calculus. Students rigorously examine and analyze a variety of functions - constant, linear, quadratic, absolute value, general polynomial, rational, square root, general radical, exponential, logarithmic, and trigonometric - and their properties, graphs, algebra, and applications. Students also learn and apply composite and inverse operations, as well as transformations and graphical analysis. Successful completion of Pre-Calculus prepares students for Statistics. Successful completion of Honors Pre-Calculus prepares students for Calculus.

Statistics

Prerequisite: Pre-Calculus or Math Analysis

Honors Option: Yes

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.

Calculus *

Prerequisite: Honors Pre-Calculus

Honors Option: No

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 placed on solving real-world problems in engineering.

Calculus 2 *

Prerequisite: Calculus

Honors Option: No

This course is a continuation of Calculus that includes differentiation, integration and infinite series. The course is designed for students working toward a college degree in science, mathematics, physics, computer science, and more. Students who sign up for this course must have completed Calculus successfully.

Science

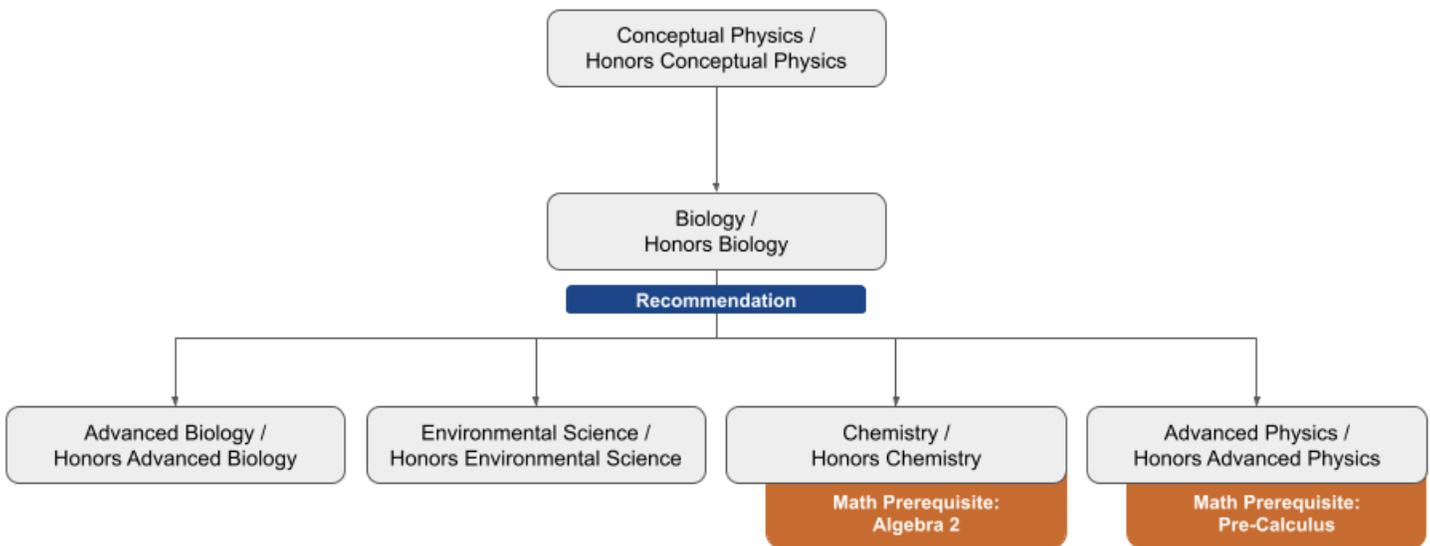
The Wildwood Science program aims to develop each student’s knowledge base, skill level, and interest in science through a sequence of courses and other opportunities that increasingly challenge each student. These challenges occur in five main areas: mathematical technique, experimental method, theoretical understanding, problem-solving strategy, and scientific communication.

As students move through the program, each course builds on prior courses to offer students the chance to further develop their mathematical sophistication, experimental expertise, conceptual understanding, problem-solving skills, and science-writing ability. Specifically, the program fosters these goals by providing progressive practice with incremental challenges, encouraging and supporting student struggle with scientific problems, and guiding students to make explicit connections with other disciplines, their lives, and the larger world. Through this approach, students take ownership over their learning, become self-starting investigators comfortable with tackling difficult scientific problems, and develop into young scientists who can communicate their findings and insights to the scientific and broader communities.

In essence, each year in the program, students move closer to being able to comprehend, critique, and create scientific contributions and leave the program better prepared to continue this development either on their own or through further study in college.

A minimum of three (3) years of Science are required to graduate from Wildwood School, including Conceptual Physics and Biology. After Biology, students enroll in science courses based on interest, math readiness, successful completion of prerequisite courses, and teacher recommendation. Note: many 12th graders choose to take a fourth science course in their senior year. Decisions about continuing in science should be guided by the student’s interest and strengths as well as future college or professional plans.

UPPER SCHOOL SCIENCE COURSE PROGRESSION



Conceptual Physics

Prerequisite: N/A

Honors Option: Yes

In Conceptual Physics, students will engage with this question through the study of motion, exploring the concepts and mathematical expressions used to describe forms of motion. This course emphasizes

conceptual understanding of the material. In order to further students' understanding, we will use some mathematical techniques such as slopes of lines and solving for a single variable in an equation. We will also introduce basic trigonometry. Science as a process is explored through experimentation: i.e., asking the right questions, defining variables, designing procedures, and drawing conclusions. Lab work is a central part of this course. Students engage in hands-on labs and write reports describing their results. Some of our labs have short, focused written reports and some will have complete, formal written reports.

Biology

Prerequisite: Conceptual Physics

Honors Option: Yes

Understanding life in all its complexity is the main focus of Biology. This course provides an overview of the main micro and macro topics within the subject: experimental basics, biochemistry, cellular biology, biological systems, cellular processes, genetics, evolution, and ecology. Students in this course will continue to develop their critical thinking skills as they discover connections between what they learn in class and their own lives. Mastering course standards will include safely conducting and writing up lab activities, demonstrating understanding through formal and informal assessments, as well as making use of scientific publications and online resources.

Advanced Biology and Biotechnology

Prerequisites: Biology

Honors Option: Yes

Advanced Biology provides students with the opportunity to explore a handful of specialized fields within biology in depth. This course emphasizes the importance of communicating science in a variety of forms such as through writing, art, and community engagement. This is also a lab-based course where students will actively participate in designing and performing experiments. The content of this course is structured within the narrative of Deep Time, the history of life on Earth. Students will progressively learn about biological concepts and fields of study, such as microbiology, marine biology, and anthropology, as the course moves through evolutionary history. In addition to these content areas, a major focus of the course is the conventions of scientific research. Students will complete several independent research projects of their own design, learn about the peer review process, and write up lab results using the format of a scientific journal article.

Environmental Science

Prerequisites: Biology

Honors Option: Yes

Environmental Science is designed to address the interconnectedness and complexity of Earth systems and how anthropogenic (human) impacts may play a role in altering these cycles. This hands-on, investigative curriculum brings together biology, physics, chemistry and earth science in an effort to look at environmental problems caused by human interaction and how sustainable problem-solving and awareness can be used to develop long-term solutions. The management and exploitation of Earth's natural resources will be a main focus of this course allowing students the opportunity to learn through research, laboratory investigation and year-long experimental design components.

Chemistry

Prerequisite: Biology and Algebra 2

Honors Option: Yes

Chemistry is an introductory course preparing students for further studies in chemistry in college while connecting to previous course content from Biology and Conceptual Physics. It is directed toward explaining the composition of matter, chemical principles, energy and essentially investigating how the

world functions at the molecular and atomic levels. Students will gain experience in laboratory situations, problem-solving, scientific writing, data analysis and experimental design while building a base-level of knowledge allowing for further study in subsequent courses at Wildwood and beyond. The course relies heavily upon mathematical computation and data collection and analysis in a collaborative environment.

Advanced Physics

Prerequisites: Biology and Pre-Calculus

Honors Option: Yes

In Advanced Physics, students study the basic laws of nature through the use of physical concepts, mathematical principles, and experimental techniques with the goal of developing physical understanding and scientific skills while instilling curiosity in the natural world and generating interest in how it works. More specifically, during the course, students accomplish the following:

- (1) Set up and use standard laboratory equipment;
- (2) Design, run, and analyze experiments;
- (3) Develop physical theories and explanations;
- (4) Apply concepts, theories, and mathematical techniques to solving problems and drawing conclusions; and
- (5) Create new concepts, ideas, and theories.

Moreover, and significantly, in Advanced Physics, emphasis is placed on the word "Advanced." Therefore, students develop advanced skills and content concerning scientific and physical concepts, mathematical methods, data analysis, and report writing. In addition, they develop advanced independence with regard to solving problems, running experiments, conducting research, and communicating results.

World Languages

The World Languages department offers Mandarin and Spanish. The approach to upper-level Mandarin and Spanish continues to emphasize communication, creating opportunities for students to speak, listen, read, and write at every level. Students learn vocabulary 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.

A minimum of three (3) years of World Languages are required to graduate from Wildwood School. Students must complete at least two years of the same language to fulfill the graduation requirement as well. Rising 9th graders choose their language of study, and placement is determined by a placement diagnostic and teacher recommendation. Note: many 12th graders who have studied a single language and completed their graduation requirement choose to take a fourth World Language course in their senior year. Decisions about continuing in World Languages should be guided by the student's interest and strengths as well as future college or professional plans.

MANDARIN

Mandarin 1

Prerequisites: N/A

Honors Option: No

This course fosters development of the four skills of language: speaking, listening, reading and writing. Students learn to express themselves and understand others in daily life through various activities including dialogues, acting, games, illustration, and story-telling. All vocabulary and structures are introduced through visuals, songs, stories, or picture sequences. Students learn to read and write simple passages in Chinese characters about the themes learned. The course also aims to improve understanding of Chinese culture and people by doing projects on geography, food, calligraphy, and customs. Mandarin 1 features a variety of activities. Each unit introduces a vocabulary theme and grammar concept. Activities to practice the learned material include reading, writing, listening, speaking, and games. Every unit also includes a lesson on Chinese culture. Assessments (quizzes, demos, oral presentations, and projects) include set answer questions (i.e. multiple choice), writing portions, listening portions, and speaking portions. Field trips to practice communicating in Mandarin in real-world situations are also part of the Mandarin experience.

Mandarin 2

Prerequisites: Mandarin 1

Honors Option: Yes

Students who have had previous Mandarin instruction enroll in Mandarin 2. Vocabulary and language skills are reinforced with an emphasis on communication in real-life situations. Reading and writing skills become increasingly complex to enhance language production and comprehension skills. Mandarin 2 and Mandarin 2 Honors feature a variety of activities. Each unit introduces a vocabulary theme and grammar concept. Activities to practice the learned material include reading, writing, listening, speaking, and games. Every unit also includes a lesson on Chinese culture. Assessments (quizzes, demos, oral presentations, and projects) include set answer questions (i.e. multiple choice), writing portions, listening portions, and speaking portions. Field trips to practice communicating in Mandarin in real-world situations are also part of the Mandarin experience.

Mandarin 3

Prerequisites: Mandarin 2

Honors Option: Yes

Students who have had previous Mandarin instruction enroll in Mandarin 3. Vocabulary and language skills are reinforced with an emphasis on communication in real-life situations. Reading and writing skills become increasingly complex to enhance language production and comprehension skills. Mandarin 3 and Mandarin 3 Honors features a variety of activities. Each unit introduces a vocabulary theme and grammar concept. Activities to practice the learned material include reading, writing, listening, speaking, and games. Every unit also includes a lesson on Chinese culture. Assessments (quizzes, demos, oral presentations, and projects) include set answer questions (i.e. multiple choice), writing portions, listening portions, and speaking portions. Field trips to practice communicating in Mandarin in real-world situations are also part of the Mandarin experience.

Mandarin 4

Prerequisites: Mandarin 3

Honors Option: Yes

Students who have had previous Mandarin instruction enroll in Mandarin 4. Vocabulary and language skills are reinforced with an emphasis on communication in real-life situations. Reading and writing skills become increasingly complex to enhance language production and comprehension skills. Mandarin 4 and Mandarin 4 Honors features a variety of activities. Each unit introduces a vocabulary theme and grammar concept. Activities to practice the learned material include reading, writing, listening, speaking, and games. Every unit also includes a lesson on Chinese culture. Assessments (quizzes, demos, oral presentations, and projects) include set answer questions (i.e. multiple choice), writing portions, listening portions, and speaking portions. Field trips to practice communicating in Mandarin in real-world situations are also part of the Mandarin experience.

Mandarin 5

Prerequisites: Mandarin 4

Honors Option: No

Students who have completed Mandarin 4 enroll in Mandarin 5. This class provides students with the opportunity to gain greater fluency and a stronger command of reading, writing, speaking, and listening in the target language. Students will continue to learn strategies to communicate effectively in Mandarin at a more advanced level. Students engage in a variety of activities and experiences to develop their skills. All units introduce thematic vocabulary and new concepts in grammar. Activities to practice the learned material include reading, writing, listening, speaking, and games. Every unit also includes a lesson on Chinese culture. Assessments (quizzes, demos, oral presentations, and projects) include set answer questions (i.e. multiple choice), writing portions, listening portions, and speaking portions. Field trips to practice communicating in Mandarin in real-world situations are also part of the Mandarin experience.

SPANISH

Spanish 1

Prerequisites: N/A

Honors Option: No

In this course, students will be introduced to basic topics and common vocabulary used in everyday life. The topics include describing the weather, clothes, age, emotions, using interrogatives and prepositions, as well as exposing students to cultural practices and festivities. All vocabulary, structures and cultural points acquired in this course are introduced through stories, songs, visuals, or picture sequences. Students achieve competence of the target vocabulary, structures and cultural aspects through various activities that include acting, illustrating, creative writing, and answering direct questions. The class is conducted primarily in Spanish. The main goal is to develop students' comprehension and communication in written and spoken form by using the acquired vocabulary in new situations, as well as gaining knowledge and appreciation of other cultures.

Spanish 2

Prerequisites: Spanish 1

Honors Option: Yes

This course is designed to support progress in the four skills of language: listening, speaking, reading and writing. In Spanish 2, students will learn to communicate in situations that they will likely encounter when interacting with Spanish speakers or when traveling. They will learn about different topics related to Spanish culture through exposure to works by writers, artists, and musicians of the Spanish-speaking world. Spanish 2 begins with a review of Spanish-speaking world geography and regular, stem-changing and irregular present tense conjugations. In subsequent units, students will practice vocabulary needed to give personal information and learn how to communicate physical and personality traits, personal routines, weekend and vacation destinations and activities. During all units, students demonstrate their comprehension of the vocabulary and grammar through class conversations, oral activities, demonstrations of knowledge, projects, and unit reviews. In addition to the communicative activities, the students read and discuss low-intermediate level texts, including short stories, graded readers, and songs.

Spanish 3

Prerequisites: Spanish 2

Honors Option: Yes

This class is designed to further students' progress in the development of the four language skills: listening, speaking, reading and writing. The students continue to develop skills to communicate in real life situations when traveling or interacting with Spanish speakers. They practice speaking about different topics relating to Spanish culture. The students continue to learn strategies to communicate effectively in Spanish as well as strengthen their understanding of the class reading. Deepening their appreciation for literary and cultural ideas that resonate across cultures, the students read Hispanic literature that reflects the culture, including *Robo en la noche* and *Zorro*. There is a reinforcement of the verb conjugations and dexterity with vocabulary in written and spoken language. In the various units, the students learn how to communicate about the household, places in the city, restaurants and food vocabulary. Each unit culminates with a project demonstrating an application of the new vocabulary and grammatical structures.

Spanish 4

Prerequisites: Spanish 3

Honors Option: Yes

This class continues to support students' development in the four pillars of language acquisition: listening, speaking, reading and writing. As students continue a communicative approach in a collaborative classroom environment, Spanish 4 students will have daily opportunities to grow in confidence in their ability to communicate in situations they will likely encounter outside of school in their immediate communities and abroad when interacting with other Spanish speakers. In the various units, the students learn vocabulary to discuss health, clothing, shopping and hotel accommodations. During all units, the students will showcase their comprehension of class vocabulary and grammar through class conversations, oral activities, demonstrations of knowledge, projects and unit reviews. In addition to the communicative activities, Spanish 4 students will be reading and discussing high-intermediate level graded readers, and authentic literary short stories.

Spanish 5 *

Prerequisites: Spanish 4

Honors Option: No

This class continues to develop the four skills of language: listening, speaking, reading and writing. Spanish 5 provides students with the ability to gain a greater understanding not only of grammar and writing in the target language but also to improve fluency. They will practice speaking about different topics pertaining to Spanish culture. The students will continue to learn strategies to communicate effectively in Spanish as well as deepen their insight into Hispanic culture through the exposure to works by writers, artists and musicians of the Spanish-speaking world. Spanish 5 begins with a review of previously learned grammatical structures. In the subsequent units, the class learns vocabulary to discuss the visual arts and the lives of Hispanic artists, Spanish history, influences and the cultural exchange that arose from the Old and New World encounter. Throughout the year, lessons and activities are driven by the students' reading of authentic literature and viewing films in Spanish. During all units of study, the students will showcase their comprehension of class vocabulary and grammar through class conversations, oral activities, demonstrations of knowledge, projects, written summaries, literary and film analyses and unit reviews.

Institutes

Students interested in joining one of the Institutes should [complete this application form](#) if it is their first time working in the Institute. In the case that the Institute is over-enrolled, the application will be one point of information to help the Director determine the membership of the Institute. Members need to be able to work independently and be self-motivated and disciplined in their work. Repeat enrollment in an Institute requires the Institute director's authorization as well. The application form must be completed by no later than April 22, 2022.

Wildwood Institute for Entrepreneurship (WIE)

The Wildwood Institute for Entrepreneurship (WIE) is a student-driven incubator organized to support members of the Wildwood community as they ideate, prototype, and launch innovative products. Within this collaborative studio environment, course participants work independently and as small teams to develop commercially viable products and businesses. There is no set curriculum; each member (with the support of the community) identifies necessary learning and determines appropriate strategies for acquiring the requisite knowledge and skills. Members have opportunities to develop specialized technical skills (e.g., techniques for rapid prototyping such as laser cutting, CNC milling/machining, direct-to-garment printing, etc.), make authentic decisions with real impact, and practice working autonomously and responsibly. Past projects have included original clothing, board/digital games, jewelry, digital art, and online services.

Wildwood Institute for Social Leadership (WISL)

Wildwood's Institute for Social Leadership (WISL) is neither a class nor an elective but, like Wildwood's other two institutes, it is an actual workplace. WISL collaborates with individuals and organizations on social issues in Los Angeles to problem solve and strengthen their work, operating as a collaborative consultancy whose mission is to address social issues by conducting community investigations and field research resulting in both deep understanding and concrete plans to actively create positive change. More simply, WISL researches and develops expertise on current social issues and works with the wider community on outreach and creative solutions.

Since August 2019, WISL has been tackling the issue of educational equity by connecting with both nonprofit organizations and local Title 1 schools in LAUSD to research their diverse needs and implement customized solutions and programs based on findings. WISL has realized that many social issues fall under the educational equity sphere and as such, will also work within many other areas of need for increased youth-led social leadership (i.e. homelessness, systems of incarceration, foster care, etc.). The goals of WISL are for all members to:

- Collaborate with peers and others to fulfill the goals for all WISL projects and events.
- Keep an archive (journal) of work within WISL to inform and support current and future WISL members.
- Promote WISL to the Wildwood Community while also making sure individuals understand the mission of WISL.
- Develop fluency and a level of expertise in a variety of social issues.
- Be respectful of the opinion of other members and those of WISL's external partners.
- Use all Institute time effectively and efficiently.
- Show initiative to the roles given to you throughout the year.
- Always share ideas and insights.

Wildwood Institute for STEM Research and Development (WISRDR)

The Wildwood Institute for STEM Research and Development (STEM) is a contextual learning environment based on the standards, mores, and expectations of a research institute. It is designed for people who have a strong interest to do research in science, computers, engineering and/or science writing/media productions. A board of directors is responsible for the oversight and direction of WISRDR's five research labs: Earth/Space, Life Science,

Engineering, AR/VR, and Systems Integration. These lab facilities are used by members of WISRD who organize themselves into research groups to address specific research questions. The construction, maintenance, and operation of the labs is the responsibility of each research group. Each group has a principal investigator who oversees goal setting, research progress, and group publications. Members of WISRD are expected to contribute to the science community and public by maintaining a research journal, and publishing articles, papers, and research results. Two poster sessions provide additional opportunities for sharing research findings. Skills developed may include 3D printing, laser cutting, CNC milling, electronics, coding, Arduino, Raspberry Pi, AR/VR, computer IT, and hand tools. Visit <https://wisrd.org/projects> for a list of the latest research groups and their research questions. You may listen to podcasts of interviews with several WISRD research groups at <https://wisrd.org/wisrd-podcast/>. The most current information on WISRD can be found on twitter at #WISRD. Job performance reviews are done four times per year with formative feedback provided based on twelve job performance standards developed and adopted by the WISRD Board of Directors.

Electives

* Not all electives are offered each year.

COLLEGE-PREP ELECTIVES

Cinema

Prerequisites: N/A

Grades: 9, 10, 11, 12

What is cinema? Are films artworks, entertainments, consumer goods, or propaganda devices? How do you watch a movie? How do films affect us? How do movies make meaning? What are films really about? More specifically, why does Kane say “Rosebud” just before he dies? How does a dead narrator relate to image-sound synchronization? Why does the camera look down an empty hallway in *Taxi Driver*? What does *Mulholland Drive* say about race and gender in Hollywood? How do the long takes in *Elephant* offer an explanation for Columbine? Why does HAL’s eye look like the sun at dawn?

To address such questions, students will explore the world of cinema from *Citizen Kane* to *Birdman*, from celluloid to digital, from The Dome to the iPhone through various conceptual, historical, and critical perspectives to develop an understanding of the aesthetic, affective, cultural, economic, and political dimensions and implications of cinema. Students will investigate basic cinematic techniques, common narrative tropes, vital film genres, important film theories, and key ideological functions.

Along with watching and discussing films, students will read and write reviews and essays, watch and produce video reviews and essays, and research and give presentations concerning cinematic subjects. The course allows for a generous amount of student choice in the films analyzed and topics researched. For instance, in a unit on genre, the class may initially focus on westerns to introduce the students to genre studies; however, for the project, the students will pick their own genre to investigate: film noir, sci-fi, comedy, rom-com, war film, horror, etc. All of this will entail students learning to watch themselves watch films, which, ironically, will result in them having more fun and being more moved by the cinematic experience.

Creative Writing

Prerequisites: N/A

Grades: 9, 10, 11, 12

“Write what you like; there is no other rule.” ~ O. Henry

Who’s going to write the next great American novel? Or collection of poetry? Or memoir? You are—with the foundations you’ll learn in this class. Unleash your own unique sense of storytelling to craft weekly assignments culminating in a polished final project—a short story, a portfolio of poems, a chapter from your memoir—or another written narrative outlet of your choosing. Workshop your ideas with fellow classmates and build towards the creation of your ultimate masterpiece. Readings, movies, music and honest communication will be provided to help guide and inspire your work. This course may be repeated for credit upon approval by the instructor. Repeated courses are numbered (e.g., Creative Writing 2).

Law, Individuals, and Societies

Prerequisites: N/A

Grades: 9, 10, 11, 12

What is law? What is it for? Who says what it is? Who makes it? When should you change it? What are the essential human rights? If you kill someone while sleepwalking, are you a murderer? Does a police dog sniffing your car constitute an illegal search? What limitations are there to freedom of speech? Are Girl Talk’s mashups an example of the “fair use” of music owned by others? What constitutes torture?

When is it legal to go to war? These are some of the broad and narrow questions that may be addressed in this class. At the high level, the class will explore how the law considers and impacts individuals and how it structures and reflects society. At the ground level, the class will tackle tough issues in specific areas of the law. For example, in the area of criminal law, students will grapple with this fact pattern and these issues: Four men are stranded on a lifeboat in the middle of the ocean. They run out of provisions. Three of the men kill the fourth man and eat him to survive. Did they commit murder? Do they have an excuse? Should they be punished? What would be the purpose of punishing them? (Based on *R v. Dudley and Stephens* (1884).) During the course, while studying the law from philosophical, ethical, legal, and scientific perspectives, students will develop practical skills by role-playing certain positions within a legal system through exercises in legal analysis, oral advocacy, negotiation, mediation, and trial advocacy. Students will be given opportunities to delve into areas or aspects of the law that interest them.

Neuroscience

Prerequisites: N/A

Grades: 10, 11, 12

How does the brain give rise to a sense of self? Find out in Neuroscience! Neuroscience is a multidisciplinary field that strives to understand the properties of neurons and neural circuits underlying our conscious experience. This elective will provide students with the opportunity to explore their own unique perception of reality. This is a lab-based course where students will actively participate in designing and performing experiments. In the lab, students will be introduced to a variety of innovative neuroscience techniques and tools such as live-imaging, optogenetics, and electrophysiology. Students will investigate the foundations of neuroscience including an overview of cellular structure and function, signal transduction, and neuroanatomy. Additional topics covered include evolution and development, sensory perception, learning and memory, emotion, and states of consciousness. Students will write lab reports, develop creative projects, and present their work during Brain Awareness Week.

VISUAL ARTS ELECTIVES

Foundations in Digital and Studio Arts

Prerequisites: N/A

Grades: 9, 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

This course will introduce students to technical, conceptual, and critical decision-making skills in the artistic processes of Digital Design, Drawing, Painting, and Contemporary Practice. Students will learn how to work with digital platforms such as Google Sites and the Adobe Creative Suite to traditional materials such as graphite, prismacolor pencils, watercolor, acrylic, various types of paper, canvas, and brushes. Units of study will focus on an introduction to each medium, then layer those new skills to engage the creativity and the individual student voice. Manipulating graphic layers digitally and layering paint - both engage core issues of value contrast and color theory. Practical skills will be learned such as web development, file management, collage construction both digital and traditional, as well as preparing drawing and canvas surfaces. Students will choose personal themes and methods as they respond to essential questions, various art making processes, research, and writing. The overarching essential question is: "How can connections be made through a variety of media to express this unique moment in history?" Preproduction work in sketchbooks will be a thread throughout the year and is supported by individual meetings with the teacher. Studio time focuses on skill building and the steps employed in creating and revising a work of art. Research and writing are essential elements of this course. Students will place their work in the art history trajectory through self-assessments, art history research and an artist statement. Class critiques, art history discussions, peer review, collaborative projects and virtual field trips provide opportunities for collaborative learning. Student portfolios

developed in this class will support not only personal exploration and growth but also the college process.

Photography and Graphic Design

Prerequisites: N/A

Grades: 9, 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

This course introduces students to the process of using a digital camera and lighting, manipulating work in a digital darkroom, and applying design principles to enhance their visual communication skills. Students will use technical and conceptual skills to explore their visual aesthetic while developing their arts portfolio. Student work will reflect varied media including photography, typography, and graphic design, working in programs such as Photoshop, Illustrator, or Spark. It is expected that the creative design process will be consistently demonstrated, beginning with envisioning and pre-production, studio work, engaging in rigorous revisions, and then concluding with visual and verbal presentations of their work. The course's essential question is "How does photography and design shape as well as reflect society, politics, economics, science, technology and/or the individual?" The first semester consists of specific technical units scaffolding students' knowledge, skills, and experiences. Students then determine and experiment with a personally significant theme and a personally developed essential question during the second semester applying and demonstrating mastery of their technical and conceptual skills. Research and writing are essential parts of this course reflected in visual analysis assignments, self-assessments, and artist's statements. Class critiques, discussions, field trips, and visiting artists provide opportunity for collaborative learning. The course concludes with a culminating presentation of their college-preparatory portfolio of creative work.

Drawing

Prerequisites: Foundations in Digital and Studio Arts

Grades: 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Drawing is an intermediate course, through which students gain new perspectives into their understanding, growing knowledge, and curiosities about drawing. Students' work meets both course and college portfolio requirements while experimenting with various drawing materials, tools, and techniques. Studio time focuses on independent learning, developing a personal artistic vision, and is supported by individual meetings with the teacher. Class critiques, discussions, tutorials, art history lessons, and visiting artists provide opportunities for collaborative learning within the studio. Each student will develop a personally directed theme and essential question, which will then be explored for the entirety of the year through art making, research, and writing. Students will learn visual literacy as a process of deconstructing images, finding meaning, and gaining new knowledge about the self and the art world. Note: Drawing is offered bi-annually, alternating years with Painting.

Painting

Prerequisites: Foundations in Digital and Studio Arts

Grades: 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

This course will teach students how to develop technical, conceptual, and critical decision-making skills in painting. Students will learn how to work with gouache, watercolor, acrylic, and oil paints; various types of paper; canvas, brushes, and other painting tools. Units of study will focus on layering, lighting, perspective, figure and portrait painting, color theory, building frames, stretching canvas, as well as archiving work and developing a portfolio website for college. Students will choose a personal theme at the beginning of the year, which will be explored through art making, research and writing. Concepts will be fleshed out during the preproduction stage of all projects supported by individual meetings with the

teacher. Studio time focuses on skill building and the steps employed in creating a work of art. In-class and homework assignments will further support technical and conceptual skill building. Research and writing is an essential part of this course reflected in art history assignments, self-assessments, and artist's statements. Class critiques, art history discussions, field trips, and visiting artists provide opportunity for collaborative learning. Note: Painting is offered bi-annually, alternating years with Drawing.

Introduction to Motion Picture Studies

Prerequisites: Photography and Graphic Design or Foundations in Digital and Studio Arts

Grades: 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Introduction to Motion Picture Studies provides students with an opportunity to familiarize themselves with the filmmaking process. The course's essential question is: "What is a film's intention and how is it communicated through storytelling, setting, character development, cinematography, editing and sound?" The course is a broad introduction to film aesthetic, traditions, theory, and criticism such as narrative, documentary, multimedia, and experimental as well as hands-on production. The course includes film viewings, learning various phases of production such as pre-production, camera, lighting and sound production, and editing in Premiere Pro. Skills will be demonstrated through hands-on projects ranging from a 30 second character sketch to short 2 min student directed film. Students will learn various roles from Director to Cinematographer to Sound Designer. Through this course, students will gain a unique insight into the world of filmmaking from creative, historical, and technical perspectives. Student work will meet course and college portfolio requirements.

Script, Pitch, and Produce

Prerequisites: Introduction to Motion Picture Studies

Grades: 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

This course dives deeper into the filmmaking process begun in the MoPic Elective. Students will continue studies in film aesthetic, traditions, theory, and criticism as well as hands-on production while exploring a more student driven essential question: "What is my film's intention and how is it communicated through storytelling, setting, character development, cinematography, editing, and sound?" Coursework will focus heavily on developing individual student generated concepts through pitching ideas and scriptwriting. Well-developed scripts and shooting schedules will support the collaborative process of filming and editing. Films will range from 2-5 min in length. Student work will meet course and college portfolio requirements.

Yearbook

Prerequisites: N/A (Photography and Graphic Design is a recommended but not required prerequisite)

Grades: 9, 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

This class is where the magic happens in creating the Wildwood Yearbook. Students will learn about the Principles of Graphic Design, journalistic writing and photographic composition, as well as the software program utilized to create our yearbook. Organizational skills will also be developed through production planning, divisions of labor and coordination of ad sales, design and placement. Students interested in leadership positions are strongly encouraged to attend a two-day yearbook conference during the summer, during which theme and cover art are established and plans are made for coverage of the beginning of the school year.

Yearbook and Applied Design

Prerequisites: Yearbook

Grades: 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

In this yearlong advanced course, students build on their skills in yearbook production and apply that design knowledge to other Wildwood publications. Upper School students review the Elements of Art and Principles of Design central to graphic design, journalistic writing, and photographic composition. Students further develop digital skills in the use of platforms such as the Adobe Creative Suite, Jostens Yearbook Avenue, LucidPress, and the Google Suite. Organizational skills are honed through collaborative conversations, production planning, meeting print deadlines, division of labor, and coordination of ad sales, page design and alignment. Students at this advanced level take on leadership roles working within the Habit of Collaboration. The creative process is applied to themes, motifs, cover design, page flow, pantone color planning, and equitable coverage throughout the book. Student leaders assign school event coverage, proofread pages prior to submission, and take the lead interviewing community members. Leaders invite students' voices into the telling of our story. Applying concepts of compositional balance, color theory, value contrast, connective eye lines between pages, and blending text with images - students create well designed publications that are in keeping with the Wildwood brand. Critical thinking skills are built into the process of critique, compromise, and consensus. Individual growth is chartered through assigned pages, one-on-one meetings, self-reflection, and teacher feedback.

MUSIC AND PERFORMING ARTS ELECTIVES

Introduction to Music Performance and Composition

Prerequisites: N/A

Grades: 9, 10

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Music Performance and Composition

Prerequisites: Introduction to Music Performance and Composition

Grades: 10

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Introduction to Music Performance and Composition and Music Performance and Composition comprise two distinct levels of the same year-long course. The essential questions are:

What is my musical voice?

How do I express myself through the language of music?

How do I collaborate and support other musicians who are with me on the same path?

This is a performance class in which students engage and learn how to interact musically and effectively in a collaborative band setting. Students have the opportunity to play one or more instruments as they discover their musical passions or dig deeper into their instrument of choice. Students develop practice routines that support their individual growth and performance needs. Students learn repertoire with a strong emphasis on African American and contemporary popular music and create original compositions. They work together to arrange, rehearse, and perform music in concerts throughout the year. Students play and sing together, experiencing differing musical roles in the ensemble by learning to play various instruments. They acquire improvising skills to become more comfortable with improvisation in various styles. The musicians learn to execute more complex arrangements with deeper attention to groove, dynamics and accuracy. The musicians learn and improve reading skills by reading and playing music notation. Through singing, writing short compositions, and playing, they learn music theory, intervals,

scales and develop their understanding of chord construction. Students create, notate and arrange original compositions that are performed by the band for peers and parents at the year end concert. Students integrate music technology into their compositions and performances whenever appropriate and learn about recording and editing music as well. They learn to appreciate music and make connections between music, history, and cultural values through research, analytic discussion and listening. All performances, rehearsals, set ups and breakdowns are part of the course. Reflecting on the learning through discussions and in writing is an integral part of the course. Students will engage in mindfulness practices and learn to connect these practices to music. Come with an open mind, open ears, ready to learn and have fun!

Introduction to Jazz Ensemble

Prerequisites: N/A

Grades: 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Jazz Ensemble

Prerequisites: Introduction to Jazz Ensemble

Grades: 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Introduction to Jazz Ensemble and Jazz Ensemble comprise two distinct levels of the same year-long course. The course includes all styles of music with a strong emphasis on Jazz repertoire and improvisation. In this yearlong course students play and sing music together, refine composing skills and notation skills and deepen their understanding of music theory. They work on improvising, using modes and advanced chord structures. Students learn repertoire and work together to arrange, rehearse, and perform music in concerts *throughout* the year. Students create original compositions that are performed in small ensembles for peers and parents. They also learn to appreciate music and make connections among music, history and cultural values through research, analytic discussion, and listening. In addition to concerts, the band performs in three Open House events, Jazz on Mississippi, the graduation ceremony performance, elementary exchange performances, and other Wildwood events. All performances, rehearsals, set-ups and breakdowns are part of the course.

Musicianship for Singers and Songwriters

Prerequisites: N/A

Grades: 9, 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

The essential questions for this year-long course are:

How can I express my voice and my identity through music?

Who am I as a songwriter?

What are the artistic elements that make a song and a performance effective?

This class is a hands-on exploration of the art of songwriting and performance. The pedagogy is designed to support students who want to learn to sing and play songs and to explore the art of song and songwriting including the history of song, singers, and songwriters. Students will develop their personal and unique voices as they will study song structure, lyric writing technique, songwriting technique and performance technique in addition to theory and ear training. Students will learn to sing and play songs of their choice. They will learn to choose comfortable keys, transpose music, and play basic chord accompaniments while they sing, and perform in front of an audience. Students will develop a small body of thoughtfully chosen works throughout the year and write original compositions for the

final project. This course may be repeated for credit upon approval by the instructor. Repeated courses are numbered (e.g., Musicianship for Singers and Songwriters 2).

Music Production Lab

Prerequisites: N/A

Grades: 9, 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

This year-long elective is for students who want to learn music production techniques using software and MIDI tools. Students will work individually or in small groups to create, produce, and record original music using advanced technology, including music software, MIDI keyboards, and audio interfaces. Students will learn MIDI sequencing and MIDI production as well as editing and basic mixing techniques. Students will create several projects throughout the year, culminating in an exhibition of their work. This course may be repeated for credit upon approval by the instructor. Repeated courses are numbered (e.g., Music Production Lab 2).

The Actor and the Stage

Grades: 9, 10

Prerequisites: None

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

The Actor and the Stage 2

Grades: 10

Prerequisites: The Actor and the Stage

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

The Actor and the Stage and the Actor and the Stage 2 comprise two distinct levels of the same year-long course. This elective offers in-depth exploration and skill building as a theatre artist with an emphasis on the craft of acting. Whether you are continuing to refine and deepen skills built in previous years or new to performing arts, this course will challenge you to explore and express your unique artistic voice. Training will include acting technique, improvisation, voice, movement, scene study, audition technique, as well as directing, and writing from personal story. Students will work on scenes and monologues designed to expand their acting and directing skills and foster a new understanding of their creative capacities. In the fall, students will have the opportunity to participate in a southern California theater festival, Drama Teachers Association of Southern California (DTASC). Upon completion of this class, students will have a strong actors' toolbox of skills to take forward if they choose to further their craft as theatre artists. This class includes an evening performance of student work.

Theatre and Performance

Grades: 11, 12

Prerequisites: None

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Theatre and Advanced Performance

Grades: 12

Prerequisites: None

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Theatre and Performance and Theatre and Advanced Performance comprise two distinct levels of the same year-long course. This elective offers in-depth exploration and skill building as a theatre artist with an emphasis on the craft of acting. Whether you are continuing to refine and deepen skills built in previous years or new to performing arts, this course will challenge you to explore and express your

unique artistic voice. Training will include acting technique, improvisation, voice, movement, scene study, audition technique, as well as directing, and writing from personal story. Students will work on scenes and monologues designed to expand their acting and directing skills and foster a new understanding of their creative capacities. In the fall, students will have the opportunity to participate in a southern California theater festival, Drama Teachers Association of Southern California (DTASC). Upon completion of this class, students will have a strong actors' toolbox of skills to take forward if they choose to further their craft as theatre artists. This class includes an evening performance of student work.

Stagecraft

Prerequisites: N/A

Grades: 9, 10, 11, 12

Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Who am I as a theatre practitioner, designer, and/or technician?

How do I develop and expand my artistic voice, style, and methods?

This course is an overview of the terminology and techniques used in technical theatre and stage design. The course examines two-dimensional and three-dimensional scenery; the physical theater; lighting effects, color, and design; stage and scene shop equipment; project management, organization, and the production process; technical theatre tools, materials, and theatrical construction techniques. Students will also be introduced to sound and lighting systems. The course is designed to provide students with a basic understanding of the aesthetics and practical application of all phases of stage design and technical production. Students in this course will be actively involved in Performing Arts Department productions and students will get the opportunity to focus on their area of interest within Technical Theater. This course may be repeated for credit upon approval by the instructor. Repeated courses are numbered (e.g., Stagecraft 2).

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 P.E. in their 9th grade year.

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.

One (1) year of Physical Education is required to graduate from Wildwood School. Students take Physical Education in 9th grade. Physical Education is assessed as a pass/fail course in student transcripts.

ATHLETICS

This multi-sport choice is appropriate for beginners and more skilled players interested in team sports, including volleyball, basketball, and soccer, as well as non-traditional sports and activities. The class focuses on specific skills and strategies used in athletics, as well as general fitness. Students are divided into teams to play one another in formal games as they continue developing character skills through friendly competition.

FITNESS TRAINING AND MEDITATION

Students explore various modalities of fitness training combined with meditation to increase their mindfulness, muscular strength and endurance, flexibility and cardiovascular fitness. Students will track their progress throughout the year, while developing a program that works for their individual needs.

Community Involvement and Internship

Three (3) years of Community Involvement and Internship are required to graduate from Wildwood School. 10th grade Community Involvement is assessed as a pass/fail course in student transcripts. 11th grade

Internship/Community Involvement and 12th grade Internship are graded courses and earn points toward the student's overall GPA. Note: 12th grade Internship is most often completed during the summer before the student's senior year.

COMMUNITY INVOLVEMENT PROGRAM

Wildwood empowers its students to become passionate advocates for local and global communities. Through a variety of community involvement experiences, Wildwood students gain perspective and come to understand the impact one individual can have on the world.

Tenth graders spend 1 hour a week working independently on Zooniverse as a citizen scientist/citizen scholar. Zooniverse is the world's largest and most popular internet-based platform for people-powered research. This research is made possible by volunteers. More than 2 million people around the world have come together to assist professional researchers. The goal is to enable research that would not be possible, or practical, otherwise. Zooniverse research results in new discoveries, datasets useful to the wider research community, and [many publications](#). Students work as citizen scientists and as citizen scholars helping a wide variety of scientists, universities and museums including the American Museum of Natural History, Harvard University, the University of Leipzig, the Smithsonian, and Cornell University.

Eleventh graders spend 1 hour per week working independently on Zooniverse as a citizen scientist/citizen scholar. They also have the option of working on Storycorps. Storycorps' mission is to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world. Students plan, conduct, and edit three Storycorps podcasts/interviews with interested elders.

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 entertainment 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 three hours each week working with a mentor on industry specific projects. Students support the work of the organization while learning communication skills, problem-solving, and meeting challenges set by the supervisor. Work-site supervisors provide regular feedback on students' work. Examples of recent internship sites include Teen Line, Lawrence J. Ellison Institute of Transformative Medicine, Alpha Next Investments, Takakjian and Sitkoff Law Offices, Cannes Film Festival, and Shiloh Veterinary Hospital.

INTERNATIONAL COMMUNITY INVOLVEMENT (ICI)

Wildwood's International Community Involvement program gives Senior Institute students the opportunity to become involved and form relationships with other people and cultures through service-based learning and cultural exchange. Students spend their spring break in Guatemala, Belize, or Nepal working with local schools or nonprofit groups.