



**The Waverly School**

**High School Course Catalogue  
2011-2012**

---

## **TABLE OF CONTENTS:**

GRADUATION REQUIREMENTS  
EXPECTED SCHOOLWIDE LEARNING RESULTS  
ENGLISH  
HISTORY AND SOCIAL SCIENCES  
LANGUAGES  
MATHEMATICS  
SCIENCE  
ARTS AND ENRICHMENT  
COMMUNITY SERVICE  
WELLNESS  
PHYSICAL EDUCATION

---

## **GRADUATION REQUIREMENTS**

The Waverly School's graduation requirements exceed the minimum entrance requirements of the University of California. The school offers a wide range of Advanced Placement and Honors courses; all courses are approved by the University of California. As a result, Waverly graduates are well-prepared for the college application process.

The Waverly High School requires 22 credits for graduation. One credit is the equivalent of a year-long course. Graduation requirements include:

English	4 credits
History	4 credits
Math	3 credits
Science	3 credits
Foreign Language	3 credits
Visual/Performing Arts	2 credits
Advanced Coursework	3 credits
Physical Education	2 years
Community Service	60 hours

## **PROGRAM OVERVIEW**

A typical four-year program for Waverly students follows the guidelines listed below. All Waverly courses are year-long classes except where noted.

### **Freshman Year**

English I: Ancient Literature  
Algebra I or Geometry (Math)  
Ancient History  
Evolution of the Universe (Science)  
French I or II/Spanish I or II  
Visual or Performing Arts Elective (University of California Visual/Performing Arts requirement)  
Wellness Seminar  
Physical Education

### **Sophomore Year**

English II: American Literature  
Geometry or Algebra II (Math)  
Regular or Advanced Placement (AP) U.S. History  
Regular or Honors Chemistry (Science)  
French II or III/Spanish II or III  
Arts Elective and Enrichment (Waverly requirement)  
Wellness Seminar  
Physical Education

### **Junior Year**

English III: 2 one-semester classes linked to history classes (combined junior/senior classes)  
Algebra II or Pre-Calculus (Math)  
History or Social Science: 2 one-semester classes linked to English classes (combined junior/senior classes)  
Regular Biology or AP Biology  
French III or IV/Spanish III or IV  
Arts and Enrichment elective  
Wellness

### **Senior Year**

English IV: 2 one-semester classes linked to history classes (combined junior/senior classes)  
Pre-Calculus, Statistics, Calculus, AP Calculus AB, or AP Calculus BC (Math)  
History or Social Science: 2 one-semester classes linked to English classes (combined junior/senior classes)  
Physics, AP Physics, Neuroscience, AP Environmental Science, or Physiology (courses offered depending on student enrollment)  
French IV, V, or AP/Spanish IV, V, or AP  
Arts and Enrichment elective  
Wellness  
Senior Project

---

## **EXPECTED SCHOOLWIDE LEARNING RESULTS**

**Waverly School prepares students to be:**

### **Intellectually Curious and Literate Individuals Who:**

- are committed to academic excellence
- work in a full range of academic disciplines
- appreciate the relationships among disciplines
- are self-directed
- reflect on and learn from experiences
- take intellectual risks
- employ study and research skills
- understand, interpret and create art

### **Complex Thinkers Who:**

- utilize problem solving strategies
- analyze information and test ideas
- make informed choices
- generate and ask pertinent questions
- question assumptions
- apply abstract concepts to art forms

### **Effective Communicators Who:**

- are able to express themselves verbally and in writing
- use language appropriate to the various academic disciplines
- use evidence and examples
- resolve conflicts in a peaceful and respectful manner
- listen actively
- express themselves creatively
- effectively use technology and understand both its powers and limitations
- use the arts as a form of expression

### **Socially, Emotionally, and Physically Healthy Individuals Who:**

- exhibit personal and intellectual honesty and respect
- take responsibility for themselves and their actions
- adapt to change and solve conflicts
- define and confidently pursue goals
- choose a wise, safe, and healthy lifestyle
- work collaboratively

### **Responsible Global Citizens Who:**

- are committed to peace, justice, and social change
  - accept and respect the rights, beliefs, and cultures of others
  - recognize diversity and the interdependence of all things
  - actively protect the environment
  - engage in the local, national and world communities
-

## **ENGLISH**

### **English I: Ancient Literature** (9<sup>th</sup> grade English class)

Ninth grade students will explore literature from the ancient worlds and discover how much modern texts, movies and even video games are influenced by these stories. We start with the Sumerian epic of *Gilgamesh*, and move on through the Greeks with *The Odyssey* and two plays by Sophocles. While they read the old texts, they will also read and watch current interpretations. For example, the students will read Penelope's version of *The Odyssey* story in the Margaret Atwood book, *The Penelopiad*. We will move on to the Romans and the Anglo Saxons and also read stories in the Bible that are often reflected in literature through the ages (Adam and Eve, Noah, Job, etc.). Students will write essays, journals, and quick response paragraphs, along with creative writing, oral presentations, and related art projects. Texts include: *Gilgamesh*, *Edith Hamilton's Mythology*, *The Odyssey*, *Oedipus Rex*, *Antigone*, Shakespeare's *Julius Caesar*, *Beowulf*, *Grendel* and the Bible.

### **English II: American Literature** (10<sup>th</sup> grade English class)

English II is a survey course of American Literature of all genres and various perspectives. The course is taught in concert with U.S. History. Students write creative, expository and analytical pieces. Clarity of expression, critical analysis and use of specific textual references are emphasized. Grammar, spelling, diction and style are addressed individually in the revision process. Texts include *The Adventures of Huckleberry Finn* (Mark Twain), *The Scarlet Letter* (Nathaniel Hawthorne), *The Great Gatsby* (F. Scott Fitzgerald), *A Lost Lady* (Willa Cather), *The Bell Jar* (Sylvia Plath), *Beloved* (Toni Morrison), *The Things They Carried* (Tim O'Brien), essays by Joan Didion, and films by Nicholas Ray and the Coen brothers.

### **English III and IV** (11<sup>th</sup> and 12<sup>th</sup> grade English class)

Students are required to explore literary works containing complex concepts and themes, and to write creative, expository, and analytic pieces with a higher level of ability than that displayed previously. Specifically, students are expected to write essays with clear theses and well-developed arguments. Clarity of expression, critical analysis, and use of specific textual references continue to be emphasized. Grammar, spelling, diction, and style are addressed individually in the revision process.

Juniors and seniors complete four of the following semester-long courses in order to fulfill the English III and IV requirements.

#### **European Literature**

This course is taught in concert with Advanced Placement European History. Students are required to explore literary works containing complex concepts and themes and to write creative,

---

expository, and analytical pieces with a higher level of ability than displayed in tenth grade. Specifically, students are expected to write essays with clear theses and well-developed arguments. Clarity of expression, critical analysis, and use of specific textual references continue to be emphasized. Grammar, spelling, diction, and style are addressed individually in the revision process. Possible texts studied include: *Madame Bovary*, *Jude the Obscure*, *Macbeth*, *King Lear*, *Candide*, *Unbearable Lightness of Being*, *The Cherry Orchard*, and selections from the *Norton Anthology of Poetry* and the *Norton Reader*.

### **The Outsider in Literature**

Taught in conjunction with Human Nature, this literature course explores various aspects of the individual at odds with him/herself and/or society. Guiding themes for the course include: the individual's self-perception, perception of others, driving forces, estrangement, abilities, and inabilities. Students are required to explore literary works containing complex concepts and themes and to write creative, expository, and analytic pieces with a higher level of ability than that displayed previously. Specifically, students are expected to write essays with clear theses and well-developed arguments. Clarity of expression, critical analysis, and use of specific textual references continue to be emphasized. Grammar, spelling, diction, and style are addressed individually in the revision process. Typical reading selections include: *The Yellow Wallpaper*, *Slaughterhouse 5*, *Hamlet*, *One Flew Over the Cuckoo's Nest*, and selections from the *Norton Anthology of Poetry* and the *Norton Reader*.

### **Literature of China and India**

Taught in conjunction with the history course entitled China and India, this course explores historical, social and cultural themes, both past and present, in a literary context. Works of indigenous writers are supplemented by those of westerners writing about these two countries. In addition, students consider the effect of Chinese and Indian culture and writing on the culture and writing of the west. Students are required to explore literary works containing complex concepts and themes, and to write creative, expository, and analytic pieces with a higher level of ability than that displayed previously. Specifically, students are expected to write essays with clear theses and well-developed arguments. Clarity of expression, critical analysis, and use of specific textual references continue to be emphasized. Grammar, spelling, diction, and style are addressed individually in the revision process. Typical reading selections include: E.M. Forster's *A Passage to India*, *The Columbia Anthology of Modern Chinese Literature*, *The Columbia Anthology of Traditional Chinese Literature*, *Midnight's Children*, *The Wind-up Bird Chronicle* and selections from the *Ramayana*, *Upanishads*, and *Baghavad Gita*.

### **The Clash and Crash of Cultures**

W. B. Yeats seems to have been right, things fall apart. At the end of the millennium, worlds have been colliding, or have they been collapsing under their own weight and centers that cannot hold? Or has it always been that way? Taught in conjunction with the history/social studies class entitled State of the World, this English course explores the same themes – morality, violence, poverty and wealth, population issues, globalization and corporate capitalism – from a literary standpoint, and looks at the age-old and ageless responses to the idea that cultures clash and crash. Typical reading selections include: *The Merchant of Venice*, *Shalimar the Clown*, *The*

---

*Wide Sargasso Sea*, *Heart of Darkness*, *You Shall Know Our Velocity*, and a wide assortment of short stories, poems, and essays.

### **Twentieth Century Literature**

Taught in conjunction with the history course entitled Twentieth Century, this literature course explores the century's underlying and overriding literary themes, including progress, good and evil, dislocation, uncertainty, the absurd, and the individual's role in an age of extremes and fragmentation. The course runs from modernism, through existentialism, and on to end-of-century literature. Students are required to explore literary works containing complex concepts and themes, and to write creative, expository, and analytic pieces with a higher level of ability than that displayed previously. Specifically, students are expected to write essays with clear theses and well-developed arguments. Clarity of expression, critical analysis, and use of specific textual references continue to be emphasized. Grammar, spelling, diction, and style are addressed individually in the revision process. Works to be studied include Conrad's *Heart of Darkness*, Fitzgerald's *The Great Gatsby*, Vonnegut's *Slaughterhouse 5*, Pynchon's *The Crying of Lot 49*, and Camus's *The Plague*, as well as an assortment of plays, poetry, short stories, and essays.

### **Literature of World Religions**

This course explores five major world religions – Hinduism, Buddhism, Judaism, Christianity, and Islam - through the literature of the religion and through literature that uses these religions as a thematic construct. As a class, we explore themes such as morality, truth from various perspectives, good and evil, and an individual's responsibility to and expectations from religion and its institutions. This class is taught in concert with History of World Religions. Students write creative, expository, and analytical essays that display a clear thesis and a well-developed argument. Clarity of expression, critical analysis, and use of specific textual references are emphasized; grammar, spelling, diction, and style are addressed individually in the revision process. Works to be studied include *Siddhartha*, *The Last Temptation of Christ*, *The Satanic Verses*, *My Name is Asher Lev*, Joseph's Campbell's *Hero With a Thousand Faces*, and selections from British poetry, Dante's *Inferno*, other religious-themed essays, and short fiction.

### **British Literature**

This course explores ethical dilemmas and philosophical quandaries as they have been treated in British literature over the last five hundred years. The class begins with *Macbeth* by William Shakespeare, considering the emergence of personal ambition during the Renaissance, and a unit on the Metaphysical Poets (John Donne, George Herbert, Andrew Marvell) illuminates seventeenth century attempts to reconcile perceived contradictions, such as divine vs. sexual love and hedonism vs. devotion. Essays and satires from the Age of Enlightenment introduce both the optimism and the call for reforms that characterized eighteenth century attitudes. Nineteenth century novels and the poetry of William Blake, Samuel Taylor Coleridge, and John Keats

---

emphasize the importance of the Romantic Movement and the Victorian Age in England, and twentieth century fiction and drama reflect the difficult choices modern characters have faced within a rapidly changing world. Throughout, the historical and social contexts for each work of literature will be considered along with the evolution of both literary form and content in Great Britain and beyond. Typical novels and plays for this course include *Silas Marner* by George Eliot, *A Tale of Two Cities* by Charles Dickens, *Sense and Sensibility* by Jane Austen, *Dubliners* by James Joyce, *The Millstone* by Margaret Drabble, and *Arcadia* by Tom Stoppard.

### **Early British Literature**

In this class, students will explore the literature of Great Britain from its earliest examples up through Shakespeare. From the earliest folk and fairy tales that led to the creation of King Arthur and the plays of Shakespeare, students will read and discuss how literature reflects history and how literature influences history. This course is taught in tandem with Early British History. Students will write creative, expository, and analytical essays that display a clear thesis and a well-developed argument. Clarity of expression, critical analysis, and use of specific textual references are emphasized; grammar, spelling, diction, and style are addressed individually in the revision process. Also, students are required to keep a reading journal, where they can express thoughts and ideas in a less formal fashion. Works to be studied include *The Canterbury Tales* and Shakespeare's *Richard III* as well as essays and poetry.

### **Women's Literature**

This course, taught in conjunction with Making the Modern World System history class, explores the ways in which women have forged their identities within the domestic realm both by conforming to societal expectations and by rejecting them. The class does not take the easy route of the polemic by viewing the home as a prison, a woman's homemaking role a straitjacket. Rather, focus is put on the various ways women have discovered their own agency both in response to and despite extrinsic constraints. In particular, students examine multiple interpretations of "power," "strength," and "liberation" as they have been defined by women throughout history. Primary materials will be literary texts written by women, notably the novel and short story, but also poetry and drama. By looking at the lives of individual literary heroines, students consider the ways women have had to negotiate between socioeconomic status and romantic love, ambition and community, self-fulfillment and self-sacrifice. Woman's indispensable role as consumer in free-market societies and her creative and productive contributions to these societies are considered along with woman's unique psychology and the nature of gender differences. The course also looks at the role female writers have played in the evolution of literary genre and style. Typical novels for this course include *Jane Eyre* by Charlotte Brontë, *The House of Mirth* by Edith Wharton, *Rebecca* by Daphne Du Maurier, *The Bluest Eye* by Toni Morrison, and *Animal Dreams* by Barbara Kingsolver. Poets include Christina Rossetti, Elizabeth Barrett Browning, Rita Dove, Mary Oliver, and Louise Glück.

### **Poetry**

This course has four goals. First, it introduces students to the literary tools necessary to reading and writing poetry by closely analyzing the ways in which specific poetic devices such as imagery, figurative language, meter, rhyme scheme, and form work. Second, it immerses

---

students in the hermeneutic process of reading poems: for the first two-thirds of the semester, class discussion centers on close readings of one or more poems. Third, it requires students to become an “expert” on one poet. Each student reads a collection of poetry by a poet of his/her choice, researches the poet’s life, and teaches the class about his/her poet. Finally, it requires students to write poetry of their own. After several weeks of writing, students workshop and revise their poems for inclusion in a short chapbook. The course ends with a publication party and a poetry reading (of students’ work as well as favorite published poets). The course’s main goal is not to expose students to a survey or canon of poems (although this happens along the way), but to enable students to read poetry in general and encourage them to develop their own taste in poetry and voice as poets.

### **Postmodern Fiction: Lost in the Funhouse**

Looking at the world from many different angles and from alternative perspectives is the realm of postmodern writers. Characterized by John Barth’s *Lost in the Funhouse* – in which the narrator appears and disappears in the story, and the funhouse mirrors are used to both mimic and mock the real world – these fictions deliver bizarre interpretations, ethical dilemmas, and disconnected characters. Postmodern fiction is defined in a wide variety of ways: fiction of a global economy, fiction by previously suppressed voices, fiction that is driven by theory, fiction that blurs the line between high and low culture, fiction about fiction. This course starts with the idea that *how* a story is told is as important as *what* story is told. Students look at fiction that questions assumptions about how meaning is made and the creation of fiction as a fiction. Various events of the late 20<sup>th</sup> century are reflected and distorted in these books, so class discussion also focuses on World War II, the 1950’s, the 1960’s, the “me” generation, the generation of “slackers,” and the transition to the 21<sup>st</sup> century. Students will also explore music, film, art, and pop culture that play with our sense of linearity. Typical texts, or selections from texts, will be presented from the following: *Postmodern American Fiction: A Norton Anthology*, *Lost in the Funhouse*, *Crying of Lot 49*, *Invisible Cities*, *A Heartbreaking Work of Staggering Genius*, *Our Ecstatic Days*, *If On A Winter’s Night A Traveler...*, *Number 9 Dream*, and *Raw Shark Texts*.

### **Literature of Redemption**

This English elective focuses on fictional character and poetic voices that transcend the prejudices and destructive behaviors of the societies in which they live. Students explore those opportunities found in literature and in our own lives for making connections between the abstract values we espouse and the concrete challenges of human relationships, with an emphasis on the redemptive powers of tolerance and compassion. The literature in this course represents a great range of time and geography, from the ecstatic poetry of the 13<sup>th</sup> century Sufi poet Rumi to the short stories of Alice Munro. The common thread has less to do with time and place and more to do with the themes of hope, justice, and love as they have been understood throughout the ages. This course gives equal attention to fiction and poetry. Additionally, students see films that inform the course’s themes, and through their own creative and analytical writing assignments, will themselves contribute to the course content. Typical course texts include: *Howards End*, *Birdsong*, *A Tree Within*, *House of Light*, *Drop City*, and short fiction by

---

Katherine Mansfield, Ernest Hemingway, Alice Munro, Gina Berriault, Raymond Carver, Langston Hughes, Isabel Allende, Ethan Canin, and Ian McEwan.

### **Monster as Metaphor**

This course examines the monstrous as a manifestation of the metaphysical Other, an entity reviled, abused, and denounced as a means of defining, stratifying, and “purging” that which a culture does not want to acknowledge. The course begins with the British Romantic Gothic, a movement that reacted against the clean rationalism of the Enlightenment with tales of criminality, corruption, and horror. The Gothic shades into the British fin de siècle, a period of perceived decadent excess and degeneration at the end of the 19<sup>th</sup> century. The course then turns to what may be termed American Gothic: instances of the grotesque and horrifying being made banal, everyday – or the everyday and banal being forced to yield up their horror and grotesquery! Texts include Mary Shelley’s *Frankenstein*, Oscar Wilde’s *The Picture of Dorian Gray*, R. L. Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde*, Flannery O’Connor’s *Complete Stories*, and John Updike’s *Rabbit, Run*.

### **AP English Language and Composition** (by consent of teacher and individual contract only)

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students become aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. In addition, sample tests and test essays help prepare students for the AP examination in May.

### **Advanced Placement Designation for English Literature** (by consent of teacher and individual contract only)

Any of the listed English courses beyond English II are considered Advanced Placement level if, by teacher/school consent and student contract, additional coursework is undertaken and satisfactorily completed. Poetry, fiction, and expository writing are all explored for genre, style, language, tropes, historical context, and interpretation, providing students with a thorough knowledge of and experience with AP subject matter. Students meet an extra hour every week for discussion, presentation of work, and AP test preparation.

### **Advanced Composition I and II**

These classes focus on developing the quality of student writing by having students read good fiction and nonfiction texts and practice writing in various styles and genres. In addition, students read about the writing process and explore in depth the issues of grammar, style, and writing quality. Students are expected to write a variety of different kinds of compositions in class and out. They are encouraged to explore various themes and to reflect on their own writing processes. In Advanced Composition II, students continue to develop their skills by drawing from a wider variety of written material and genres and by writing creative, expository, and analytical pieces at a more advanced level than in Advanced Composition I.

---

## **HISTORY AND SOCIAL SCIENCE**

### **Ancient History** (9<sup>th</sup> grade Anthropology and History class)

Ancient History is taught in conjunction with Ancient Literature. The course begins with the study of physical and cultural anthropology. The focus is on the processes of natural selection and hominid speciation, and the evolution of hominid bipedality, body form, brain structure, consciousness, and language ability. The cultural selection of social behaviors, technologies, economic strategies, political structures, and religious belief systems is examined in detail. The class studies hunting and gathering bands, tribal societies, agriculture, the establishment of urban cultures, and the origins of State. The cultural and intellectual innovations of the city-states of Mesopotamia and the Persian Empire are given particular attention. Citizenship, sexism, warfare, and the philosophers of the ancient Greek poleis and the Hellenistic Age are key topics of study. Time permitting, the class also does some study of comparative religion by contrasting elements of Zoroastrianism and Buddhism. Readings are challenging and concept-loaded and require mastery of specialized vocabulary. Writing clearly and developing solid study habits are a focus.

### **United States History** (10<sup>th</sup> grade History class)

U.S. History is a survey course that examines American history from the first Native American contact with Europeans to the present. The course is taught in concert with American Literature. Several themes are explored chronologically, including the interplay of race, ethnicity, region, class, and gender in the creation and transformation of American identities and culture; the development of constitutional law and American notions of equality, freedom, and justice; the political, economic, and environmental consequences of physical expansion and capitalism; and the growth of mass culture.

### **Advanced Placement United States History** (sophomore standing required/by consent of teacher and individual contract only)

This course is similar to the United States History class but covers the material at a faster pace and in greater depth. The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to take the AP examination. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The AP United States History course helps students develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present reasons and evidence clearly and persuasively in an essay format. In addition, sample tests and Document-Based Questions (DBQs) are used to prepare students for the AP examination in May. Attendance at extra class sessions is required, as is a two- week summer preparatory class.

---

**Advanced Placement European History** *Corresponds with European Literature* (junior or senior standing required/by consent of teacher and individual contract only)

This is a survey course of European history beginning with the Late Middle Ages and ending in the post-World War II period. The examination of European political, social, and intellectual history prepares students to take the Advanced Placement examination in May. Although the course is organized chronologically, several major themes are explored. These themes include the development and growth of market economies, the shift from a religious to a secular worldview, and the development of technological warfare and its effects. Assignments are designed to prepare students for the tasks required on the Advanced Placement exam and include multiple choice quizzes and tests, in-class essays, interpretation of primary sources, assigned readings, and written responses to Document-Based Essay Questions (DBQs). Attendance at extra class sessions is required.

**Making the Modern World System: The Changing Experience of Daily Life** (semester class/junior or senior standing required)

The focus of this global history course is the construction of the modern world system from 1400 to the present. The course examines the following general questions: How and why did Europe move from being a geographic, economic, and cultural backwater prior to the 1500s, to dominating the Americas, Asia, the Middle East, and Africa after 1800? In the modern moment, what are the material and cultural consequences of these global events for the daily lives of ordinary people? Issues in geography, economic history, political organization, technology, industrialization, urbanization, social status, consumption, ideologies, and the destruction and formation of cultural values are examined. The readings are demanding and are intended to set forth broad theories of historical change while revealing the particular ways these global changes have altered the social lives and beliefs of common people.

**China and India** (semester class/junior or senior standing required)

This course, taught in conjunction with Literature of China and India, is a comparative survey of Chinese and Indian history that focuses primarily on the period extending from the onset of European colonialism and imperialism to the present for each region. The class begins with a review of the ancient idea systems and social practices of India and China and then moves to circumstances in the two cultures, circa 1700 C.E. Topics of comparison may include: cosmological implications of ancient philosophies, family and caste, the experiences of European imperialism, the condition of women, the Boxer and Sepoy rebellions, Mao and M. Gandhi, the Indian independence and Chinese revolutionary movements, the Indian Emergency and the Cultural Revolution, strategies for population control, economic development policies, and popular culture. The class requires extensive reading, several major essays, and student presentations. The final examination is in essay form.

**History of Ideas** (junior/senior class standing required) *Corresponds with Poetry*

This course studies key concepts, historical moments, intellectual movements, and thinkers in the history of ideas. The origins, concepts and practices of major religious traditions and movements are compared. By what paths do ideas of the “soul” and later secularized notions about the

---

“inner-self” develop? The origins of science, philosophy, and the humanities in Greece are reviewed. The purposes of education and knowledge in the Christianizing west, in medieval Islam, and in China under its scholar-elite are compared. The early Christian hostility to science, the preservation and advancement of science and medicine in Islam, and the technological inventiveness of China are studied.

**Human Nature** (semester class/junior or senior standing required)

This interdisciplinary course looks at psychological, biological, anthropological, and sociological theories of human nature. Students consider questions such as: What things are common to us all? How can we best understand the processes by which our biology and our experience work together to construct us? What are the common emotions and what are their physical origins and purposes? How do we decide what is good and what is evil, and why do we care? What are the differences between temperament and personality? What are the sources of happiness? Do we benefit from adversity? A primary goal of the class is to enable students to reach meaningful and defensible conclusions concerning human nature and human behavior, and to be able to identify nonsense about these things when they encounter it. Another purpose of the class is to equip students to examine their own behavior, and that of others, honestly, thoughtfully, and constructively.

**The Twentieth Century** (semester class/junior or senior standing required)

Beginning with World War I, this class surveys the history of the world in the twentieth century and identifies major trends and events. Emphasis is placed on politics, ideologies, and cultural history. Themes include the extreme violence of the century, the patterns of oppression and rebellion, the gulf between those who have power and wealth and those who do not, the polar nature of major political ideologies, the influence of national and ethnic identification, the mechanization of life, and the accelerating degradation of the natural world. Histories of the century are used as the primary texts, and journalism, memoir, and film are liberally sampled as supplements to these texts. In addition, this course is designed to correlate closely with the Twentieth Century Literature class.

**State of the World** (semester class/junior or senior standing required)

Taught in conjunction with The Clash and Crash of Cultures literature class, this course explores significant issues that have global effects. Its goals are to educate students as to the nature and causes of these problems, and to enable students to take positions on these issues which are based on sound analysis and with which they are morally comfortable. The course is interdisciplinary and exposes students to history, philosophy, economics, sociology, demography, environmental theory, and journalism. The course examines the issues of violence, poverty, population growth, climate change, the globalization of corporate capitalism, political philosophies, rights, and international law.

**History of World Religions** (semester class/junior or senior standing required)

---

In this course, students comparatively examine different religious traditions, beginning with an anthropologically informed investigation of the definitions of religion, and the uses and purposes of early religious practice among tribal animists. The class then examines the development of ancestor worship, polytheisms, and religious rituals under the direction of priesthoods. Next, the development and spread of religions and philosophies that have an ethical focus are explored. Finally, the course appraises some current religious issues. The class is taught in tandem with Literature of World Religions.

**Ethics: Origins, History, and Goals** (semester class/junior or senior standing required)

This is an introductory course in the history and methods of ethical thought that considers ideas on the origins of moral feeling and behavior. The course compares ethical constructs from a variety of cultures and traditions while examining problems raised by cultural relativism, subjectivism, and divine command theory. Psychological and ethical egoism are critiqued. Forms of consequentialist/utilitarian ethics from Mill, Singer, and others are contrasted with Kantian deontology and its categorical imperatives. Hobbesian social contract theory, Rawl's theory of justice, and Habermas' discourse ethics are compared. Finally, virtue ethics are examined along with topics such as character, prudence, and flourishing. Throughout the course students are challenged to consider what the elements of a satisfactory moral theory are and to consider and articulate their own ethical views. Writing on that subject is the final assignment. The practical application of ethical systems to resolve real moral conundrums is a common class exercise.

**Early British History** (semester class/junior or senior standing required)

Taught in concert with Early British Literature, this is a history survey course of the British Isles beginning with its earliest inhabitants – Celts, Romans, and Norse – going through the Anglo-Saxon and Middle Ages, through the Tudors, and ending with the Stuarts. The students look at the building of Great Britain as a history of four nations; the intertwined histories of England, Scotland, Wales, and Ireland are examined as part of the various national cultures that make up Great Britain. Finally, students explore how this history laid the groundwork for the creation of a national ideology, nation building, colonialism, and imperialism.

**Societies in Crisis** (semester class/junior or senior standing required)

In this course, students examine several case studies of societies faced with crucial problems – environmental, ethical, or political – and how they have met, or failed to meet, the challenges inherent in these problems. The nature of cause and effect in history is explored, along with how ideas and attitudes influence the way people in different cultures think and behave. The role of the individual within these societies is also examined. Case studies include the prehistoric culture of Easter Island, British policy toward the American colonies in the 1770s, the origins of the Vietnam War, modern Iceland, and the current controversy over global warming. Students are assessed in several ways, but there is an emphasis on the essay format to test writing and analytical skills. Book reviews and papers focus on the students' research and organizational skills as well as writing skills. There are also group projects and debates. Typical texts include: Jared Diamond's *Collapse: How Societies Choose to Fail or Succeed* and Barbara Tuchman's *The March of Folly; From Troy to Vietnam*.

---

**Facing History: Genocide and Human Behavior** (semester class/junior or senior standing required)

Armenia. The Holocaust. Rwanda. These mass murders of people because of their racial, ethnic, or religious identity made the twentieth century the Century of Genocide. So far, the new century is doing no better. In this course, we study the history and process of genocide – how it happens, why it is allowed to happen, how and when the guilty are brought to justice. Mostly, though, we focus on ordinary people who find themselves in the middle of genocide: how some become murderers, a very few rescue the victims, and most remain passive bystanders to the evil around them. This course is taught with the English class, *Monster as Metaphor*.

**U. S. Government** (available only in summer for semester credit/sophomore, junior, or senior standing required)

This course critically examines the structure and operations of the federal government, constitutional rights, judicial review, the electoral process, the history of political parties, philosophies and policies of different ideological camps, opinion polling, and the roles of the media. Comparisons between the U.S. and other constitutional democracies are made. Elitist, pluralist, and egalitarian theories and issues of social class and status are examined. Recent and ongoing events are used as case studies.

## LANGUAGES

### French I

In this introductory class, students will learn functional communicative skills that will allow them to participate in a French-speaking culture at a basic level. The course places strong emphasis on oral skills and encourages students to use the language for personal enjoyment and enrichment. In addition to language skills, the class will explore the culture of France and the rest of the Francophone world. Lessons are thematic in nature and integrate vocabulary, grammar, and culture. Each unit covers a special theme, such as the family, school, cuisine, clothing, or weather. The theme-based units focus on listening, speaking, and writing through hands-on activities, oral activities, written exercises, songs, rhymes, and stories. Students are encouraged to interact in groups, respond orally, and participate in writing activities.

### French II (prerequisite: French I)

French II reviews concepts learned in French I and introduces new vocabulary and grammatical concepts. Each unit has a specific theme, which is tied to vocabulary and grammar lessons. The course places strong emphasis on oral skills; students are not only required to do class work in French, but also to talk about themselves and their daily lives in the target language. English is used only to clarify concepts. Films are shown to expose students to spoken French. In addition to working on language skills, students explore the history, geography, and culture of France and the rest of the Francophone world, from Canada to French West Africa.

---

**French III** (prerequisite: French II)

This course reviews material and concepts learned in French II and introduces new vocabulary and grammar. French III places strong emphasis on oral skills, creating an immersion environment. English is used only to clarify concepts. Students are encouraged to do more translations and reading in order to provide a bridge between lower-level courses and advanced courses that introduce literature. Films expose students to native-spoken French; discussions in French and written work follow each movie. Students continue their exploration of the Francophone world with history, geography, and culture assignments.

**French IV** (prerequisite: French III)

The purpose of this course is to give students the opportunity to review and practice speaking, listening to, reading, and writing French at an advanced level. This course creates a daily environment that fosters classroom discussion, debate, and other communicative activities. Authentic literature is used as a source for activities to build and expand students' knowledge of topical vocabulary, expressions, idioms, grammar, and pronunciation. Films and videos expose students to native speakers and provide another opportunity to have discussions in French. The class is conducted entirely in French; English is used only to clarify concepts. The history, geography, and culture of France and the rest of the Francophone world is incorporated into study throughout the year.

**Advanced Placement French Language** (prerequisite: French IV/junior or senior standing required/by consent of teacher and individual contract only)

In preparation for the Advanced Placement examination in French Language, students review grammar, write essays, complete frequent listening and speaking exercises, study the history, geography, and art of France in depth, and read increasingly complex French literature, including Rousseau, Voltaire, Hugo, and Camus. The classes are conducted entirely in French. Students are required to attend additional class sessions held for AP review.

**Spanish I**

The goal of this course is to introduce and guide the students towards functional communicative proficiency while developing a general insight into how languages work. Students will work towards acquiring language skills that will allow them to function in a Spanish-speaking culture at a beginning level, encourage them to use the language for personal enjoyment and enrichment, and help them appreciate the role of Hispanic cultures in a global context. During the course, students will work on Spanish-English, English-Spanish vocabulary and grammatical concepts as well as cultural information. All lessons are thematic in nature and include integration of vocabulary, grammar, and culture.

**Spanish II** (prerequisite: Spanish I)

This course continues the development of proficiency with a gradual process that requires frequent review of previously learned material. Throughout the class, students will be offered constant opportunities to review, practice, and integrate material from earlier stages of language

---

learning. New vocabulary and grammatical concepts are introduced. Literature and film are used to help students expand their reading ability and their ability to understand native speakers.

### **Spanish III** (prerequisite: Spanish II)

Spanish III builds on the two previous years' work and introduces more complex concepts in the study of Spanish. There are more readings and translations and a strong emphasis on oral skills, and most of the class is conducted in Spanish.

### **Spanish IV** (prerequisite: Spanish III with a grade of B- or above)

This advanced Spanish class explores grammatical concepts such as the future and conditional tenses, the forms of the perfect tenses, and the forms of the subjunctive. Reading assignments expose students to a wider variety of Spanish literature and the geography and history of Spain are studied. The class is conducted entirely in Spanish.

### **Advanced Placement Spanish Language** (prerequisite: Spanish IV/junior or senior standing required/by consent of teacher and individual contract only)

In preparation for the Advanced Placement examination in Spanish Language, students review grammar, write essays, complete frequent listening and speaking exercises, study the history and geography of several Spanish-speaking countries, and read increasingly complex Spanish literature. The classes are conducted entirely in Spanish. Students are required to attend additional class sessions held for AP review.

## **MATHEMATICS**

### **Algebra I**

Students in this course study functional relationships, the connections among ways of representing these relationships, and the use of representations of functions to solve problems. The course begins with ways of organizing data. Numerical patterns are explored, which leads to determining relationships formed by patterns. Functional relationships provide the basis for looking at equations and solving them graphically, prior to solving equations symbolically. Students learn to work with quantities that vary and to express relationships between quantities verbally, pictorially, graphically, and symbolically. A strong conceptual basis for understanding a solution to an equation is developed before introducing traditional methods for finding solutions. The emphasis in this course is also on connections to the real world, as well as

---

connections to the various mathematical strands. Geometric models are used to connect the visual and the symbolic. Probability theory and discrete mathematics are interwoven into the course.

### **Geometry** (prerequisite: Algebra I)

This introductory course emphasizes logic, reasoning, exploration, and problem solving over the memorization of formulas, postulates, and theorems. Although classical proofs are very much a part of this class, the thought process behind the proof is emphasized above the systematic structure. Math skills are continually practiced and reinforced. The unity of geometry and algebra is emphasized. The approach of the text and supplementary materials is multidisciplinary and experiential. Geometric applications are explored in areas of art, music, history, and, of course, physical and biological sciences. Much of the course involves deriving important principles through cooperative explorations.

### **Algebra II** (prerequisites: Algebra I and Geometry)

Advanced Algebra carefully builds on the sequential approaches to content and learning begun in the preceding texts in the AWSM series. The sequence from variable to equations to function is extended to using functions as models for a number of applied settings. Geometric and algebraic concepts are extended and connected to topics in probability and statistics, trigonometry, and discrete mathematics.

### **Pre-Calculus** (prerequisites: Algebra I, Geometry, and Algebra II with Trigonometry)

This course covers the fundamentals of modeling situations with equations, and a variety of methods for manipulating those equations to solve related problems. Most major equations are explored by two means; proving the equation and applying it to problems. In this way, students are able to understand what the equation means, how it can be used, and what its limitations are. Attention is also given to end behaviors, periodic functions, and conic segments and exploring these ideas both algebraically and graphically. This class provides the mathematical background necessary for a student to take a college-level math course such as Calculus.

### **Advanced Placement Calculus AB** (prerequisite: Pre-Calculus/ junior or senior standing required/by consent of teacher and individual contract only/)

Calculus is the study of rates of changes and related patterns in equations. Students will learn the basics of integration and differentiation in both a graphical and algebraic interpretation. Problems will relate the mathematics to the real-world situations, such as calculating volumes of irregular containers like swimming pools or estimating fuel consumption for different driving

---

conditions. The goal of this class is to introduce students to the fundamentals of Calculus as well to prepare them for the Advanced Placement examination in Calculus AB.

**Advanced Placement Calculus BC** (prerequisite: Pre-Calculus and/or AP Calculus AB/ senior standing required/by consent of teacher and individual contract only)

AP Calculus BC is a full-year, college-level course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB (techniques and applications of the derivative and the definite integral and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar, and vector functions), and series. Algebraic, numerical, and graphical representations are emphasized throughout the course, as is preparation for the AP examination in May.

## **SCIENCE**

**Evolution of the Universe** (9<sup>th</sup> grade science class)

This course is fundamentally an introduction to the history, thinking, and doing of science through the topics of chemistry and physics. Principles of geology and astronomy are alluded to throughout the course as practical applications of the chemistry and physics learned, particularly when they can be applied to our all-school trips to natural areas and class field trips. The processes, strengths, limitations, and speculative nature of science are best represented by the ongoing study of cosmology and the particle zoo. Cosmology is also a tool to ignite in students their natural burning desire to know truth, as well as to contemplate weird phenomena. Topics of anti-matter, wormholes, black holes, planets outside of our system, and a forever-expanding, cold, dark universe are as compelling and exhilarating as tales of ghosts, UFOs, and crop circles. The course provides a solid foundation of scientific knowledge and skills that will prepare the student for rigorous lab science, while at the same time stimulating natural curiosity and wonder.

**Chemistry** (prerequisites: Evolution of the Universe and Algebra 1)

This is an introductory laboratory course designed to explore the practical aspects of chemistry while illustrating how it is intimately involved in many facets of our daily lives. Topics covered include household chemicals, energy, chemistry of the environment, nutrition, and polymers, among others. Students are taught to think scientifically and incorporate mathematical skills into the solution of chemistry problems through a wide variety of class discussions, group work, practical problems, and laboratory activities. After learning how chemistry impacts their environment, students are required to present their findings through PowerPoint presentations.

**Honors Chemistry** (prerequisites: Evolution of the Universe and Algebra 1/by consent of teacher)

Chemistry is an integral part of modern society and this laboratory course focuses on the mechanisms of matter and chemical reactions while recognizing how chemistry is an integral

---

part of our modern society. Honors Chemistry teaches students to incorporate mathematical skills in the solution of chemistry problems through the use of practical problems, group discussions and laboratory activities. Significant emphasis is placed on solving application problems through dimensional analysis and critical thinking. Honors Chemistry also has advanced coursework and requires the completion of four projects, one per quarter.

### **Biology** (prerequisite: Evolution of the Universe)

High school graduates should possess a basic understanding of the functioning of the biological world they live in; including their own bodies, their neighborhood, and their regional and global environment. This course is intended to guide them in gaining this understanding. Graduates should also have experience in evaluating information (including that from individual testimony, scientific evidence, and other sources) so that they can make choices about complex issues. This course is intended to develop and exercise students' critical abilities through discussion and study of publicized developments in biological science in areas such as reproduction, diet and health, damage to ecological support systems, and extinction. Daily homework includes reading from the text or supplementary materials, and doing accompanying questions, essays, and problems from the student study guide. Most labs require formal write-ups, description, analysis, and interpretation. A large-scale biome research computer presentation (PowerPoint) is required first term. A research paper is required for the second term. An original experiment or demonstration of some kind, including presentation to the class, is required the final term.

### **Advanced Placement Biology** (prerequisite: Chemistry/junior or senior standing required/by consent of teacher and individual contract only)

This laboratory course is designed to provide a college-level introduction to biology and to prepare students for the Advanced Placement Examination in Biology. It differs from regular biology in the comprehensive and quantitative nature of the curriculum, the molecular and chemical emphasis, the laboratory emphasis, and the extensive time requirements. Students are required to sign a contract indicating both their commitment to taking the AP exam in May and their understanding that this is a college-level course that can require several hours of homework each night, as well as many hours of lab work outside of regular class time.

### **Advanced Placement Physics B** (prerequisites: Algebra II and Biology or Chemistry/junior or senior standing required/by consent of teacher and individual contract only)

The goal of this course is to prepare students for the Advanced Placement examination covering Physics B. The course is designed to introduce college-level physics to high school students and focuses on the development of an intuitive and comprehensive understanding of physics concepts, as well as problem solving with the use of mathematics. The laboratory work will help students develop reasoning power and principles, as well as acquaint students with sound laboratory techniques.

### **Advanced Placement Environmental Science** (prerequisites: Biology and Chemistry/senior standing required/by consent of teacher and individual contract only)

---

This laboratory course combines preparation for the Advanced Placement examination with an intensive study of natural ecosystems, with in-depth study of current environmental issues of management, safety, and conservation. Traditional population, community, ecosystem, and biome ecology is approached with an emphasis on field study and controlled experiments in both lab and field, exploiting the astonishing diversity of marine and terrestrial natural communities with which we are blessed in Southern California. As part of working in the field, students become intimately familiar with the flora and fauna of some of these local habitats, including chaparral, desert, conifer forest, oak woodland, riparian, grassland, and rocky intertidal, and in the process will become sensitive to changes in the community structures brought on by natural or unnatural causes. Environmental threats such as deforestation, air, soil, and water pollution, soil degradation, habitat loss, and loss of biodiversity will be observed and monitored in the field. There is extensive use of student-manipulated computer modeling to simulate population growth and demography, effects of habitat loss on biodiversity, climate change, and other ecological concepts. The Internet allows students access to the most recent information and to network with other students monitoring environmental data in other parts of the world. Finally, the course emphasizes possible solutions to the problems and teaches students how to influence environmental decision-making on local, state, and national levels. Although reading and problems from the text are assigned, much of the class is oriented, seminar style, towards individual and small-group student research and field/lab experiments.

**Comparative Vertebrate Anatomy and Physiology** (prerequisites: Biology and Chemistry/senior standing required)

This laboratory class is designed to foster physiological and scientific literacy. Students learn to weigh health-related and other scientific information critically outside of class and use these skills to make intelligent life decisions. We study comparative and comprehensive vertebrate anatomy and physiology with an emphasis on evolution and adaptation (fossils included) as opposed to a strictly human approach. Labs include dissections of sharks, turtles, snakes, pigeons, and cats, as well as sheep brain, heart, and kidney. Field trips may include a visit to the Los Angeles Natural History Museum, The Paige Museum, The San Diego Zoo, and a gross anatomy lab.

**Introduction to Neuroscience** (prerequisites: Biology and Chemistry/senior standing required)

Neuroscience is the study of the nervous system, including the brain, the spinal cord, and networks of sensory nerve cells, or neurons, throughout the body. Only in recent decades has Neuroscience become a recognized discipline. It is now a field that integrates biology, chemistry, and physics with studies of physiology and behavior. Throughout this laboratory course, students explore complex issues, such as cognition, emotion, motivation, and brain disorders. In addition, students learn the pathology and treatment of diseases, such as depression, schizophrenia, stroke, paralysis, Alzheimer's disease, and a variety of other neurological and psychological disorders.

## **ARTS AND ENRICHMENT**

---

## **Art I**

This course is designed to introduce students to the visual elements of art, to develop visual elements of awareness and confidence, and to provide the means for learning skills essential for translating ideas into effective visual forms. Students are encouraged to develop creative and individual responses to class projects while acquiring a critical means of inquiry. The course consists of studio projects, use of individual sketchbooks, discussions, demonstrations, individual help, slides and/or visual presentations, group critiques, and museum visits. Studio projects reinforce concepts studied in class; students are asked to design their own images illustrating particular principles and concepts. A variety of approaches, methods, and media will be explored. This course has an emphasis on two-dimensional art.

## **Art II** (prerequisite: Art I)

The course emphasizes a range of approaches and techniques, both traditional and contemporary. The major genres of still life, landscape, figurative, and abstract art provide a basis for class projects. Students expand their vocabulary with new media to include forms of drawing and painting. They participate in regular group reviews as projects are completed. Museum visits and other study of artists and their work continue.

## **Art III** (prerequisite: Art II)

Art III is designed for students who already have basic drawing and painting skills and are ready to begin defining their own personal artistic vision. Each class focuses on a different theme from the figure to nature, from objects to imagination. Individual attention and group discussion encourage students to challenge their imaginations and develop critical and conceptual thinking. Group discussion encourages the exploration of content and materials. Assignments will include a variety of technical and conceptual approaches to painting and drawing, sculpture, mixed media, graphic application, with the freedom to experiment with materials. Museum visits and other study of artists and their work continue.

## **Art IV** (prerequisite: Art III)

This course is designed to strengthen and expand students' art-making ideas through creative exploration of traditional and unconventional materials. We focus on the possibilities of combining two- and three-dimensional work media, photography, writing, sewing, recycled materials, and drawing. We look at the ways assemblage, collage, and installation have developed through Modernism and Postmodernism to expand students' critical vocabulary. Experimentation is encouraged. There are individual and group critiques.

**Advanced Placement Studio Art - Drawing** (junior or senior standing required/by consent of teacher and individual contract only)

---

AP Studio Art – Drawing is a college-level course in fine art. Students use this year to create a portfolio according to the Advanced Placement standards. Students meet individually and in groups with their teacher for guidance in meeting all the requirements for their submissions.

## **Creative Writing I and II**

These intensive writing workshops allow students to focus on longer writing projects, including working on a novel, a book of poetry, or a collection of short stories. The teacher guides the students through a series of writing exercises and group discussions. Workshop-style sessions allow students to read their work and gather comments from other student writers.

## **Drama I**

This introductory course is designed to acquaint beginning students with theater terminology and theatrical expression. Drama I students are encouraged to explore their imaginations, to develop the ability to think critically, to advance their creative expression, to improve their communication skills, and to perfect their ability to work cooperatively with others. Over the course of the year, students will establish a storehouse of skills that will train and educate them, as well as help develop their artistic ability to perform in front of an audience with clarity and aplomb. A strong emphasis is placed on bringing the written word alive in an exciting and believable way. Students will be introduced to all aspects of play production including publicity, stage management, and technical theater.

## **Drama II** (prerequisite: Drama I)

With an emphasis on performance, this course continues the training and foundations constructed in Drama I. Students continue to explore the relationship between literary study and theatrical enactment. In addition to improving their performance and communication skills, each student will have the added opportunity to build his or her confidence in front of an audience. At least two full-length productions will be mounted, one per semester. Each semester will focus on a particular period. (Examples of past choices have been: American Drama: *The Diary of Anne Frank* and *A Fats Waller Cabaret*; Shakespeare: *Twelfth Night* and Tom Stoppard's *Fifteen-Minute Hamlet*.) Students are expected to exhibit creativity, analyze and develop their characters, display imaginative use of space, and work in a disciplined, responsible, and cooperative manner with all the members of the production company. They will be expected to be more self-directed and to expand their skills and proficiency beyond the introductory level. As time permits between productions, the class will read, view, and analyze plays from the eras studied.

## **Drama III** (prerequisite: Drama II)

In addition to developing a more sophisticated understanding of acting techniques, this course allows students to explore the directing process. All students will learn and experience the

---

process of script reading, casting, working with actors, manipulation of space, use of sound and images, developing designs, and mounting productions. Later in the year, the class will perform three student-directed, one-act plays. For the actor, the course continues to build upon the training and foundation of Drama I and II. The class will advance student exploration of the relationship between literary study and theatrical enactment. Performers will sharpen their performance and communication skills and have multiple opportunities to increase their confidence in front of an audience. Students will be expected to expand their creativity, analyze and develop their characters, display imaginative use of space, and work in a disciplined, responsible, and cooperative manner with all members of the production company. At this advanced level, students are expected to be more self-directed and to stretch their skills and stage proficiency beyond the introductory level. As time permits between productions, the class will read, view, and analyze plays relating to those produced. Students will continue to strengthen their aesthetic development as well as their oral, listening, and critical-thinking skills.

#### **Drama IV** (prerequisite: Drama III)

Students continue to develop their on-stage and back-stage skills through directing, acting, and taking various behind the scenes roles. In addition to participating in class productions, students will learn about auditioning, selecting scenes to perform, and developing a character. As time permits between productions, the class will read, view, and analyze plays relating to those produced. Students will continue to strengthen their aesthetic development, as well as their oral, listening, and critical-thinking skills.

#### **Filmmaking**

The objective of this course is to develop students' creative abilities in the film/video medium and to introduce them to the many possibilities of cinematic language as an art form. Through in-class lectures and workshops, students work in groups to discover the step-by-step process of making a film, from original idea to edited video-piece. The class teaches students to translate their five-to-ten page original stories to the screen, and in doing so, cover all professional aspects of screenwriting, storyboarding, pre-production, production, and post-production. Students learn technical and conceptual skills during and outside of class by working with lighting and sound equipment. While developing their own projects, students are exposed to the work of acclaimed international filmmakers from various time periods and genres – fictional drama and comedy, documentary, animation, and experimental features and short – that serve as inspiration for their own stories.

#### **History of Film**

In this course, students explore the history of film from its beginnings in the silent era to the present day. Sampled films cover a variety of time periods and genres, such as westerns, cop thrillers, caper movies, romantic comedies, band movies, historical films, film noir, and mysteries. All of the films illustrate the development over time of acting techniques, cinematography, and direction. Groundbreaking directors, including Hitchcock, Ford, Scorsese, and Truffaut are also studied for their contribution to the art. Perhaps the most important goal of

---

the course is to help students think and write about films as critics; that is, to unpack the elements of a film, rather than just decide whether they like or dislike the film in question.

### **Music Ensemble**

As its name suggests, this class is, in fact, a working instrumental music ensemble. All students, whatever their level of musical training, are welcome to join. Each year, the composition of the band is slightly different, depending upon the instruments students bring to the class.

Compositions studied are arranged or written for the existing instrumentation, and most classes involve at least some individual and group music practice. The ensemble performs several times during the year at school functions, including Waverly's Holiday Show. In addition, music theory and notation are studied and applied to the compositions being learned.

### **Music History: Western Music**

This course is primarily designed as a survey of European common practice music and will follow a yearlong timeline. A familiarity with the fundamentals common to all music are necessary to analyze and interpret all this music, so the course begins with basic training in rhythmic and pitch notation. Fundamentals of counterpoint and harmony will be introduced as they appear in music history (polyphony with Middle Ages and Renaissance, and harmony with Baroque).

### **Music History: Jazz**

This course is primarily designed as a survey of jazz music and follows a yearlong timeline. A familiarity with the fundamentals common to all music are necessary to analyze and interpret all this music, so the course begins with basic training in rhythmic and pitch notation. Essentials of jazz harmony and jazz improvisation will be introduced as they appear in music history. All students will be expected in time to write and sight sing or play melodic lines, often in the manner of the artist or style we are studying. Music notation found in transcriptions, lead sheets, and/or arrangements will be used to analyze linear and harmonic techniques. All students are expected either to sing (e.g., blues or scat) or perform on an instrument. All students will be expected to recognize instruments by sound. As a chronological survey course, music will always be presented in its historical context, in relation to other arts, and the sociopolitical milieu of the time and place. For example, we cannot explore Harlem stride without Harlem Renaissance and the Cotton Club. Ultimately, the most important course objective is the training of critical and enthusiastic listeners.

### **Publications**

This course is an intensive writing workshop, combined with a publication program. Students read model writing to analyze stylistic techniques in contemporary literature. They are required to try their hand at various creative genres, including short fiction, poetry, drama, memoir, and literary exposition, with a major project in the genre of their choice to be completed by the end of the year. Discussions and criticism will be student-centered, with the instructor's primary role

---

being that of facilitator. For the publishing program, students produce a literary journal and the school yearbook.

## **WELLNESS EDUCATION**

At Waverly, wellness is a positive approach to living that emphasizes the whole person, not just a healthy life style. It is the integration of body and mind and the appreciation that everything we do, think, feel, and believe has an impact on our health.

Waverly's Wellness program manifests itself within each division of the school in a way that is developmentally appropriate for the age and stage of an elementary, middle, or high school student. A significant portion of our fifth through twelfth grade curriculum is committed to fostering the holistic wellbeing of our students. Focus on the students' physical, emotional, intellectual and social development is the priority.

As an introduction to high school, Freshmen Wellness is one semester long, focusing on basic health issues related to teen life. Some classes are segregated by gender, and guest speakers frequent the class.

The tenth and eleventh grade students incorporate their service learning directly into their Wellness curriculum. The tenth grade Community Awareness class introduces students to service participation at the high school level. Students learn about community needs and opportunities through a variety of speakers and other experiences. Students are exposed to local service venues such as the AIDS Service Center, Union Station, and Mother's Club. During this semester, students complete 10 hours of service outside of class time towards their graduation requirement.

The eleventh grade This I Believe class is intended to develop mindfulness, self-awareness, and leadership skills. This course supports students in bringing their service experience to the next level, from participation to leadership. Students in this class fulfill a 15-hour Service Project while acquiring leadership skills by demonstrating service to others in need and inspiring their peers to do the same.

Students develop a deeper understanding of what it means to reach out through their individual strengths, talents, and personal interests. Public speaking, delegation, decision making, and organization will be practiced. During the course, students will explore and hone their individual identities in preparation for and implementation of their project. Ultimately, students will compose a This I Believe essay and read it aloud for their peers. A significant portion of the second semester is also spent in personalized counseling with the College Counselor.

---

The twelfth grade Senior Transitions class continues the college search and begins the transition from high school to college. The first semester focuses on the application process. In the second semester, students read and discuss *The Naked Roommate*, and seniors also work on an independent senior project on a topic that is new to the student, but ties into the experience gained from their 15-hour Service Leadership Project as juniors. In the week following the AP exams in May, seniors will take their final exams and then have approximately two weeks to complete their Senior Projects, presenting them to the Waverly community in June.

## **SERVICE LEARNING**

Service to the greater community is one of the basic commitments upon which The Waverly School was founded. We use the term "Service Learning" rather than "Community Service" because we strive to embed our community service into our curriculum.

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Students learn essential skills while participating in service both within and beyond the school. Outreach provides students with an invaluable opportunity to see themselves in the larger context of the greater community, and to experience the benefit and fulfillment of that connection. More particularly, we hope to help students understand and embrace their responsibility as global citizens.

We encourage and support students to do their Service Learning in areas that reflect their passions, and in ways that leave them changed as much as those they serve. High school students are required to participate in a total of 40 hours of community service prior to graduation.

Tenth grade students incorporate their service learning directly into their Wellness Curriculum. Students learn about community needs and opportunities through a variety of speakers and other experiences. Students are exposed to local service venues such as the AIDS Service Center, Union Station, and Mother's Club. During this semester, students complete 10 hours of service outside of class time towards their graduation requirement.

The eleventh grade develops leadership awareness and skills. Students in this class fulfill a 15-hour project while acquiring and demonstrating service leadership skills. Examples of these skills might be public speaking, delegating, decision making, or organizing. Over the course, students explore and hone these skills in preparation for and implementation of their project.

Ninth and twelfth grade students are encouraged to participate in individual, class, and all-school events that support social and environmental needs on the local, national, and global levels. Seniors are also encouraged to tie their service interests directly into their Senior Project.

---

Because reflection is a key component of meaningful experiential education, we build it into the service process. Through discussion and reflection papers, we invite students to consider the learning they've experienced. These reflection papers are often shared by the coordinators with other students to foster awareness of what is possible in terms of impact on the community as well as on oneself.

## **SENIOR PROJECTS**

As a graduation requirement, all seniors must complete a yearlong project. Working with a faculty or staff advisor, each twelfth grade student develops a concept for his/her project and turns in a proposal in November to the Senior Projects Committee for approval. Once approved, the senior continues to consult his/her advisor as he/she works to complete his/her project. At the end of May, the seniors put on presentations of their work for The Waverly School community. These projects reflect the individual senior's interests, and have ranged from landscaping a backyard to recording a CD of original music.

## **PHYSICAL EDUCATION**

The goal of The Waverly School physical education program is to equip students with the knowledge, skills, values, and enthusiasm to maintain a healthy lifestyle into adulthood. Activities included in the program are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts, and strategies, and to teach students to work as part of a team, or as individuals, in a variety of activities.

All students in the ninth and tenth grades are required to complete physical education units. Given the varying needs of our community, The Waverly School provides three options for fulfilling the physical education requirement: participation on a school team for one season, consistent and documented participation in a club sport or class outside of school for the duration of the school year (for a minimum of two times per week for at least one hour each time), or participation in physical education classes at Waverly during or after school for the duration of the school year. A signed Physical Education Fulfillment Form is required at the end of each semester to verify participation. Waverly Coaches must sign off for athletes.

## **STANDARDIZED TESTING**

The PSAT is administered at Waverly in October. All tenth and eleventh grade students are automatically registered for the PSAT by Waverly's testing coordinator. Results are sent to the school. The college counselor then sends individual results home. The college counselor and/or the English and math teachers discuss the results with groups, and/or with each student in individual meetings. The PSAT provides valuable experience in taking standardized tests.

---

Students in tenth through twelfth grades work with the registrar and college counselor to determine when to take the SAT, SAT II, and/or ACT exams.

Advanced Placement exams take place in May. All students enrolled in an AP class must take the AP exam in order to receive AP credit on their transcripts.

