THE WAVERLY SCHOOL

CURRICULUM GUIDE

MISSION STATEMENT

The Waverly School cultivates
curious, resourceful, confident learners
who demonstrate intellectual engagement,
critical and creative thinking,
respect for individual differences,
a strong awareness of personal responsibility,
and an active commitment to social justice.

THE WAVERLY SCHOOL
Preschool to High School

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WELCOME

to The Waverly School, home of the Ravens!

At Waverly, we chart a flight path that is defined by meaningful positive relationships between students, families, a love of learning, and a deep sense of belonging in Pasadena and greater Los Angeles. Waverly students are challenged daily to think critically about who they are, who they want to be, where they come from, and how they can make a meaningful impact on the world.

Before we ask students to address the world's challenges, we help them navigate their own. This may include disagreements on the playground, on social media, or on the weekends. We know that the students are tomorrow's neighbors, business owners, artists, faith leaders, and changemakers. We believe that the skills of deep reflection, careful listening, and open-minded dialogue are just as important as academic knowledge.

We focus on a cooperative experience for students that encourages them to see the blessings that everyone brings to a community. We pride ourselves on being a school that is about learning through inquiry, reflection, and connection, and not simply about academic winners and losers. The competition that we engender starts with challenging students to do their best to help work and to help their peers to be better partners, thinkers, classmates and citizens. This, in turn, effectively meets everyone's needs.

We can win together, we can fly together, we can soar together, and the aim of our journey is joy, prosperity, growth, connection, freedom, and justice.

Thank you for taking the time to learn more about us. We look forward to seeing you on campus and soaring with you in Pasadena.

In community,

Clarke Weatherspoon • *Head Of School*
Crystal Day • *Head Of Admissions And Director Of Advancement*

WAVERLY

Mission • Core Values • Key Learning Outcomes

Mission Statement

The Waverly school cultivates curious, resourceful, confident learners who demonstrate intellectual engagement, critical and creative thinking, respect for individual differences, a strong awareness of personal responsibility, and an active commitment to social justice. To realize this mission, the school embraces the following ideals:

Community

At Waverly, relationships are at the heart of everything we do– built on trust, empathy, and mutual respect. Meaningful, authentic interactions occur everywhere: in the classrooms, on the playground, on the quad, at the farm, and on outdoor trips. Students collaborate to solve problems, share ideas, and build understanding. Waverly teachers know each student on a personal level– academically, socially, and emotionally– and engage them in conversations that are thoughtful, challenging, and often filled with laughter. Waverly educators model curiosity, integrity, and a commitment to lives of purpose. It's a community where students, teachers, and families grow and learn alongside one another.

Progressive Education

Waverly's educational philosophy is grounded in the belief that students learn best when they are actively involved in their education, when they become responsible for their growth as students, when they are encouraged to work to their highest level, and when their learning is based on life experiences. Recognizing that children and adolescents develop in stages, Waverly supports each student's unique journey through those stages. Our program fosters the full scope of human development — intellectual, social, physical, aesthetic, and ethical — by nurturing curiosity and guiding students to explore the world with wonder and purpose. Our approach is inspired by the work of progressive educators such as John Dewey, Jean Piaget, and Lev Vygotsky, while also drawing from current research and best practices in education.

Diversity & Equity

Waverly is deeply committed to social justice education. We strive to equip all members of the community with the tools to recognize and speak out against acts of bias and the discriminatory systems of power that produce structural inequalities. We uphold the dignity of each individual and foster an environment where everyone can engage in dialogue, question assumptions, learn openly, and participate fully. This commitment to inclusion encourages self-reflection and empathy, helping students and adults alike to better understand themselves and others. We believe that a diverse, equitable school community makes us all more informed, compassionate, and prepared to effect meaningful change. Waverly celebrates and affirms individual differences– including race, ethnicity, biological sex, gender identity, sexual orientation, socio economic circumstance, national origin, immigration status, ability and disability, physical characteristics, religious belief, and all aspects of identity are acknowledged and celebrated.

Curriculum Philosophy: Preschool through Twelfth Grade

At Waverly, education is a joyful, inquiry-driven journey that grows with our students. Our progressive, developmental approach begins in preschool and continues through High School, nurturing curiosity, creativity, critical thinking, and compassion every step of the way.

Across all divisions, students are active participants in their own learning. We emphasize intellectual engagement, social responsibility, creative exploration, and ethical reflection through hands-on experiences, interdisciplinary study, and meaningful dialogue.

This guide outlines the continuum of learning at Waverly: the foundations built in the Elementary School, the expanding independence and complexity of the Middle School years, and the purposeful, intellectually rigorous exploration of the High School experience.

WAVERLY

At-A-Glance

About Waverly

A continuing commitment to equity and diversity is one of three ideals embraced within Waverly's **mission statement**.

Waverly is a nonsectarian, coeducational, college preparatory, progressive day school that spans preschool through High School.

- Waverly opened in 1993 as a school where children from preschool through eighth grade could grow and explore the joys of childhood learning. The High School was launched in 1997, offering a curriculum approved by the University of California and designed to challenge curious adolescents and prepare them for college and well beyond.
- The Waverly School is fully accredited by the **Western Association of Schools and Colleges** (WASC) and the **California Association of Independent Schools** (CAIS) and is a member of **The Alliance**, **People of Color in Independent Schools** (POCIS), and **A Better Chance**.
- Waverly has three separate campuses and a one-acre organic farm within walking distance in Pasadena, California. Our school is conveniently located off of the 210 and 134 freeways.
    - Elementary Campus (Preschool through Sixth): **67 W. Bellevue Drive**
    - Middle School Campus (Grades Seventh through Eighth): **120 Waverly Drive**
    - High School Campus (Grades Ninth through Twelfth): **108 Waverly Drive**
    - The Waverly Farm: **665 South Pasadena Avenue**
    - Business Office: **124 Waverly Drive**
- The school is within walking distance of the Metro A (Blue) Line Del Mar station.

- Student /teacher ratio:
    - Preschool: six to one
    - Elementary school: twelve to one
    - Middle school: twelve to one
    - High school: eleven to one
- School Hours:
    - Preschool: 8:30 a.m. - 2:45 p.m.
    - Kindergarten - 6th: 8:30 a.m. - 3:00 p.m.
    - Middle school: 8:30 a.m. - 3:10 p.m.
    - High school: 8:30 a.m. - 3:30 p.m.
    - Before and after-school care is available for preschool through eighth grade.
- Faculty:
    - Elementary School: Ten lead teachers, eight associates, six specialists
    - Middle School: Five core teachers, seven specialists
    - High School: Nine core teachers, five specialists
- Summer Program: Waverly hosts a summer camp for elementary students and offers a comprehensive selection of enrichment and academic classes for Middle and High School students.
- Flexible Tuition: 44% of Waverly's students are on a **flexible tuition plan**.
- Ethnic Diversity: 54% of our families identify as families of color.

Expected Learning Results

Waverly prepares students to live in the world with a comprehensive mindset that allows for multiple perspectives and outcomes for growth. These perspectives across disciplines allow students to consider the purpose of an education beyond where they go to college. Throughout their journey, we create experiences for students to consider these five key domains of growth, experience expression in relationships that define what it means to be a Raven.

Intellectually Curious and Literate Individuals Who

- are committed to academic excellence
- work in a full range of academic and artistic disciplines
- appreciate the relationships among disciplines
- are self-directed and think for themselves
- reflect on and learn from experiences
- take intellectual risks
- employ study and research skills

Complex Thinkers Who

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

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

- develop confidence and self-knowledge
- exhibit personal and intellectual honesty and respect
- take responsibility for themselves and their actions
- adapt to change
- define and confidently pursue goals
- choose a safe and healthy way of life
- work collaboratively

Responsible Global Citizens Who

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

Grading Philosophy and Mastery Assessment

At Waverly, we prioritize learning and growth over grades. We believe true success– both in school and in life– comes from a student's ability to recognize challenges, take initiative, collaborate with others, and work toward meaningful change. Our goal is for every student to become an active participant in their learning, equipped with the self-awareness and agency needed to navigate the world with confidence and care. Waverly's assessment approach is holistic and rooted in five core domains of learning. These outcomes are shared through narrative reports, rubrics, and the Mastery Transcript, a tool we adopted in 2025 to help students reflect on who they are as learners and citizens. Students from preschool through eighth grade do not receive letter grades. Instead, they are supported through personalized feedback that fosters reflection and growth. High school students receive letter grades alongside rubrics and mastery-based assessments. Grades are formally reported at the end of tenth grade and again mid-way through eleventh to support the college application process. To this end, students become the owners of their learning journey. They engage in ongoing, thoughtful dialogue with teachers about both their learning and their performance. While performance and learning are related, they are not the same. At Waverly, we emphasize learning as the priority—guiding students to align their efforts with meaningful outcomes that reflect both their personal goals and academic growth. This process empowers students to approach learning with intrinsic motivation and a deeper sense of purpose. As a result, Waverly graduates are well-prepared to attend colleges that reflect their strengths, values, and aspirations—and to make a meaningful impact beyond the classroom.

Learning Specialists and Academic Accommodations

At Waverly, we recognize that students learn in different ways and may benefit from targeted support at various points in their educational journey. We have two learning specialists—one serving the Elementary Campus (preschool through sixth grade) and one supporting the Upper Campus (seventh through twelfth grade)—who work closely with students, families, and teachers to provide academic strategy coaching, facilitate accommodations, and promote independent learning.

Support may include small-group instruction, executive functioning guidance, or consultation with families and outside professionals. Our approach emphasizes responsiveness and partnership, helping students develop effective learning habits, strengthen self-awareness, and build confidence.

While we welcome input from external providers, our classrooms are not designed for one-on-one instructional services during the school day. Instead, our educators use differentiated instruction, varied modalities, and flexible assessments to ensure that all students are appropriately supported and challenged within our progressive, community-centered model.

Athletics

One of the primary academic goals at Waverly is that each student works to his or her highest potential. This is also true in sports, which enriches student life and the school community. We believe that participation in sports can contribute significantly to the physical, social, and emotional wellbeing of our students. Athletes are encouraged to develop their skills and ability to work as a team. As a result, our coaches focus on maximizing the participation of all team members. Success is measured in terms of personal development and the team's overall progress.

The athletics program allows students to compete at the Middle School level (which includes fifth through eighth grade) in fall, winter, and spring sports in the Arroyo League. Sports include flag football, volleyball, basketball, tennis, and soccer. The High School athletics program allows students to compete in cross country, soccer, tennis, volleyball, basketball, and track in the International League, affiliated with the California Interscholastic Federation (CIF).

Requirements:

The following are requirements for athletic participation for all Waverly student athletes. Participants must:

- Maintain a satisfactory academic and behavioral record
- Be punctual and maintain consistent attendance at school
- Be present at school throughout the day of a contest in order to compete
- Complete medical examinations prior to first practice and competition
- Have a transportation permission slip on file
- Attend all practices, games, and tournaments while adhering to team rules as communicated by team coaches
- Strive for exemplary behavior at all times
- Waverly athletes are subject to the expectations, policies, and consequences of the Parent/Student Handbook at school, school events, team practices, and games

Waverly School Farm

The Waverly Organic Farm offers students, teachers, families, and the broader community a space to connect with nature through hands-on experiences, collaborative projects, and quiet reflection. Located just a short walk from campus at 665 South Pasadena Avenue, the Farm functions as an outdoor classroom that bridges and deepens the learning happening inside. Teachers across all grade levels use the farm to expand classroom concepts—whether through science investigations, writing exercises, ecological art projects, or interdisciplinary exploration. The space supports both structured lessons and unstructured opportunities for exploration and play. Classes have access to a garden plot, and students are encouraged to dig, plant, climb, observe, and reflect, building curiosity, agency, and a sense of connection to the natural world. The farm also fosters cross-age interaction, offering opportunities for mentoring, leadership, and community-building among Elementary, Middle, and High School students. Its design is intentionally open-ended and evolves each year to reflect the creativity and needs of the community. Research shows that time spent in nature and on farms enhances cognitive development, reduces stress, supports social-emotional learning, and strengthens students' environmental awareness and overall well-being. At Waverly, the Farm is a living expression of our commitment to experiential learning, sustainability, and joyful inquiry.

Health & Wellness

At Waverly, we believe that learning thrives when students feel safe, seen, and supported—physically, emotionally, and socially. Our approach to health and wellness is intentionally woven into every aspect of school life and grounded in self-awareness, empathy, and sustainable habits. Through physical education, social-emotional learning, and our Human Development curriculum, students explore identity, relationships, decision-making, and care for their bodies and communities. From playground conflict resolution to conversations about values and belonging, we guide students in building the lifelong tools they need for resilience, balance, and integrity. At Waverly, wellness isn't a separate subject—it's part of how we live and learn together.

College Preparation

Students and families receive college counseling throughout their High School experience. When students register for classes, they work closely with the Director of College Counseling to ensure that they take courses that are interesting, challenging, and manageable. The school administers the PSAT test in tenth and eleventh grade. Further, there are information sessions offered by the Director of College Counseling, guiding students and families in the appropriate steps to explore, visit, and ultimately narrow down a list of potential colleges and universities. In eleventh grade, students meet weekly with the college counselor to explore the application and financial aid processes and develop their college lists. In the first semester of twelfth grade, students meet with the Director of College Counseling regularly as they manage the various applications. Once students are admitted, the Director of College Counseling offers guidance in making final decisions.

Waverly is a college preparatory school; the curriculum is specifically intended to prepare students for higher education. The Waverly School encourages students to do their best academic work, mindful of college expectations, while having balanced, full lives. While taking an appropriately challenging course load is important, reading for pleasure, exploring volunteer opportunities, engaging in social and political action, playing sports, or spending time with friends and family are essential activities for adolescents to develop a sense of who they are. Waverly students are admitted to a wide range of excellent colleges and universities, as demonstrated here: **2024 College Admissions** (PDF). Waverly's objective is to ensure that students develop the skills to succeed in college and to live meaningful lives as adults.

WAVERLY

The Elementary School Program

Introduction

In Waverly's Elementary School, students in preschool through sixth grade build the foundations of inquiry, collaboration, and empathy. Our progressive, developmental approach emphasizes deep engagement in both academic and social learning. Through mixed-age classrooms, integrated thematic studies, and intentional attention to students' social-emotional growth, children are encouraged to explore, reflect, and connect — with themselves, their peers, and the wider world. Experiences at the Waverly Farm and in early outdoor education further support students in becoming curious, compassionate, and community-minded learners, ready for the increasing independence of Middle School.

Our Program

Waverly's Elementary is made up of 180 students across preschool through sixth grade. The program is intentionally organized into multiage classrooms:

- Preschool
- Kindergarten
- Two first/second grade classes
- Two third/fourth grade classes
- Two fifth/sixth grade classes

Each classroom has about 24 students and two full-time teachers — a lead and an associate. Our preschool maintains a six-to-one student-to-teacher ratio with four full-time educators.

Our developmental approach recognizes that children grow and learn at different paces. Just as children walk and talk on their own timelines, their academic skills — such as reading or mathematical reasoning — emerge within a wide developmental range. Teachers differentiate in real time to meet students' diverse needs. It's not uncommon for a single classroom to include up to ten reading groups, each tailored to students' developmental levels. This small group structure ensures students are both supported and challenged.

Waverly teachers are trained to support this natural variation through differentiated instruction, scaffolding, and ongoing formative assessment. Students are met where they are and given the time, space, and challenge to grow meaningfully.

Social-Emotional Learning & Responsive Classroom

A key component of our approach is the Social Emotional Learning (SEL) Responsive Classroom model, which integrates academic learning with intentional community-building, emotional regulation, and conflict resolution. This helps students learn how to collaborate, care for themselves and others, and contributes positively to their learning environment.

Progressive Education in Practice

Progressive education at Waverly means learning by doing—and in every classroom, this philosophy comes to life through hands-on, interdisciplinary projects. Classrooms are designed for collaboration, creativity, and movement, with flexible furniture, shared tables, and space for gathering. Technology is intentionally limited at this stage to prioritize connection and experiential learning.

Each classroom is centered around an annual theme that integrates academic content across disciplines and allows for deep exploration. Assessment is narrative-based and rooted in reflection. Teachers regularly document student progress and partner with families for goal setting twice a year.

Technology and Media Use

Technology use in the elementary grades is limited and purposeful. We prioritize hands-on, relationship-centered learning and do not rely on devices for instruction. When technology is used, it supports research, documentation, or creative expression in a collaborative setting. As students progress to upper elementary, they are gradually introduced to digital tools that prepare them for future academic use while fostering responsible habits and critical thinking.

Curricular Progression & Thematic Learning: Preschool through Sixth Grade

Academic growth at Waverly unfolds through a thoughtful progression that integrates thematic studies, outdoor learning, and social-emotional development. In the spirit of progressive education, academic disciplines are intentionally woven into each central theme—blending literacy, math, science, art, and humanities into cohesive, hands-on experiences. These interdisciplinary studies spark curiosity, build critical thinking, and help students see their learning as purposeful, connected, and rooted in the world around them.

Preschool – Theme: Exploration

Children explore questions such as "What happens at night?" or "What's beyond Earth?" through stories, circle time, art, and play-based investigation. They engage in foundational literacy through storytelling, phonemic awareness, and play-based language experiences. Math emerges through counting, patterning, sorting, and number recognition. Scientific inquiry begins through sensory play, observation, and outdoor time at the Farm. SEL focuses on naming feelings, turn-taking, and establishing routines.

Kindergarten – Theme: Storytelling

Students explore narratives—from fairytales to life cycles—while developing early literacy, writing, and cultural awareness. They study letter-sound relationships, dictation, and early writing, often through narrative and imaginative play. Math emphasizes number bonds, simple operations, and patterns. SEL deepens with empathy, conflict resolution, and self-regulation.

First/Second Grade – Theme: Local and Global Communities

Students start with personal identity and expand outward, exploring cultures, traditions, homes, and inventions. Literacy includes personal narratives, early research, and journal writing in small groups. Math covers place value, fluency with addition/subtraction, and problem-solving. Science explores habitats, the water cycle, and early engineering. Students participate in an overnight sleepover at school.

Third/Fourth Grade – Theme: California Studies

One year focuses on Los Angeles history; the other explores broader California themes like Indigenous communities and National Parks. Literacy includes reading comprehension, paragraph development, and literary analysis. Math includes multiplication, division, fractions, and multi-step problems. Science explores ecosystems and the scientific method. Outdoor education includes a spring camping trip and Santa Cruz Island visit. SEL includes cultural traditions and collaborative problem-solving.

Fifth/Sixth Grade – Theme: Systems and Structures

Students examine migration, governance, and civilizations through a rotating focus on American History and Ancient Civilizations. They engage in multi-paragraph writing, persuasive essays, and interdisciplinary projects like "Micronations," which blend research, geography, writing, and civic design. Math includes ratios, decimals, geometry, and early algebra. Science covers chemistry, astronomy, and environmental studies. Outdoor experiences include Yosemite or Catalina. SEL emphasizes leadership, advocacy, and justice.

FOUNDATIONAL LITERACY:
A Blended & Responsive Approach

At Waverly, we believe that strong literacy development comes from a balance of explicit instruction and meaningful, student-driven engagement with language. Our literacy program draws from a range of high-quality, research-based resources to support students in becoming confident, curious readers and writers.

We use UFLI Foundations, a phonics-based program grounded in the science of reading, to provide systematic instruction in foundational skills such as phonemic awareness, decoding, spelling, and fluency. This work is delivered in small groups and paced to meet the developmental needs of each student.

Alongside UFLI, we implement a Readers and Writers Workshop model that emphasizes student choice, independent reading, genre-based writing, and deep engagement with texts. Through mini-lessons, peer collaboration, and time to read and write every day, students develop voice, agency, and a strong sense of themselves as communicators.

These are just two of the many resources our teachers draw from to create a dynamic, responsive literacy experience. Our blended approach allows us to be flexible and intentional—integrating best practices from across the field while centering joy, relevance, and connection in every classroom.

Library and Literature Access

At Waverly, libraries are dynamic, inclusive spaces that reflect our progressive values and support both classroom learning and independent exploration. Each classroom includes a thoughtfully curated library tailored to student interests and curricular themes, while our school-wide library offers a broad and evolving collection of books across genres and reading levels.

Through literature circles, read-alouds, genre studies, and guided research, students engage deeply with texts and develop critical thinking, empathy, and curiosity. Teachers and our librarian collaborate to help students build research skills and pursue meaningful questions.

We believe that every child deserves to see themselves in the stories they read—and that anyone can be the hero. Our collections intentionally represent a wide range of voices, experiences, and identities, inviting all students to feel seen, valued, and inspired.

MATHEMATICS

At Waverly, we believe math should be meaningful, engaging, and connected to real life. Our math instruction is grounded in the *Everyday Mathematics* (EM) curriculum developed by the University of Chicago School Mathematics Project. This research-based, spiraling program encourages students to develop deep conceptual understanding through hands-on exploration, collaborative problem-solving, and multiple strategies for computation.

Everyday Mathematics emphasizes:

- Real-world applications and mathematical thinking
- Repeated exposure to key concepts over time
- Mental math, number sense, and flexible problem-solving strategies
- Games and activities that promote fluency and enjoyment

Aligned with our progressive philosophy, EM allows teachers to differentiate instruction to meet a wide range of developmental needs. Students engage in meaningful mathematical discourse, explain their reasoning, and approach problems from multiple angles. Through this program—and with the support of small-group instruction and responsive teaching—students build confidence as mathematicians and develop the skills they need to think critically and solve problems in a variety of contexts.

Whether they're exploring place value in first grade or investigating ratios in sixth grade, students at Waverly learn that math is not just about getting the right answer—it's about curiosity, perseverance, and discovering patterns in the world around them.

SCIENCE

Science at Waverly is rooted in curiosity, observation, and discovery. Through hands-on experiments, exploration of natural phenomena, and outdoor learning, students are encouraged to ask questions, form hypotheses, and build an understanding of the world around them. Scientific thinking is not taught in isolation—it's integrated into thematic studies and connected to students' lived experiences.
In the early years, students begin with sensory exploration and the foundational idea that they are scientists—asking "what if" and "how come" questions about the world. As students move through the grades, they explore ecosystems, landforms, weather extremes, and engineering challenges through increasingly complex investigations. They learn to design experiments, analyze data, and communicate their findings through writing, discussion, and creative projects.

By upper elementary, students engage in formal scientific method practices, explore chemistry, astronomy, and environmental systems, and use science as a tool for understanding global systems and local impact. Learning often takes place beyond the classroom—on the Farm, in nature, and during multi-day outdoor education experiences—allowing students to connect deeply with scientific ideas in real-world contexts.

At every stage, science at Waverly is about more than content—it's about cultivating a mindset of wonder, reflection, and responsible inquiry.

OUTDOOR EDUCATION

Outdoor education begins early and expands each year. Our Farm is the first outdoor education experience for our students. Each class participates in meaningful Farm education that incorporates how to steward land and be upstanders in our larger community and world. Students then launch into these outdoor experiences:

- First/Second Grade: Overnight sleepover at school
- Third/Fourth Grade: One-night spring camping trip and a day visit to Santa Cruz Island
- Fifth/Sixth Grade: Two-night fall camping trip and a spring week-long experience alternating between Yosemite and Catalina Island

These experiences deepen students' sense of responsibility, resilience, and connection to the natural world.

SPECIALIST CLASSES

Weekly specialist classes—including Spanish, art, music, physical education, and Farm—enrich students' learning and provide space for creativity, self-expression, and exploration beyond the core classroom curriculum.

Spanish is taught in an immersive, playful, and culturally vibrant environment. Through songs, games, movement, and storytelling, students build foundational vocabulary and begin developing conversational skills while exploring the richness of Spanish-speaking cultures.

Art instruction introduces key elements like line, shape, color, and texture through hands-on projects and exposure to influential artists. Students work with a wide range of media—including paint, ink, oil pastels, and ceramics—to encourage creativity and self-expression. Projects often connect to classroom themes, such as creating sarcophagi during a study

of ancient Egypt. Student work is proudly displayed throughout the school, making art a visible part of daily life.

Music education begins in preschool and builds through the grades, nurturing bold, confident, and joyful participation. Elementary students attend weekly classes focused on rhythm, vocal performance, and music theory, with hands-on exposure to instruments like guitar, ukulele, piano, violin, and percussion. The program emphasizes a wide range of styles and supports students in composing and expressing themselves through music.

Physical Education supports children's natural love of movement while developing physical coordination, cooperation, and confidence. Elementary students work with a PE specialist twice a week, engaging in dynamic games and activities that build gross motor skills, teamwork, agility, and respect for rules—all while having fun and staying active.

Farm is where elementary students visit weekly, engaging in hands-on learning that grows with them. In the early years, they explore the different areas of the farm, learn about pollination, and begin to understand plant life cycles. As they grow, students investigate seeds, edible plant parts, and how plants travel and grow. By upper elementary, they become "soil scientists," studying compost systems, garden ecosystems, and the role of decomposers.

Beyond structured lessons, the Farm is a place for play, discovery, and imagination—with trees to climb, a water pump to explore, and open-ended materials that invite building, digging, and wonder. Students plant, harvest, compost, care for chickens, and connect deeply with the rhythms of the natural world. It's a space where science, sustainability, and joy come to life.

SOCIAL JUSTICE COMPONENT TO LEARNING

Our commitment to social justice begins in the earliest years and is integrated throughout the curriculum. Students explore identity, diversity, justice, and action in developmentally appropriate ways, helping them build the language, understanding, and courage to stand up for themselves and others.

ASSESSMENT

Assessment in the Elementary School is narrative-based and rooted in reflection. Teachers are highly engaged in creating a meaningful process for learning and goal setting for each student throughout the year, regularly documenting strengths, areas of stretch, and progress across academic and social-emotional domains. Twice a year, families receive narrative reports and participate in goal-setting conferences with teachers. This model fosters motivation, confidence, and self-advocacy—skills that serve students well beyond Elementary School.

PREPARING FOR MIDDLE SCHOOL

In fifth and sixth grade, students begin to take on greater responsibility and independence in preparation for the transition to Middle School. They participate in student leadership opportunities, practice time management and study skills, and deepen their academic work through interdisciplinary projects. Teachers support this transition by gradually increasing expectations while maintaining the nurturing, relationship-based environment that defines the elementary experience.

WAVERLY

The Middle School Program

Introduction

Waverly's Middle School intentionally builds on the strong foundation laid in our Elementary School. As students enter adolescence, they are ready for more independence, deeper intellectual engagement, and expanded opportunities for self-expression. The Middle School years at Waverly honor this stage of development with a program that fosters curiosity, confidence, and community connection.

Students continue developing critical thinking skills as they explore increasingly complex ideas and questions. They learn to support arguments with evidence, express themselves clearly and compassionately, and deepen their understanding of themselves and the world. The core academic curriculum includes math, science, social studies, English, and Spanish. Students also engage in the arts, physical education, Farm, and a variety of electives that offer both breadth and choice.

A strong commitment to Social-Emotional Learning (SEL) continues to be woven throughout the curriculum, including dedicated classes such as advisory, human development, and Flex Time. Our goal is to prepare students not only for High School, but for thoughtful, ethical, and engaged lives.

Middle School Course of Study

The following chart outlines the comprehensive academic and co-curricular program that supports Middle School students' continued development as independent thinkers, collaborators, and engaged community members.

Seventh Grade	**Eighth Grade**
Social Studies	Social Studies
English	English
Math 7	Math 8, Algebra 1
Science	Science
Spanish A or B	Spanish A or B
Arts *(semester-long, two per year)*	Arts *(semester-long, two per year)*
Elective Block *(Quarterly Rotation)*	Elective Block *(Quarterly Rotation)*
PE *(Two Quarters)*	PE *(Two Quarters)*
Farm *(Two Quarters)*	Farm *(Two Quarters)*
Human Development	Human Development
Advisory	Advisory
Homework Club	Homework Club

HUMANITIES

Middle School students study humanities through a two-year interdisciplinary program that integrates American and world history with corresponding literature. The program rotates annually so students complete both Humanities A and B during their Middle School experience. These courses emphasize civil discourse, collaboration, and making meaningful connections across disciplines.

Interdisciplinary projects, research papers, close reading, and discussions about identity, justice, and power guide students in developing historical empathy and critical thinking.

HUMANITIES A AMERICAN HISTORY

Essential Questions:

How can the study of American history from diverse perspectives help us understand and appreciate the complexities of our nation's past and present?

What are the different ways individuals and communities have resisted oppression and sought to create a more equitable society throughout American history?

In what ways have systemic inequalities been challenged and transformed throughout American history, and how can we continue to address and dismantle the inequalities today?

How have historically excluded groups shaped and influenced the course of American history, and what lessons can we learn from their experiences?

American history explores various topics and themes that invite more awareness, critical thinking, and perspectives of lived experiences often not mentioned in the sphere of education. Discussions include a focus on periods that are particularly important to modern debates about the role of the United States in the world and important issues related to race, class, and gender. Hands-on activities and project-based work are also a component of the class and students explore and learn about different parts of the United States tangibly. Students work on independent research projects to deepen their understanding of the material such as the understanding of the Native American experience. The subjects covered in depth may include the decades before and after the U.S. Civil War, the rise of the U.S. as a major superpower, and the developments of the more recent past. This course will deepen students' critical thinking skills and strengthen their document analysis skills. The year of study culminates in a research project related to modern-day issues and their historical background.

Essential Skills Learned:

Seventh Grade:

- Begin to analyze historical events, identify simple cause-and-effect relationships, and recognize different perspectives
- Understand the basics of timelines and historical periods
- Learn to locate and use primary and secondary sources and start using evidence to support simple arguments
- Read and interpret basic maps and understand the geographical contexts of key historical events
- Write clear and concise paragraphs about historical topics and participate in class discussions
- Begin to compare basic aspects of different cultures and historical periods
- Start understanding and discussing the experiences and perspectives of people from different times and places
- Identify and explain simple causes of historical changes
- Use digital tools for simple research

Eighth Grade:

- Analyze complex historical events, understand multi-faceted causes and effects, and evaluate multiple perspectives critically
- Understand and create more detailed timelines and grasp the significance of different historical periods and eras
- Conduct more thorough research using a variety of primary and secondary sources and critically evaluate their reliability and relevance
- Interpret detailed maps and understand complex geographical contexts and their historical implications
- Write well-structured essays with clear arguments, supported by evidence. Engage in thoughtful and respectful class discussions
- Compare and contrast different cultures, civilizations, and historical periods in depth
- Develop a nuanced understanding of the experiences and perspectives of people from various times and places and discuss these insights with empathy
- Use digital tools effectively for research, collaborative projects, and sophisticated presentations

AMERICAN LITERATURE

Essential Questions:

How are concepts of justice and injustice explored in American literature?

How does literature help us understand the experiences of others?

In what ways can reading about diverse perspectives foster empathy and understanding?

How do characters grapple with their responsibilities to themselves and their communities?

What can we learn from these characteristics about ourselves and our roles in promoting justice and equity in our own lives?

American History explores significant themes and turning points through multiple lenses, with a strong emphasis on stories and experiences often underrepresented in traditional narrative. Students engage with diverse texts that explore themes of identity, power, and social justice, examining how race, gender, class, and social movements have shaped the American story. Through collaborative discussions, hands-on projects, and independent research, students are encouraged to think critically, analyze primary and secondary sources, and draw connections between historical events and present-day issues.

Students explore how characters navigate systemic challenges, use their voices for change, and see themselves in relation to their communities.

By analyzing historical contexts and literary themes students gain a deeper appreciation for the role of literature in reflecting and shaping society. Through this process, the class empowers students to become thoughtful, informed, and active participants in their communities. Students develop a nuanced understanding of American literature and its relevance to their lives and the world around them.

Essential Skills Learned:

Seventh Grade:

- Read developmentally appropriate texts
- Write using basic grammar rules, vocabulary, and punctuation
- Write about their own personal experiences
- Know some beginning outline structures for writing rough drafts
- Have basic keyboarding knowledge to use laptops
- Identify major literary devices (metaphor, simile)
- Identify themes
- Use graphic organizers to write rough drafts

Eighth Grade:

- Speak in front of the class
- Read out loud
- Comprehend grade-level texts
- Annotate
- Create slide presentations
- Write a five-paragraph essay and include a works cited page
  - Be able to identify and use the following literary devices:
  - Hyperbole, dramatic irony, personification, onomatopoeia, alliteration, allegory, protagonist, antagonist, symbolism, motif, connotation, and denotation
- Identify commonly confused words

HUMANITIES B WORLD HISTORY

Essential Questions:

Why do some civilizations prosper more than others?

How do civilizations develop?

What makes a group an empire? What are the key political elements of an empire?

How do major belief systems develop and help to structure societies?

World History offers a comprehensive examination of ancient and medieval history, primarily centered on non-Western societies. Throughout this course, we delve into the evolution of social and political structures spanning from the Neolithic Revolution to the onset of the Early Modern Period. Students will actively foster critical thinking skills, scrutinize the narratives that have been historically emphasized or marginalized, and establish relevancies to our present-day world by examining ongoing global developments.

Essential Skills Learned:

Seventh Grade:

- Begin to analyze historical events, identify simple cause-and-effect relationships, and recognize different perspectives
- Understand the basics of timelines and historical periods
- Learn to locate and use primary and secondary sources and start using evidence to support simple arguments
- Read and interpret basic maps and understand the geographical contexts of key historical events
- Write clear and concise paragraphs about historical topics and participate in class discussions
- Begin to compare basic aspects of different cultures and historical periods
- Start understanding and discussing the experiences and perspectives of people from different times and places
- Identify and explain simple causes of historical changes
- Use digital tools for simple research

Eighth Grade:

- Analyze complex historical events, understand multi-faceted causes and effects, and evaluate multiple perspectives critically
- Understand and create more detailed timelines and grasp the significance of different historical periods and eras
- Conduct more thorough research using a variety of primary and secondary sources and critically evaluate their reliability and relevance
- Interpret detailed maps and understand complex geographical contexts and their historical implications
- Write well-structured essays with clear arguments, supported by evidence. Engage in thoughtful and respectful class discussions
- Compare and contrast different cultures, civilizations, and historical periods in depth.
- Develop a nuanced understanding of the experiences and perspectives of people from various times and places and discuss these insights with empathy
- Use digital tools effectively for research, collaborative projects, and sophisticated presentations

WORLD LITERATURE

Essential Questions:

Are we obligated to take care of each other? Why?

Is there anything good that comes from tragedy?

Why should we care about what happens to characters in books?

Why do stories matter?

Middle School World Literature offers a partial survey of literature from around the world, with an emphasis on literature produced by and about people who have faced oppression and marginalization and who have nevertheless found ways to tell their stories. Students encounter a variety of literary and artistic forms, styles, and perspectives. Students study the structure and literary elements of each text and consider the many ways in which political and social circumstances shape its style and content. Students actively practice critical thinking and close reading skills, apply historical knowledge to literary analysis, and express and develop their responses and interpretations in regular class discussions and writing assignments.

Essential Skills Learned:

Seventh Grade:
- Read developmentally appropriate texts
- Write using basic grammar rules, vocabulary, and punctuation
- Write about their own experiences
- Know some beginning outline structures for writing rough drafts
- Have basic keyboarding knowledge to use laptops
- Identify major literary devices (metaphor, simile)
- Identify themes
- Use graphic organizers to write rough drafts

Eighth Grade:
- Speak in front of the class
- Read out loud
- Comprehend grade-level texts
- Annotate
- Create slide presentations
- Write a five-paragraph essay and include a works cited page
- Be able to identify and use the following literary devices:
  - Hyperbole, dramatic irony, personification, onomatopoeia, alliteration, allegory, protagonist, antagonist, symbolism, motif, connotation, and denotation
- Identify commonly confused words

MATH

The math program is designed to cultivate a deep understanding and appreciation of mathematics. By emphasizing critical thinking, problem-solving, and real-world applications, the program aims to develop not only proficiency but also a lifelong love for learning. The curriculum integrates collaborative learning and project-based instruction to create an engaging and supportive environment for all students.

Some Mathematical Practices Applicable to All Grade Levels
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct and critique arguments
- Model situations with mathematics
- Use mathematical tools appropriately

MATH 7

Essential Questions:

How do we apply proportional relationships to represent and solve real-world and mathematical problems?

How do we use operations with rational numbers, expressions, and equations to model and solve problems?

How do we use geometric concepts and relationships to describe and interpret the world around us?

How do we draw inferences about populations based on samples and collected data?

The seventh-grade math curriculum is designed to further develop students' problem solving skills and algebraic thinking. Abstract representations of various equations are introduced to stretch students' understanding and to encourage them to push themselves further. Emphasis is placed on developing each student's conceptual understanding of mathematics through classroom activities, labs, multimedia explorations, group discussions, and class projects. Students are asked to solve for unknown quantities, and this work with variables not only helps their mathematical development, but their logical reasoning as well. Multiple strategies are employed to aid the students in solving various problems including graphical representation, creation of number stories, and hands-on manipulatives. Seventh grade also offers further opportunities for students to discover the

universality of mathematical principles. Students start to recognize math as the universal language that humanity has used to try and answer some of its greatest questions. Upon completion of this course, students will be prepared for the curriculum of the curriculum offerings of eighth grade.

Essential Skills Learned:

- Use proportional relationships to solve real-world and mathematical problems
- Perform operations with rational numbers, including fractions and integers
- Compute percent change, including markup, discount, tax, and tip in the context of real-world situations
- Use the order of operations, distributive property, principles of simplifying equations, and combining like terms to generate equivalent expressions
- Solve real-life and mathematical problems using expressions and equations
- Draw, construct, and describe geometrical figures and the relationships between them
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
- Use random sampling to draw inferences about a population
- Draw comparative inferences about two populations
- Investigate chance and develop, use, and evaluate probability models

MATH 8

Essential Questions:

How do we use expressions and equations, including linear equations, to model and solve real-world and mathematical problems?

How do we use functions to describe quantitative relationships?

How do we use the geometric properties of two- and three-dimensional figures to model and solve real-world problems?

In the eighth-grade math curriculum, students deepen their understanding of pre-algebra and bridge their understanding to High School algebra. The curriculum covers advanced number sense, linear equations, geometric transformations, and data analysis, emphasizing critical thinking and problem-solving. Lessons also incorporate collaborative projects, technology, and real-world applications. Students engage in hands-on activities, mathematical discussions, and inquiry-based learning.

Essential Skills Learned:

- Explore irrational numbers and use rational numbers to approximate them
- Work with radicals and integer exponents
- Understand the connection between proportional relationships, lines, and linear equations
- Solve linear equations
- Define, evaluate, and compare functions
- Use functions to model relationships between quantities
- Understand congruence and similarity of geometric figures
- Understand and apply the Pythagorean theorem
- Solve real-world and mathematical problems involving the volume of cylinders, cones, and spheres
- Investigate patterns of association in data involving two variables

ALGEBRA 1

Essential Questions:

How do we use the principles of solving equations to find the answer to specific types of problems (linear, quadratic, exponential, radical)?

How do we identify functional relationships and how can the different types of functions (linear, quadratic, exponential) be used to model real-world situations?

How do we examine a problem and formulate a mathematical model, including tables, graphs, functions, equations, and inequalities, to solve that problem?

Algebra 1 builds on pre-algebra foundations and introduces students to more complex algebraic concepts. The curriculum includes linear equations and inequalities, functions, systems of equations, polynomials, and quadratic equations. The curriculum emphasizes inquiry-based learning, project-based instructions, and the use of manipulatives and technology. Students solve real-world problems, engage in mathematical discussions, and collaborate on projects, preparing them for High School math with a solid understanding of algebraic principles and problem-solving skills.

Essential Skills Learned:

- Understand and write expressions, equations, and inequalities to represent mathematical quantities and situations
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Build and graph a function that models a relationship between two quantities, including linear, quadratic, exponential, absolute value, and piecewise functions.
- Manipulate and build new functions from existing functions
- Perform operations with rational numbers, including radicals and exponents
- Perform arithmetic operations on polynomials
- Summarize, represent, and interpret data, including measures of central tendency and variation

SCIENCE

Middle School science is an integrated course that explores topics of life science, physical science, earth science, and engineering. Learning will build upon prior experiences, content knowledge, and skills. The **SEPUP/*Lab-Aids Issues in Science*** program is aligned with the Next Generation Science Standards (NGSS) to guide student learning, lessons, and inquiry. Students use the science and engineering practices: asking questions, defining problems, making predictions, planning and carrying out investigations, collecting and analyzing data, constructing explanations, designing and evaluating solutions, developing models, engaging in argument using evidence, communicating information, using computational thinking, and participating in discussions to share findings and debate claims. Integration of technology is embedded throughout the course.

INTEGRATED SCIENCE (Seventh & Eighth Grade)

Essential Questions:

How can scientific knowledge and evidence be used to solve real-world problems and make informed decisions?

What are the properties and behavior of matter, and how do they explain the physical phenomena we observe?

How do ecosystems function, and how are they impacted by interactions between organisms and their environment?

How are traits inherited and passed on through generations, and how do variations in reproductive processes contribute to genetic diversity?

How does the process of evolution explain the diversity of species and the adaptations of organisms over time?

How do the different body systems interact and function together to support the overall health and well-being of an organism?

How do cells function and contribute to the growth, development, and maintenance of living organisms?

How can chemical reactions be used to provide energy?

What determines how objects move in space?

How does water move above and below Earth's surface, and how does it affect the land as it moves?

Over the course of two years, the Middle School science program covers eight units in life science, earth science, and physical science. Classes are mixed ages, with eighth-grade students mentoring seventh-grade students to develop proficiency in the practices of science and engineering. Each spring, seventh-grade students complete a survey to help choose the units for their eighth-grade year.

Sample Units Year One
- Ecology
- Chemistry of Materials
- Reproduction
- Evolution

Sample Units Year Two
- Solar System and Beyond
- Chemical Reactions
- Body Systems
- From Cells to Organisms

Essential Skills Learned Seventh & Eighth Grades:
- Asking relevant questions
- Analyzing and interpreting data
- Communicating ideas and concepts
- Constructing explanations of scientific phenomena
- Developing and using models
- Engaging in evidence-based argument
- Engineering design solutions
- Managing tasks and sharing opportunities in groups
- Organizing data for analysis
- Organizing scientific information in a science journal
- Planning and carrying out investigations

DIGITAL LITERACY & TECHNOLOGY INTEGRATION

In Middle School, technology is used intentionally to enhance—not replace—deep, collaborative learning. We have a one-on-one Chromebook policy. Students engage with digital tools for research, writing, data collection, creative projects, and presentations. Across subject areas, they begin developing essential skills in digital organization, responsible technology use, and media literacy. As they navigate online platforms and collaborative tools, students also explore the ethical dimensions of the digital world, including privacy, misinformation, and the impact of social media. Our goal is to help students become thoughtful, discerning, and empowered digital citizens.

SPANISH

Our program encourages students to approach the language on an academic level and become familiar with utilizing resources of the Latino community, which includes Spanish-language music, film, art, etc. Cultural celebrations are all a part of the curriculum as well. This class aims to build a strong foundation for language learners and help students succeed in their High School language courses. Since there are students who have varying levels of Spanish speaking proficiency, the Middle School program divides students into separate groups per level. Classes are separated by new/beginning Spanish-speaking students, intermediate Spanish-speaking students, and native/almost fluent Spanish-speaking

students. Students are divided based on their Spanish-speaking abilities. All of the Spanish classes focus on developing fluency. Everyone will learn to construct questions, answers, and commands, and pronounce essential vocabulary.

SPANISH A

Spanish A delves into the Spanish language and students build an appreciation for the varied Spanish-speaking cultures and countries. Students develop fluency, learn to construct questions, answers, commands, and pronounce essential vocabulary. Students work collaboratively with other students to build proficiency in speaking and listening in Spanish. Students participate in individual and group projects and presentations as well as in-class discussions and assignments.

Essential Questions:

How does language influence our understanding of the diverse cultures within the Spanish-speaking world?

What methods can we use to communicate effectively in Spanish while being mindful of cultural differences?

In what ways does collaborative learning contribute to our language proficiency and appreciation of Spanish-speaking cultures?

What strategies can enhance our pronunciation and fluency in spoken Spanish?

Essential Skills Learned:

- READING: Students should read with fluency through questions, answers, commands, and targeted vocabulary with good pronunciation. Students may read short stories, a novel, or other appropriate reading material
- WRITING: Structure/language skills and grammar incorporated in students writing: grammar targets for each quarter of each level of Spanish. In the first semester, students learn sentences containing a subject and a verb. Additionally, they learn how verbs and negative expressions are used correctly in the present tense. In the second semester, students learn commands, direct objects, present progressive tense, and introduction to past tense verbs
- LISTENING: This skill develops naturally as they listen and read, during the year
- SPEAKING: Speak spontaneously through repetition and memorization of our daily conversations. Students will use the number of target vocabulary terms for each unit or story learned in class
- CULTURAL AWARENESS: Understanding the cultural contexts and nuances of the language, enhancing students' communication and appreciation for diverse perspectives

SPANISH B

In Spanish B, students learn in-depth details about having natural conversations in Spanish for specific environments. Students participate in ongoing discussions about the differences in Spanish culture. Spanish B focuses on developing comprehension and literacy. Students build knowledge of travel and traditions in Spanish-speaking countries in order to reinforce exchanging information respectfully with a Spanish speaker. Conversations regarding activities between countries allow students to share perspectives on their experiences. This class aims to nourish a stronger connection to Spanish culture, and at the same time, identify cultural practices that shape our differences. Spanish B enables students to head into their High School language classes with more awareness and confidence.

Essential Questions:

How do cultural practices and traditions in Spanish-speaking countries influence conversational norms and expectations?

In what ways can we engage in meaningful discussions about the differences in Spanish cultures while practicing natural conversation skills?
How does building comprehension and literacy

in Spanish contribute to our ability to exchange information respectfully with Spanish speakers?

How can sharing our personal travel experiences and perspectives deepen our understanding of cultural differences and strengthen our connection to Spanish culture?

Essential Skills Learned:

- READING: Students should read with fluency through questions, answers, commands, and targeted vocabulary with good pronunciation
- LISTENING: This skill develops naturally as they listen and read during the year
- WRITING: Structure/language skills and grammar are incorporated in the students' writing with grammar targets for each quarter of each level of Spanish. In the first semester, students learn that sentences contain a subject and a verb. Additionally, they learn how verbs and negative expressions are used correctly in the present tense. In the second semester, students learn commands, direct objects, present progressive tense, and an introduction to past tense verbs
- SPEAKING: Students learn to speak spontaneously, a skill acquired naturally through repetition and memorization of our daily conversations. Students will use the number of target vocabulary terms for each unit or story
- CULTURAL AWARENESS: Understanding the cultural contexts and nuances of the language, enhancing students' communication and appreciation for diverse perspectives

ARTS BLOCK

Middle School students choose two semester-long arts classes per year and meet three times per week. Arts classes tap into students' innate creativity and provide a space to connect with peers outside of their academic blocks. The arts teach important skills that translate to other classes in addition to providing the skills and knowledge for students to reach their artistic goals within the art discipline.

VISUAL ARTS

Essential Questions:

How can I express myself through visual arts? What kind of materials are best to communicate what I want to express?

What kind of style can I choose to deliver the message visually? How can my art be perceived?

What can I do to create an impactful artwork? Why does where I see or place my artwork matter?

Why is visual art important to me? How can I grow better as a visual artist?

How can I create with other people? How can I continue exploring more tools and materials?

How can I continue improving my art skills?

Students in the visual arts programs acquire art skills by using the rich exposure to exhibitions, art, and cultural and physical references in the Los Angeles area. For example the Getty's PST ART: Art & Science Collide, which explores the intersections and influences between art and science, provides inspiration and context for Waverly artists. Within this context of research and experimentation, young artists create art and develop skills for communicating visual work. The program utilizes a wide variety of recycled materials, as well as tools and methods to enhance student work. The program employs the Principles of Art & Design,

using dry and wet mediums, and students learn art history and contemporary art while setting positive habits and collaboration. By engaging in this holistic approach to culturally responsive and progressive art education, visual art students at the Middle School cultivate creativity, technical skills, and a deeper appreciation for the arts, empowering them to contribute meaningfully to the world through their unique perspectives and talents.

Essential Skills Learned:

- Being a mindful creator. Your work will impact a viewer, and a broader audience
- Creating a respectful social and spatial environment for all while working
- Embracing and trusting your process
- Learning from each other. A teacher is not the only person who knows things.
- Working hard, trying new things, trying hard
- Being open to uncomfortable situations
- Being participative and supportive in art critiques. Following art critique directions, and sharing your ideas respectfully by also using your best manners
- Being responsible with the space and materials you work with
- Leaving the space better than how you found it

DRAMA

Essential Questions:

Who am I, where am I, what do I want, what are my circumstances, what are my relationships, what is my moment before, where am I going (a moment after), and what is at stake for my character?

How do I begin to employ the elements of building a fully alive scene/character that is human and believable?

What are the tools and how do I use my tools as an actor to create character?

How do I find my way to collaboration as a scene partner, as a scriptwriter, or as a deviser on the direction of our work as a team?

How do I continue to build upon what I am learning each day, each project, for the next creative endeavor?

The Waverly Middle School drama arts block is committed to providing a safe and creative environment for every student. Our focus is on group work, play, and storytelling. During class meetings, we employ a variety of theater games, use improvisation techniques, and work on scripted or original scenes to help students have a dynamic relationship with their scene partners and the art of acting. Having fun, jumping into an ensemble, and creating detailed characters and stories inside of a homemade structure is our learning platform. Blank scenes, scripted material (with age-appropriate content), and original work from our group are the source of our daily work. All students are broken into groups or partners to collaborate and rehearse each assigned project, sometimes in small cohorts and sometimes in front of the company. The building blocks of listening and responding, relationship, place/environment, objective, stakes, and style are introduced to these beginning actors, as a practical way to make a solid theatrical piece with a beginning, middle, and end. After 5-10 minutes of individual groups rehearsing, we begin the process of collaborating with the whole class. Each scene partnership works in front of the group, taking direction, adjustments, and student suggestions. In this way, the actors, on their feet, can keep "growing" their scripted or original material. They can begin to understand and feel a sense of ownership of their creative process as they rehearse toward performance. Generous collaboration, technical fluency, freedom, and fun are the goals of our Middle School theatrical endeavors. In each semester, Middle School drama students offer their work to the community in two to three shared performances with the music, art, and creative writing blocks. Offering our devised and rehearsed pieces to friends, teachers, and family gives these young actors a creative goal and the precious experience

of collaboration and preparation for live or recorded performances.

Essential Skills Learned:

- Learning and using the elements of building a scene
- Listening/Responding/Acting from the Truth of the moment and from your authentic impulse
- Practicing presence by putting the focus on your partner, listening/responding, and working from the moment. Connecting is PRESENCE
- Showing up prepared to work, grow, change, and be in the process of building work
- Showing up to work from a place of supporting other students in their process
- An ongoing practice of interpretation of your material from the page to the stage. In other words, bringing material to life by creating living breathing human characters, inside a set of circumstances, so that you are believing and living inside of your story so that the audience is with you believing it too
- Being an active and contributing member of an ensemble of players, co-creating and making every effort to be "part of" as opposed to "separate from" in all of your work

MUSIC

Essential Questions:

How do we take space for ourselves while making space for others in a collaborative musical environment?

How can we use music and performance to spark connections between ourselves and our audiences?

How do our efforts and approaches to music class compare to our approaches to other subjects? How can we apply the habits of practice and rehearsal to other school subjects or areas of our lives?

In music class, the primary focus is to create and sustain a fun, nurturing, and cooperative environment for students to explore and express their creativity in a way that positively contributes to the whole ensemble. Students learn how to work together as a band. During class, students practice learning songs and rehearsing them together as a group. A band is a sum of all of its parts, which means that in addition to working attentively during class, it is also each student's duty to the band to practice at home to learn their assignments so that they can put their best effort forth during rehearsals and adequately contribute to the ensemble. Students rehearse material in preparation for performances at Arts Showcases held each semester. Performing live music for an audience is also designed to help students grow more comfortable being seen and heard, as well as to help spread joy and galvanize our community through the power of music.

Essential Skills Learned:

- Arriving to class on time, prepared with necessary materials
- Being focused, engaged, and well-behaved during class
- Embracing collaboration and acts in a manner that supports, rather than disparages, their peers
- Knowing how and when to take space for themselves and make space for others
- Demonstrating progress and evidence of practice outside of class time
- Connecting subject-specific skills to other aspects of school work and life

ELECTIVES

Middle School students need choice to meet their burgeoning desire for autonomy and independence. Quarterly electives enable Middle School students to explore interests and passions in classes of their choice. Students choose their electives four times a year. Classes are taught by teachers outside of their academic specialty. Teachers can connect outside of the academic classes with their students through a shared passion or interest. Elective offerings are vast and new offerings are added regularly to reflect student interest. Some recent offerings include:

- Japanese Language and Culture
- Canine Connections
- Crafting Club
- Fashion Elective
- Screenwriting
- Film Appreciation
- Know Your City
- Typing
- Video Editing
- Yoga
- Creative Writing
- Strategic Games
- French Food, Film, and Cultural Appreciation
- The Data of Sports

PHYSICAL EDUCATION

Essential Questions:

Why is it essential to be physically active every day?

What are the physical and mental benefits of participating in sports?

What is one thing you learned about the activity?

What did you learn about yourself/group during the activity?

What are the five benefits of stretching?

This course is directed at Middle School physical education students. Students will participate in a combination of team sports, lifetime and individual activities, and fitness activities throughout the semester. This class will also encourage and develop appropriate cooperative and social behavior necessary to interact with a group to achieve a common goal. Emphasis will be placed on developing personal attitudes, behaviors, and values in addition to addressing health-related fitness concepts and their use towards a lifetime of physical movement and the achievement of optimal health.

Essential Skills Learned:

- Students will develop an understanding of skills and rules in various sports as well as comprehending the importance of good health and fitness for everyone.
- Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Students will value physical activity for health enjoyment, challenge, and social interaction/team building.
- Students will use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- Students will identify and demonstrate acceptable responses to challenges, success, and failures in physical activity.
- Students will describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.

FARM

Essential Questions:

How can we work together as a community to create and sustain a productive, healthy farm environment as a response to currently accepted food systems?

What are the basic needs and cycles of plants, and how can we help them grow and thrive as seasons change?

What cultural significance do different foods hold, and how do they reflect the traditions, beliefs, and histories of diverse communities?

How does being mindful and present in nature affect our overall wellbeing?

What can we discover when we explore different areas of the farm as individuals?

The Middle School Farm program strives to offer a place for students to establish connections between nature and nourishment. The program draws from diverse forms of knowledge to provide students with opportunities to interact with the natural environment, think critically about food systems and human roles within them; and create reciprocal relationships within the larger community and diverse cultures.

Essential Skills Learned:

- Demonstrate collaborative teamwork through working together to meet a goal
- Demonstrate responsible leadership
- Understanding principles of gardening science
- Practice mindfulness as a tool to calm the body and mind
- Develop cultural awareness for farming practices and food cultures and traditions
- Develop basic food preparation skills
- Understand and use sustainable composting practices

HUMAN DEVELOPMENT

Essential Questions:

Identity - Who am I in my community?

Inclusion - How do I treat others within and outside of my community who are different from me?

Relationships and Conflict Resolution - How do I navigate healthy and unhealthy relationships?

Overall Well-Being- How can I make the best decisions for myself, taking peer pressure into account?

The term Human Development encompasses a breadth of topics that people experience over a lifetime including physical, mental, social, and emotional changes. We understand that these conversations can cover sensitive topics, which is why we want to ensure that your children feel informed and prepared as they embark on their unique developmental journeys. Ultimately, we want to equip our students with the knowledge and skills to feel confident as they enter each new chapter in their lives.

According to the World Health Organization, health is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity," and wellness is, "an active process through which people become aware of, and make choices toward, a more successful existence" (National Wellness Institute, 2015).

At Waverly, the Human Development and Wellness program is a positive approach to living that emphasizes the whole person, not just a physically healthy lifestyle. 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. This manifests 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.

Essential Skills Learned:

- Students will be able to correctly identify body parts in the reproductive system
- Students will understand the definitions of gender, sex assigned at birth, and sexuality to affirm their own and others' diverse identities
- Students will be able to make safe and appropriate decisions for themselves around substance use and/or sexual activity
- Students will understand what consent means and how to give or receive it in healthy, respectful ways
- Students will be empowered with information about birth control and sexually transmitted infections for their physical health and well-being
- Students will be able to recognize the difference between healthy and unhealthy relationships

ADVISORY

Every student is assigned an advisor for the two years that they are in Middle School. Advisory meets five times in our seven-day cycle. Students develop a close and supportive relationship with their advisor and with the other students in their advisory. Advisory supports students' social and academic growth and provides each student with a safe place to be seen, heard, and valued. In advisory, students build relationships with their peers and teachers outside of the academic curriculum. Students learn to support and to be supported socially, emotionally, and academically. The structure of the advisory program is rooted in the Responsive Classroom framework. Responsive Classroom is an approach to teaching and discipline that is rooted in the belief that social-emotional learning is as important as academic learning and creates safe, joyful classrooms that support student academic growth by utilizing developmentally appropriate strategies for engagement. The structure for Middle School advisory meetings includes greetings, announcements, acknowledgments, and activities.

FLEX BLOCK, CLUBS, & AFFINITY SPACES

Flex block offers students flexibility during the week to participate in clubs and activities. Clubs are student-created and facilitated by teachers in the Middle School. Clubs offer an opportunity for students to connect with other students over a shared interest. Some clubs have included:

- Skateboarding Club
- D&D Club
- Sephora Club
- Slime Club
- Spiderman Club
- Chill Zone

The school provides spaces for students to meet in identity-based affinity groups facilitated by teachers. The purpose of these groups is to support, affirm, dialogue, reflection, and joy. Some of the affinity spaces offered are:

- Asian American Affinity Space
- LGBTQIA Affinity Space
- Latine Affinity Space
- Black Student Affinity Space
- Jewish Affinity Space
- Neurodiversity Space

HOMEWORK CLUB

Throughout the Middle School years, students are guided in building the organizational, planning, and self-advocacy skills that support both academic growth and personal development. One key structure for this is Homework Club, a dedicated block in each seven-day rotation facilitated by the learning specialist. In addition to

providing support for homework and assignments, Homework Club offers time for check-ins, guidance around Middle School procedures and technology, and explicit instruction in executive functioning. These skills—including time management, task prioritization, and breaking down complex assignments—are reinforced in advisory, Homework Club, and across academic classes. They are essential not only for academic success, but for cultivating independence, confidence, and a strong sense of agency.

OUTDOOR EDUCATION & EXPERIENTIAL LEARNING

Outdoor education trips and field trips play a vital role in enriching student learning. Outdoor education trips help students develop practical outdoor skills, resilience, and independence while fostering a strong sense of community. Field trips provide hands-on, real-world experiences that extend learning beyond the classroom walls. Through these opportunities, students not only deepen their understanding of academic content but also discover more about themselves and their place within the wider community.

Recent field trips have included visits to:

- Astrocamp
- Historic Filipino Town
- Caltech lectures
- California African-American Art Museum
- A Noise Within theater
- The Armory Art Center
- California Science Center
- Wolf Connection
- Spanish class restaurant excursions
- Spring camping trip
- Annual beach trip

PREPARING FOR HIGH SCHOOL

As students move through Middle School, they take on increasing ownership of their learning and develop the skills that will carry them through the High School years. Eighth grade marks a key moment in this progression, with focused support in building strong study habits, organizational strategies, and reflective practices. Through advisory, Human Development, and academic reflection, students deepen their self-awareness, strengthen their voices, and cultivate the resilience needed for the continued journey through Waverly's High School program. The Middle School program is intentionally structured to equip students for the increasing independence, academic challenge, and personal growth they will encounter in grades nine through twelve.

WAVERLY

The High School Program

Introduction

At Waverly's High School, students engage in rigorous intellectual exploration, meaningful leadership opportunities, and authentic community connection. Our college-preparatory curriculum is designed to challenge students to think critically and creatively across disciplines, fostering a love of learning that goes beyond memorization. Through mastery-based evaluation, students demonstrate deep understanding and take ownership of their progress, encouraging self-reflection and continuous growth.

Collaborative learning is central to our approach, as students work together to solve complex problems, engage in thoughtful dialogue, and build supportive relationships. A signature element of the program is the Senior Project, an independent, passion-driven endeavor that empowers students to apply their knowledge and skills in real-world contexts, articulate their ideas with confidence, and make a positive impact.

Waverly's High School strives to cultivate thoughtful, ethical, and engaged young adults who are prepared not only for college but for meaningful, responsible participation in a diverse and interconnected world.

Graduation Requirements

The Waverly School's graduation requirements exceed the minimum entrance requirements of the University of California (A–G subject requirements) and reflect the school's commitment to interdisciplinary learning, critical thinking, and ethical engagement. The school offers a range of Honors courses; all courses are approved by the University of California. As a result, Waverly graduates are well prepared for the college application process.

Waverly's High School requires 22 credits for graduation. One credit is the equivalent of a year-long course, and Waverly's High School is a four-year program. Graduation requirements include:

ENGLISH: 4 credits
HISTORY: 4 credits
MATH: 3 credits
SCIENCE: 3 credits
WORLD LANGUAGES: 3 credits
ARTS: 2 credits
ADVANCED COURSEWORK: 3 credits
PHYSICAL EDUCATION: 2 years
SERVICE LEARNING: 60 hours
SOCIAL JUSTICE & GRADE LEVEL SEMINARS:
ninth through twelfth grade years

Course of Study

Students complete a blend of required and elective coursework each year. All students are enrolled in Advisory, Human Development, and Social Justice Seminar annually.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Ancient Lit.	American Lit.	Two semester English electives	Two semester English electives
Algebra or Geometry	Geometry or Algebra II	Algebra II, Precalculus, or Data Science	Precalculus, Data Science, Calculus, or Honors Calculus
Ancient History	US History or Honors US History	Two semester History electives	Two semester History electives
Integrated Science 9	Biology, Chemistry, or Physics	Honors Biology, Honors Chemistry, or Honors Physics	Honors Biology, Honors Chemistry, or Honors Physics
Spanish I or II	Spanish II or III	Spanish III or IV	Spanish IV or V
Arts Elective	Arts Elective	Arts Elective	Arts Elective Senior Project

Waverly Honors Criteria

Students in tenth through twelfth grade may choose to enroll in courses designated as Honors. These courses carry the same weighted grading as previous Advanced Placement classes. The following outlines the habits of mind, qualities, and academic expectations that define each Honors course:

Habits:

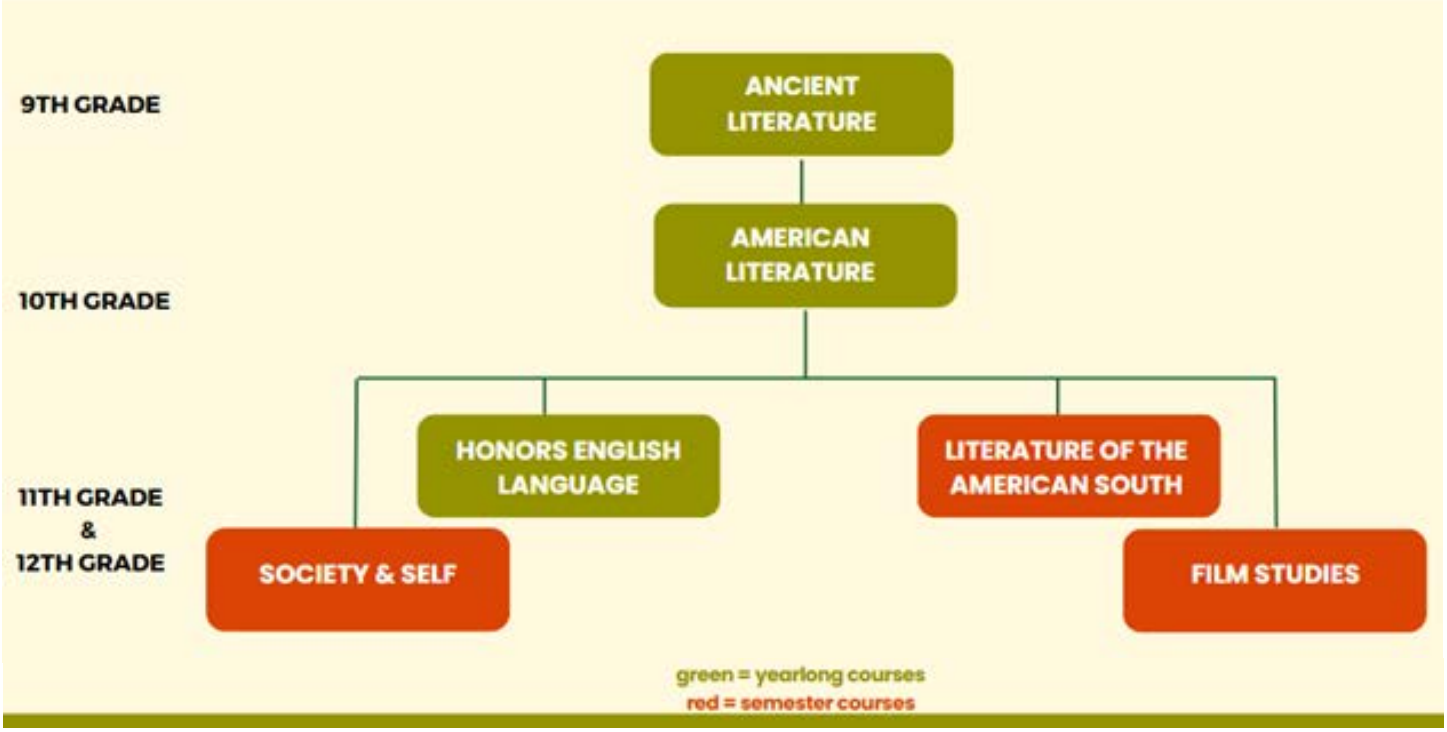
- Exhibit independence in their learning
- Employ an attitude of commitment, maturity, and responsibility to their academic studies
- Display self-motivation and leadership in their academic studies
- Initiate support from teachers

Academic Expectations:

Students can expect rigorous academic standards in every Waverly Honors course, including:

- Independent Research
- Decipher and utilize reputable sources
- Analyze and understand primary sources
- Investigate additional texts each semester (quantity and type dependent on discipline)
- Create original work that demonstrates robust understanding of material and interdisciplinary connection
- Advanced Writing
- Weekly writing assignments
- Analytical writing assignments and assessments
- Demonstration of high-level and nuanced writing technique and skill
- Extended-length writing assessments
- Project-Based Experiences
- Exploring beyond and diving deeper to pursue personal interests within the subject matter
- Application of Social Justice frameworks to systems and structures in society
- Public exhibition and presentation of work
- Two to four long-term projects per year
- Time Commitment
- Forty-five minutes of work outside of school per class

ENGLISH



ENGLISH I: ANCIENT LITERATURE

Target Grade(s): Ninth
Course Length: Yearlong
Prerequisites: None

Driving Questions:
How do ancient texts from different cultures shape modern literature and media? What universal themes emerge across ancient literary traditions? How do myths and legends reflect the values and beliefs of their societies?

Course Description:
Students explore literature from the ancient worlds and discover how modern texts, movies, and even video games are influenced by these stories. The class starts with the Sumerian epic of Gilgamesh and move on throughout the world with stories and epics from China, India, Persia, Africa, Europe, and the Americas, including excerpts from *The Ramayana, The Monkey King,* and *One Thousand and One Nights*, among others. The class reads stories in the Bible that are often reflected in literature through the ages (i.e., Adam and Eve, Noah, Job, etc.). The class explores the Roman Period through Shakespeare's *Julius Caesar* and end with the Anglo-Saxon epic of *Beowulf* and its 1970 counterpart, *Grendel*.

Students engage in writing essays, journals, and quick response paragraphs, as well as creative writing, oral presentations, and related art projects. All texts and curricular materials are subject to change and may differ from those listed above.

Skills & Assessments:
Socratic seminars; reading and written responses to demonstrate reading comprehension, meaningful interpretation, and useful annotation; formal academic essays and analytical paragraphs to demonstrate critical thinking and textual analysis; literary analysis that demonstrates the students' ability to develop clear and original claims supported by evidence.

ENGLISH II: AMERICAN LITERATURE

Target Grade(s): Tenth
Course Length: Yearlong
Prerequisites: English I or tenth grade standing

Driving Questions:
How does American literature reflect the diverse experiences of its people? How do different literary movements shape American storytelling? How has the American Dream been portrayed and critiqued in literature?

Course Description:
English II is a survey of American literature. Drawing on work from a wide array of genres and using a variety of perspectives to explore the concept, the class examines the intersectional factors that determine how and why different populations experience life differently in the US. Past texts have included but are not limited to *The Great Gatsby* by F. Scott Fitzgerald, nineteenth-century short stories, including those by authors such as Nathaniel Hawthorne and Edgar Allan Poe, *Sula* by Toni Morrison, *Devil in a Blue Dress* by Walter Mosley, *Interpreter of Maladies* by Jhumpa Lahiri, *The Woman Warrior* by Maxine Hong Kingston, a selection of 21st-century short stories, and a survey of poetry spanning the nineteenth, twentieth, and 21st centuries. Students journal, write academic essays, produce creative assignments, and discuss the texts to gain a deeper understanding of the material and acquire and strengthen written and oral communication skills. All texts and curricular materials are subject to change and may differ from the above.

Skills & Assessments:
Socratic seminars; reading and written responses to demonstrate reading comprehension, meaningful interpretation, and useful annotation; formal academic essays and analytical paragraphs to demonstrate critical thinking and textual analysis; literary analysis that demonstrates the students' ability to develop clear and original claims supported by evidence.

ENGLISH III AND IV

Juniors and seniors complete four semester-long courses or two yearlong courses to fulfill the English III and IV requirements.

SOCIETY & SELF

Target Grade(s): Eleventh or twelfth
Course Length: Semester
Prerequisites: English II or eleventh/twelfth grade standing

Driving Questions:
How do literary characters challenge or conform to societal expectations? How does literature explore the balance between personal identity and social responsibility? How can literature inspire social change and empathy?

Course Description:
This English elective focuses on fictional characters 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 (focusing on the literature of redemption). The literature in this course represents a great range of time and geography, from the ecstatic poetry of the thirteenth century Sufi poet Rumi to the short stories of Denis Johnson. The common thread has less to do with time and place and more to do with themes of hope, justice, and love as they have been understood through 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, contribute to the course content. Possible texts may include literature by Rumi, E.M. Forster, Virginia Woolf, James Baldwin, Justin Torres, and Elaine Castillo. All texts and curricular materials are subject to change and may differ from the above.

Skills & Assessment:
Socratic seminars; reading and written responses to demonstrate reading comprehension, meaningful interpretation, and useful annotation; formal academic essays and analytical paragraphs to demonstrate critical thinking and textual analysis; literary analysis that demonstrates the students' ability to develop clear and original claims supported by evidence.

LITERATURE OF THE AMERICAN SOUTH

Target Grade(s): Eleventh or twelfth
Course Length: Semester
Prerequisites: English II or eleventh/twelfth grade standing

Driving Questions:
How does literature depict a uniquely Southern perspective and culture? What historical factors contribute to themes in fiction, poetry, essays, and plays set in the American South? How do authors use storytelling to address themes of im/migration, morality, violence, and displacement? In what ways does literature challenge stereotypes and prejudices?

Course Description:
In this English elective, the class explores themes of im/migration, morality, violence, and the gothic from a literary standpoint. Southern authors' responses to the institution of slavery, the Civil Rights Movement, and immigrant experiences will also be explored. Possible texts may include the literature of William Faulkner, Zora Neale Hurston, Flannery O'Connor, Truman Capote, Ha Jin, Allan Gurganus, and Jesmyn Ward; poets James Dickey and Natasha Tretheway; and playwrights Tracy Letts and Tarell Alvin, and Branden Jacobs-Jenkins, among others.

Skills & Assessment:
Socratic seminars; reading and written responses to demonstrate reading comprehension, meaningful interpretation, and useful annotation; formal academic essays and analytical paragraphs to demonstrate critical thinking and textual analysis; literary analysis that demonstrates the students' ability to develop clear and original claims supported by evidence.

FILM STUDIES

Target Grade(s): Eleventh or twelfth
Course Length: Semester
Prerequisites: English II or eleventh/twelfth grade standing

Driving Questions:
How do different film movements reflect historical and cultural changes? How do filmmakers use visual and auditory elements to shape meaning?
What role does genre play in shaping audience expectations and interpretations?

Course Description:
This introductory film studies course offers an in-depth exploration of the major film movements and cinematic innovations that shaped 20th-century cinema. Students will analyze key movements, including the French New Wave, the Hong Kong New Wave and New Hollywood.

Through these movements, students will examine how filmmakers responded to historical and cultural shifts while revolutionizing cinematic storytelling. Students will develop film literacy by studying

essential elements of filmmaking, including mise-en-scène, cinematography, editing, sound design, and narrative structure. Throughout the course, students will view and critique significant films, engage in discussions, and complete analytical writing assignments. By the end of the semester, students will have a deep appreciation for cinema as an art form and a cultural document. Students will gain the critical skills needed to interpret and appreciate the power of film in shaping society.

Skills & Assessments:
Critically analyze films, identifying themes, styles, and cinematic techniques; knowledge of key 20th-century film movements and their historical and cultural significance; recognizing and articulating elements of mise-en-scène, cinematography, editing, and sound design; constructing well-argued, evidence-based critiques of films in the form of written essays, video essays, and oral presentation.

HONORS ENGLISH LANGUAGE

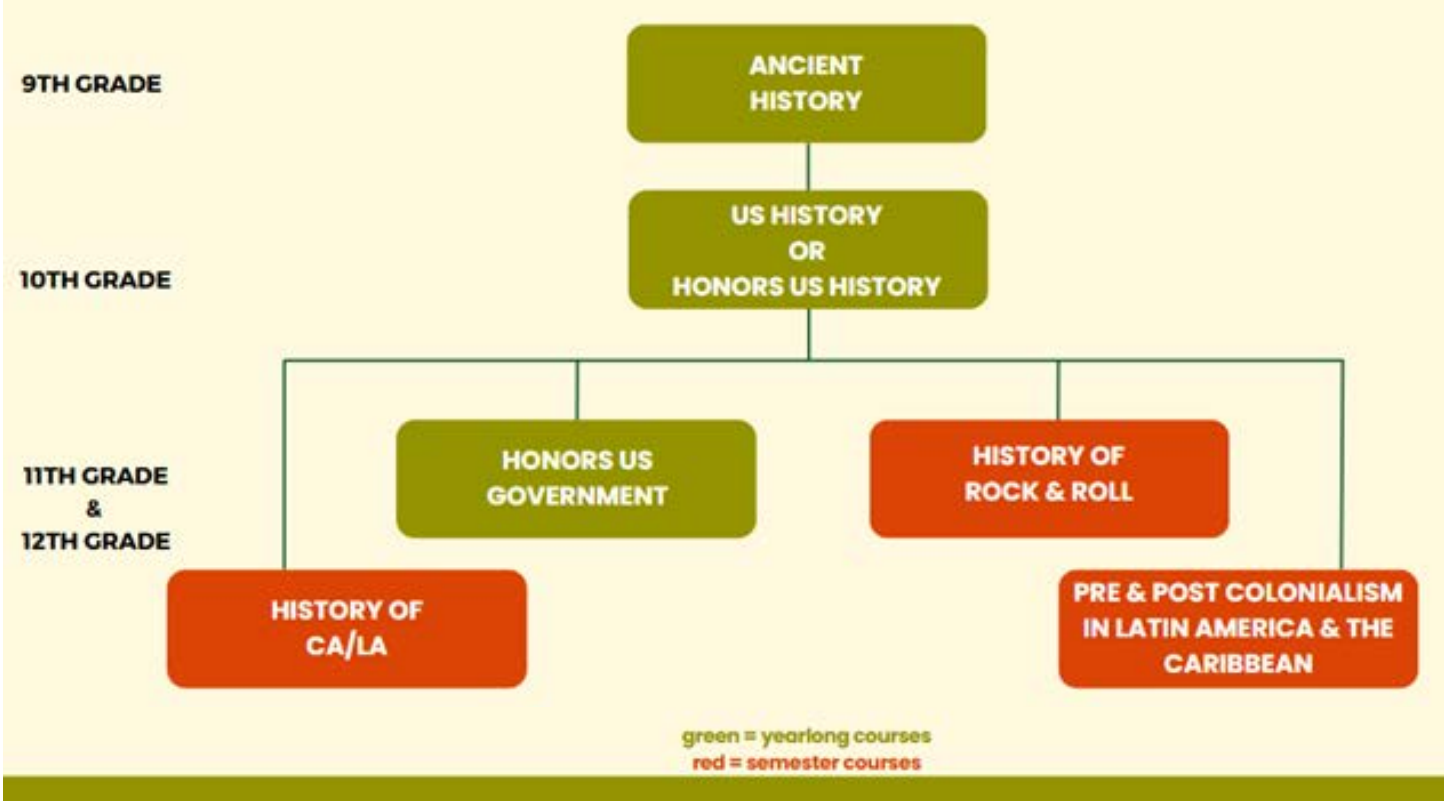
Target Grade(s): Twelfth
Course Length: Yearlong
Prerequisites: English III or twelfth grade standing and department approval

Driving Questions:
How does engaging with diverse texts across different media, cultures, and time periods shape our understanding of human expression? How do language and literary skills—listening, speaking, reading, writing, viewing, and performing—enhance communication and interpretation? How do analysis, evaluation, and an appreciation of formal and aesthetic qualities influence the meaning and impact of a text? How do texts reflect and shape cultural perspectives, global issues, and interdisciplinary connections? Why is creative and confident communication essential, and how does it foster a lifelong appreciation of language and literature?

Course Description:
The Honors English course explores the complexity of language, examining its practical and artistic dimensions. It highlights language's role in communication, its reflection of human experience, and its power to shape the world. Students will also consider their own roles as creators of language and how their choices influence meaning and interpretation. Students will analyze how language choices, text types, literary forms, and context affect meaning. They will engage with a variety of texts, including fiction, nonfiction, poetry, drama, essays, speeches, news articles, advertisements, film, and digital media. Through these diverse forms, students will explore how authors use language to persuade, inform, and entertain while considering the historical and cultural contexts that shape interpretation. Through close reading and analysis, students will examine rhetorical and literary techniques across different text types. The course ultimately fosters a deeper appreciation for language's role in shaping thought, identity, and society while encouraging lifelong engagement with literature.

Skills & Assessments:
Socratic seminars; reading and written responses to demonstrate reading comprehension, meaningful interpretation, and useful annotation; formal academic essays and analytical paragraphs to demonstrate critical thinking and textual analysis; literary analysis that demonstrates the students' ability to develop clear and original claims supported by evidence.

HISTORY & SOCIAL STUDIES



ANCIENT HISTORY/GLOBAL STUDIES

Target Grade(s): Ninth
Course Length: Yearlong
Prerequisites: None

Driving Questions:
What are the different ways in which ideas, people, technology, etc. move and impact the world around? Is globalization a modern or ancient phenomenon? How does movement take place on an economical, cultural and environmental level, and within a social justice dimension?

Course Description:
This Global Studies course explores the concept of globalization and global citizenship. The course will draw on historical events and contemporary debates happening around the world. The class will explore cultures from North America, South America, Asia, Africa, Middle East, Europe, and Australia. This course also explores various ancient civilizations and the ways in which they influenced and shaped modern history and cultures, such as Ancient Timbuktu, Mesopotamia, Mali Kingdom, Aksum Empire, Ancient Indus Valley, Ancient China, Ancient Mesoamerica and many others. Students will also engage in in-depth inquiry and debate via the Model UN simulation during the second semester of the course and practice the principles of global citizenship.

Skills & Assessments:
Reading and analysis of texts; daily reading responses and bi-weekly country reports; research development - longitudinal country observations via country reports and Model United Nations (MUN) preparations; communication skills and dialogue via class discussion and MUN simulation.

UNITED STATES HISTORY

Target Grade(s): Tenth
Course Length: Yearlong
Prerequisites: Ancient History or tenth grade standing

Driving Questions:
How have race, ethnicity, region, class, and gender shaped American identities and culture over time? How have American notions of equality, freedom, and justice evolved over time and through constitutional law? What were the political, economic, and environmental consequences of national expansion and capitalism in America?

Course Description:
US 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.

Skills & Assessments:
Critical analysis of primary and secondary sources; constructing evidence-based historical arguments; identifying continuity and change over time; contextualizing historical events and developments; synthesizing information from multiple perspectives. Assessments include: document-based essays; research projects; oral presentations; debates on historical issues; analytical writing assignments; collaborative group projects; primary source analysis exercises; Socratic seminars.

HONORS UNITED STATES HISTORY

Target Grade(s): Tenth
Course Length: Yearlong
Prerequisites: Ancient History and department approval

Driving Questions:
How have the factors of race, ethnicity, region, class, and gender shaped American identities and culture over time? How have concepts of equality, freedom, and justice evolved through constitutional law and societal changes? What were the political, economic, and environmental consequences of territorial expansion and capitalist development in the United States? How do historical events connect to and inform contemporary issues in the United States?

Course Description:
This rigorous honors-level course offers an in-depth examination of American history from pre-Columbian indigenous societies to the present day, taught in conjunction with American Literature. Emphasizing critical analysis of primary sources and historiographical debates, students will explore complex themes chronologically, including the role of race, ethnicity, region, class, and gender in shaping American identities and culture; the evolution of constitutional law and contested definitions of equality, freedom, and justice; the political, economic, and environmental ramifications of territorial expansion and capitalist development; and the emergence and impact of mass culture on American society. Through analytical essays, debates, and independent research projects, students will develop a nuanced understanding of historical causation and change over time while evaluating multiple perspectives and constructing evidence-based arguments. The course challenges students to connect historical events to contemporary issues and engage with scholarly works, cultivating the critical thinking and writing skills essential for success in advanced historical studies.

Skills & Assessments:
Critical analysis of primary and secondary sources; evaluation of historiographical debates; construction of evidence-based historical arguments; comparative analysis of historical events and themes; synthesis of information from diverse sources; oral and written communication of complex historical concepts; research and information literacy skills. Assessments include: analytical essays on key themes in American history; debates on controversial historical issues; independent research projects; primary source analysis assignments; historiographical review essays; oral presentations on specific topics or historical figures; document-based questions (DBQs); comparative analysis papers; class discussions and Socratic seminars.

PRE & POST COLONIALISM IN LATIN AMERICA & THE CARIBBEAN

Target Grade(s): Eleventh or twelfth
Course Length: Semester
Prerequisites: US History or eleventh/twelfth grade standing

Driving Questions:
What are the indigenous cultures and ways of being that existed in Latin America and the Caribbean prior to European contact? How did colonization shape the economic, political and social lives of people in this region, in historical and contemporary times? What is the role of nationalism in independence and post-independent movements in this region?

Course Description:
History of Latin America and Caribbean is an introduction to the history, culture, society and politics of the Caribbean and Latin America from an interdisciplinary perspective. Latin America and the Caribbean are diverse and complex regions. Students will develop a historical understanding of the diverse nation-states, develop the basis for making sound observations and critique on the contemporary political, economic, social and cultural realities affecting this region. This course also investigates the legacies and challenges of pre-colonial, colonial and post-colonial Caribbean and Latin America. Examining the contact between Indigenous Americans, Africans and Europeans; conquest, plantation slavery, independence and reform movements in this region. Particular attention will be paid to Haiti, Jamaica, Brazil, Cuba, Peru, Argentina and Mexico. This course utilizes a multi-disciplinary approach and thus will utilize a variety of materials including text, films, photographs and papers.

Skills & Assessments:
Reading a variety of texts (articles and books); research papers; research projects; class discussions; student-led projects and presentations.

HONORS US GOVERNMENT

Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: US History or Eleventh/twelfth grade standing and department approval

Driving Questions:
How do the structure and operations of the US government reflect and shape American democracy? How have constitutional rights and judicial review evolved over time, and what are their impacts on citizens? How do various ideological camps influence political processes and policy-making in the US? How do theories of power distribution and issues of social class affect governance and civic participation?

Course Description:
This honors-level course offers a critical examination of the structure and operations of the US government, emphasizing analytical thinking and civic engagement. Students will explore key areas such as constitutional rights, judicial review, the

electoral process, and the history of political parties, while also delving into the philosophies and policies of various ideological camps. The course includes a comparative analysis of the US political system with other constitutional democracies and examines theories of power distribution—elitist, pluralist, and egalitarian—alongside issues of social class and status. Utilizing recent and ongoing events as case studies, students will engage in simulations, debates, and media analysis to develop critical skills in research, argumentation, and effective communication. Through this dynamic curriculum, students will enhance their understanding of political processes and deepen their commitment to active citizenship.

Skills & Assessments:
Critical analysis of primary and secondary sources; comparative political analysis; research and information literacy; argumentation and debate; media literacy and analysis; civic engagement and participation; oral and written communication. Assessments include research papers on key political issues; debates on controversial topics in US politics; case study analyses of recent political events; comparative government projects; mock elections or legislative simulations; media analysis presentations; policy proposal development and presentation; civic engagement project and reflection essay.

HISTORY OF LOS ANGELES

Target Grade(s): Eleventh or twelfth
Course Length: Semester
Prerequisites: US History or Eleventh/twelfth grade standing

Driving Questions:
How has Los Angeles evolved from a small pueblo to a global metropolis? What roles have diverse cultures played in shaping LA's identity? How have environmental factors influenced the city's development? How have economic booms and busts affected LA's growth and social landscape? How does LA's history continue to impact its contemporary challenges and opportunities?

Course Description:
This semester-long course explores the rich and complex history of Los Angeles from its indigenous roots to its present-day status as a global city. Students will examine LA's diverse cultural heritage, environmental transformations, economic cycles, and its pivotal role in national and international affairs. Key themes include the impact of Spanish colonization and Mexican rule, the boom-and-bust cycles of development, Hollywood and the entertainment industry, immigration and demographic shifts, environmental challenges, and LA's influence on popular culture. Students will engage with the city's history through field trips, research projects, and interactions with local government, developing a nuanced understanding of how LA's unique history shapes its contemporary identity and ongoing challenges.

Skills & Assessments:
Students will develop skills in interpreting historical documents, artifacts, and oral histories; conducting research and improving information literacy; writing argumentative essays and engaging in debates; and delivering oral presentations and collaborative project work. Assessments include research papers on Los Angeles' history and field study reports from sites like El Pueblo, LACMA, City Hall, and the Museum of Tolerance.

HISTORY OF ROCK AND ROLL

Target Grade(s): Tenth through twelfth
Course Length: Semester
Prerequisites: None

Driving Questions:
How did rock and roll evolve from its roots to become a dominant force in American culture? How did social and technological changes influence the development of rock and roll? How does the history of rock and roll reflect broader themes in 20th century American history?

Course Description:
This semester-long course traces the development of rock and roll music in the United States throughout the 20th century, examining its roots, evolution, and cultural impact. Students will explore the progression of American popular music, including ragtime, jazz, blues, country, early rock and roll, and the influence of rock and roll on genres like hip-hop and alternative rock. The course will explore the global roots of rock and roll, tracing influences from European folk, Caribbean and Latin American cultures, and African musical traditions. Key themes include the role of technology in music production and distribution, the impact of social movements on musical expression, regional contributions, and the globalization of American popular music.

Skills & Assessments:
Students will develop skills in analyzing musical styles and lyrics, conducting research, critical thinking, delivering oral presentations, and participating in collaborative projects. They will also cultivate music appreciation and an understanding of historical context. Assessments include research papers on influential artists or the relationship between rock and roll and social movements, presentations on key musical movements, a music appreciation journal, and a final multimedia presentation.

WORLD LANGUAGE

SPANISH I

Target Grade(s): Ninth
Course Length: Yearlong
Prerequisites: none

Driving Questions:
What do students need to know to introduce themselves and have basic conversations in Spanish? How can students differentiate the verbs ser *and* estar *in Spanish, and use it appropriately? How can students use basic grammar structures in sentences?*

Course Description:
This Spanish I course helps students begin to build practical language skills while exploring various aspects of daily life and culture in Spanish-speaking countries. Students will learn vocabulary and grammar to talk about family, celebrations, and personal spaces, like bedrooms and homes, their

daily routines as well as sharing what they like to do. They will practice describing family members, ordering food in restaurants, as this embraces the importance of human interaction. The class acquires the target language through songs, movies, and written language in the different accents, while learning about historical references, cultural topics like traditions, current events and community service in Spanish-speaking countries.

Skills & Assessments:
Learning basic words and phrases; understanding and applying basic grammar rules; building simple sentences with correct word order and grammatical structures; understanding spoken Spanish, including simple conversations and instructions; understanding basic written texts such as short paragraphs, conversations and dialogues; responding to questions, giving short presentations, and holding simple conversations. Assessments include tests that cover a range of skill; short spoken assignments; group work; weekly written exercises or tasks that reinforce new vocabulary, grammar, and reading comprehension.

SPANISH II

Target Grade(s): Ninth or tenth
Course Length: Yearlong
Prerequisites: Spanish I or departmental approval

Driving Questions:
How can students share what they have learned in Spanish with their family, friends, or community? How can they use Spanish to describe their daily life and express their opinions? How can learning Spanish help students communicate with others and understand different perspectives?

Course Description:
This Spanish II course supports the students' trajectory over their Spanish language learning. Students are expected to be engaging with people practicing their Spanish as often as possible. Students learn vocabulary and grammar to talk about their lives, celebrations, and future and past events. As students advance, they will learn how to order food, interact with encountered conversations.

They will also be able to engage with people on a daily basis and talk about past events, and describe free time, current events or any volunteer work. Students will be able to share intentions and use the present and the future tense. In the second semester, students will expand their skills learning the past tenses: preterit and imperfect with appropriate vocabulary. Through this acquisition, students learn through class discussions, movies, songs, literature and personal stories, while continuing learning about cultural topics like historical references, traditions and community service in Spanish-speaking countries.

Skills & Assessments:
Foundational use of vocabulary from Spanish I; application of basic grammar rules; application of simple sentences with correct word order and grammatical structures; understanding spoken Spanish; understanding basic written texts; fluidity of spontaneous conversations; giving formal presentations. Assessments include quizzes, individual and group projects, tests; pair work or group work; weekly oral and written exercises or tasks that reinforce new vocabulary, grammar, and reading comprehension.

SPANISH III

Target Grade(s): Tenth or eleventh
Course Length: Yearlong
Prerequisites: Spanish II or departmental approval

Driving Questions:
How can understanding complex sentence structures

enhance their ability to communicate in Spanish? In what ways do traditions in Spanish-speaking countries differ from those in our culture, and what can students learn from them? How can students use Spanish to tell stories, express emotions, and share personal experiences?

Course Description:
Spanish III builds on the two previous years' work and introduces more complex grammatical concepts such as present indicative, present progressive, preterit vs. imperfect, simple future, the perfect tenses, direct and indirect pronouns, and an introduction to passive and active voice. In addition to grammar, the course places a strong emphasis on language skills development through a variety of engaging activities. Students will engage in frequent vocabulary, readings and listening comprehension exercises designed to improve their ability to understand spoken and written Spanish in different contexts. The class includes regular opportunities for oral practice, with a particular focus on enhancing conversational fluency. A significant portion of the course is conducted entirely in Spanish, immersing students in the language and encouraging them to think and express themselves in Spanish.

Skills & Assessments:
Giving presentations and explaining concepts or experiences in Spanish; understanding spoken Spanish in different accents and contexts; responding to questions or summaries based on oral texts; writing compositions and reports; using a range of tenses and vocabulary appropriately in written work; analyzing more complex written texts; combining simple and complex sentences; using subordinate clauses and compound sentences. Assessments include class participation; in-class assignments; oral presentations; dialogues and conversations; grammar quizzes and tests; reading comprehension assessments; short compositions, and homework assignments.

SPANISH IV

Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Spanish III and departmental approval

Driving Questions:
How can students use descriptive conversations and complex sentence structures using different tenses? How does the use of formal vs. informal language in Spanish reflect respect and relationships in various cultures? How can students incorporate new vocabulary and idiomatic expressions to make their presentations sound natural and fluent in Spanish?

Course Description:
The course content reflects a wide variety of academic and cultural topics (the arts, history, current events, literature, politics, science, and technology, etc.) and employs a variety of authentic literary and nonliterary texts. This course was designed to build on students' previous years of language study and increase their speaking and analytical skills through oral presentations and discussions. Grammatical development is a central focus, with students reinforcing their understanding and usage of key structures such as the present indicative, present progressive, past tense, and future tenses. Additionally, more advanced grammatical structures are introduced, including the present subjunctive, imperfect subjunctive, and adverbial clauses. These concepts will allow students to refine their writing skills, enabling them to express nuanced ideas with greater precision. As a primary text, the class uses the REVISTA Fifth Edition, *Conversación sin barreras* (Vista Higher Learning). This course is conducted entirely in Spanish.

Skills & Assessments:
Understanding and using advanced grammatical structures; participating in detailed conversations on a wide range of topics with fluency and confidence; presenting relevant information and

defending opinions; using advanced sentence structures; writing compositions, informal essays, and research papers with coherent arguments and effective use of different tenses and vocabulary; analyzing and interpreting a wide range of texts, audios including literary works, essays, articles, and short stories. Assessments include assignments and assessments; oral presentations on current events and cultural comparisons; dialogues; writing activities; and reading comprehension assessments on short stories.

HONORS SPANISH V: LATIN AMERICAN LITERATURE AND FILM

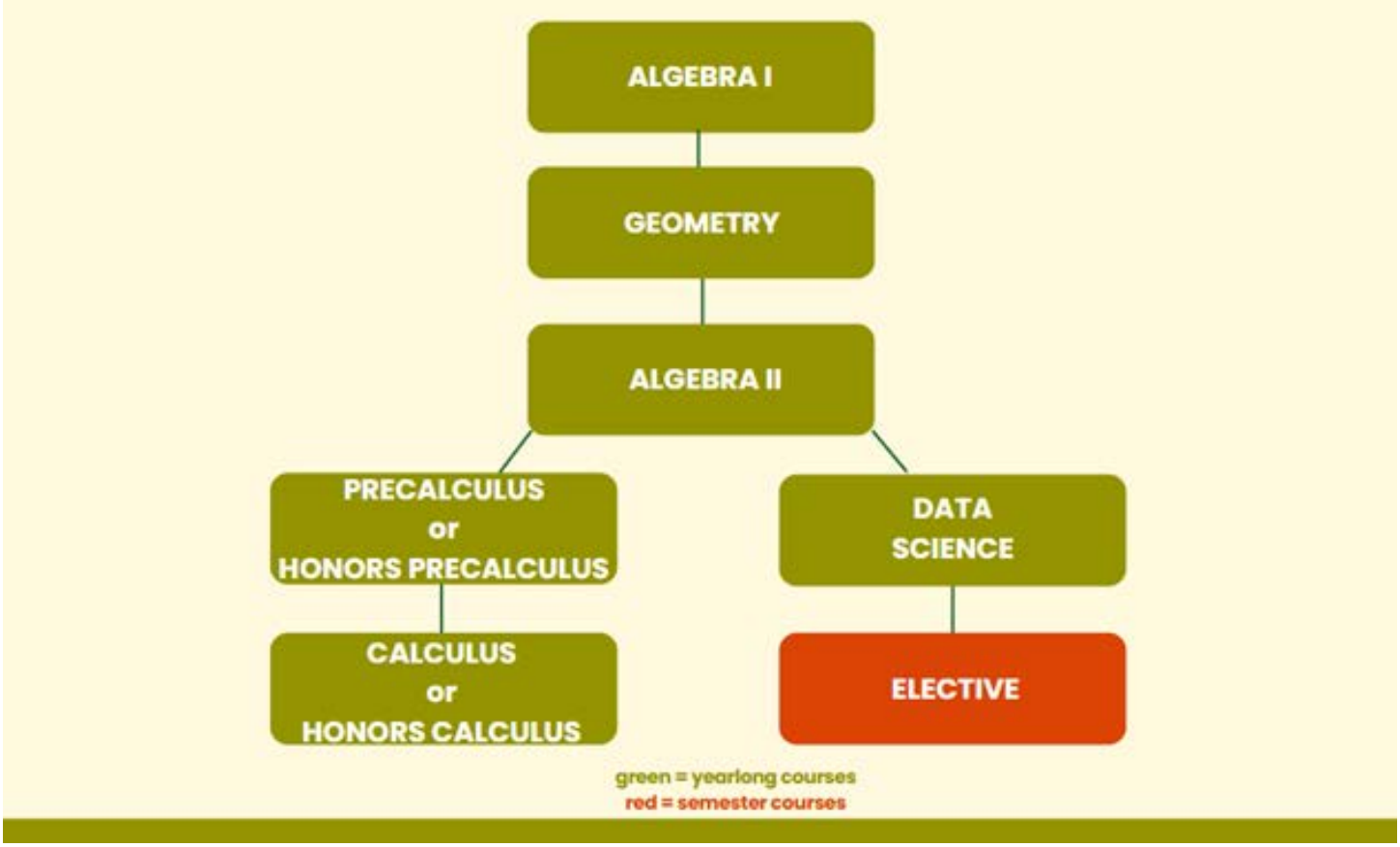
Target Grade(s): Twelfth
Course Length: Yearlong
Prerequisites: Spanish IV and departmental approval

Driving Questions:
How do Spanish and Latin American authors and filmmakers use their work to critique social issues and political inequalities? How does magical realism in Spanish literature and film challenge our understanding of reality? What role does literature and film play in raising awareness of social issues in the Spanish-speaking world? How do Spanish and Latin American authors use family conflicts to comment on broader social issues?

Course Description:
This Honors Spanish V course intends to challenge the advanced Spanish student with a broad overview of Spanish and Hispanic literature. Students will demonstrate their communication skills by analyzing real situations through oral presentations, discussion, reading, and listening comprehension assessments. In addition, this course will provide students with literary techniques to enhance their knowledge and understanding of the different cultural components of Spanish Literature. Additionally, students will write formal essays that demonstrate a deep understanding of the texts studied, incorporating literary criticism and analytical perspectives. They will focus on organizing and articulating coherent arguments, supported by textual evidence, while refining their writing style in Spanish. Furthermore, there will be three main research projects throughout the year: the history of the banana industry in Costa Rica and Colombia, the influence of coffee on the US economy, and the Spanish civil war. Lastly, students will read short stories, narrative prose, and theater related to relevant themes such as magic realism, dualism, politics, and social critique from some of the most recognized authors from Latin America and Spain.

Skills & Assessments:
Analyzing and interpreting complex texts in Spanish; understanding and analyzing cinematic productions and their impact on history; analyzing and reflecting on how literature and film from the Spanish-speaking world engage with social, political, and cultural issues; writing persuasive, well-organized essays and literary critiques in Spanish; demonstrating advanced conversational abilities and an understanding of complex topic; comparing and contrasting literary works and films from different periods, cultural traditions, power, and social justice. Assessments include persuasive essays, in-class discussions, class participation, oral and written presentations, reading analysis, and cultural comparisons on a variety of topics. All assignments and assessments are written and presented entirely in Spanish.

MATHEMATICS



ALGEBRA I

Target Grade(s): Ninth
Course Length: Yearlong
Prerequisites: none

Driving Questions:
How can we use algebra to represent and solve real-world problems? What do equations, graphs, and patterns reveal about relationships in mathematics? How does understanding functions help us make predictions and informed decisions?

Course Description:
The main purpose of Algebra I is to develop students' fluency with linear and quadratic relationships. Students extend their previous knowledge by exploring abstract concepts, such as using letters as variables to represent unknown quantities. In addition, students engage in methods for analyzing, solving, and applying linear and quadratic functions. Some of the overarching elements of the Algebra I course include operations with variables, factoring and simplifying algebraic expressions, solving equations and inequalities, graphing systems of linear equations and inequalities, solving systems of linear equations, and foundations for understanding real-world applications.

Skills & Assessments:
Solving equations and inequalities; identifying, evaluating, and interpreting functions; graphing and analyzing linear equations; solving systems of linear equations and inequalities using various methods; performing operations with polynomials; applying the distributive property; factor quadratics; using algebraic reasoning to represent and solve real-life problems involving motion, finance, and growth.

Assessments include projects that relate to real-world problems; inquiry-based assignments; group work; peer assessment; portfolios; mathematical modeling that includes multiple representations; self-reflection; class discussions; and formative and summative formal assessments, including daily classwork and homework, quizzes, and tests.

GEOMETRY

Target Grade(s): Ninth or tenth
Course Length: Yearlong
Prerequisites: Algebra 1

Driving Questions:
How can we use geometric properties and theorems to solve real-world problems? What do shapes, angles, and transformations reveal about the world around us? How can we apply logic and reasoning to prove mathematical relationships in geometry?

Course Description:
This Geometry course is designed to explore two- and three-dimensional shapes through logical analysis, reasoning, and problem-solving strategies. Students will develop a strong foundation in theorems, logical reasoning, and spatial awareness, encouraging both analytical thinking and innovation. This course fosters imagination and critical thinking, allowing students to apply mathematical concepts creatively and effectively. Through trial and error problem-solving, students will learn to apply geometric principles, postulates, and theorems to real-world scenarios. The curriculum covers angle calculations, formulas, classification of triangles and quadrilaterals, properties of polygons and similar triangles, an introduction to trigonometry, transformation geometry, circle theorems, and calculations of perimeter, area, and volume. By the end of the course, students will have developed strong spatial reasoning and critical thinking skills, preparing them for more advanced studies in mathematics and related fields.

Skills & Assessments:
Solving problems by understanding and applying geometric properties; writing formal and informal geometric proofs; solving geometry problems by applying algebraic methods; using the Pythagorean Theorem; understanding special right triangles; solving problems using basic trigonometric ratios; applying geometric concepts to real-world situations, such as design, architecture, and engineering; applying critical thinking skills to problem-solving.

Assessments include engaging short-and long-term hands-on projects that relate to real-world problems; inquiry-based assignments; group work; peer assessment; portfolios; mathematical modeling; self-reflection; class discussions; and formative and summative formal assessments, including daily classwork and homework, quizzes, and tests.

ALGEBRA II

Target Grade(s): Ninth or tenth
Course Length: Yearlong
Prerequisites: Geometry

Driving Questions:
How can we use advanced algebraic functions to model and solve real-world problems? What patterns and structures emerge when analyzing polynomial, exponential, and logarithmic functions? How do systems of equations and matrices help us make predictions and informed decisions?

Course Description
The Algebra II course builds upon fundamental algebraic concepts, deepening students'

problem-solving skills and mathematical understanding. Using the Glencoe Algebra II textbook by McGraw-Hill as a supplemental resource, the course emphasizes experimentation, discussions, group work, project presentations, and research.

Topics include linear functions, systems of equations, matrices, polynomials, radical functions, exponential and logarithmic functions, rational functions, conics, and trigonometry. Both formal and informal assessments evaluate student progress, with a student-centered teaching approach that encourages active learning. By the end of the course, students will be well-prepared to advance to precalculus and further their mathematical learning.

Skills & Assessments:
Analyzing and manipulating higher-degree polynomials, rational expressions, and radical equations; understanding and applying linear, quadratic, exponential, logarithmic, rational, and polynomial functions; solving linear and nonlinear systems; solving logarithmic equations, and applying them to real-world scenarios; performing operations with complex numbers; solving quadratic equations with no real solutions; using algebraic reasoning to solve problems in business, science, and engineering. Assessments include engaging short- and long-term hands-on projects that relate to real-world problems; inquiry-based assignments; group work; peer assessment; portfolios; mathematical modeling that includes multiple representations; self-reflection; class discussions; and formative and summative formal assessments, including daily classwork and homework, quizzes, and tests.

PRECALCULUS

Target Grade(s): Tenth to twelfth
Course Length: Yearlong
Prerequisites: Algebra II

Driving Questions:
How can we use functions and their transformations to model and analyze real-world situations? What role do trigonometry and complex numbers play in solving advanced mathematical problems? How do sequences, series, and mathematical patterns help us understand growth and change?

Course Description:
Precalculus combines concepts of trigonometry, geometry, and algebra that are needed to prepare students for the study of calculus. The course strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Themes in functional analysis–such as domain, range, piecewise functions, extrema, and discontinuities–form the foundation and approach to the course. These concepts–along with the ideas of parent functions and their transformations, operations on functions, composition of functions, and inverse functions are revisited as each new topic is introduced. The main topics in the Precalculus course are complex numbers, rational functions, trigonometric functions and their inverses.

Skills & Assessments:
Analyzing and graphing functions; working with unit circle trigonometry; analyzing arithmetic and geometric sequences and series; graphing polar functions; using parametric equations; performing operations with vectors and matrices; applying mathematical reasoning to real-life scenarios. Assessments include engaging short-and long-term hands-on projects that relate to real-world problems; inquiry-based assignments; group work; peer

assessments; portfolios; mathematical modeling that includes multiple representations; self-reflection; class discussions; and formative and summative formal assessments, including daily classwork and homework, quizzes, and tests.

HONORS PRECALCULUS

Target Grade(s): Tenth to twelfth
Course Length: Yearlong
Prerequisites: Algebra II and department approval

Driving Questions:
How can we use advanced functions, transformations, and trigonometry to model real-world phenomena? What connections between algebra, trigonometry, and complex numbers lay the foundation for calculus and higher mathematics? How do limits, sequences, and series help us bridge the gap between algebraic reasoning and the concepts of calculus?

Course Description:
Precalculus combines concepts of trigonometry, geometry, and algebra that are needed to prepare students for the study of calculus. The course strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Themes in functional analysis–such as domain, range, piecewise functions, extrema, and discontinuities–form the foundation and approach to the course. These concepts–along with the ideas of parent functions and their transformations, operations on functions, composition of functions, and inverse functions are revisited as each new topic is introduced. The main topics in the Honors precalculus course are complex numbers, rational functions, trigonometric functions and their inverses, vectors and matrices, and parametric and polar curves, as well as a brief introduction to the idea of limits and its importance in calculus.

Skills & Assessments:
Analyzing functions; reasoning beyond rote memorization; deriving and analyzing equations of parabolas, circles, ellipses, and hyperbolas, connecting them to physics and design; understanding applications of arithmetic and geometric sequences and infinite series; proving statements using mathematical induction; understanding relationships between rectangular, polar, and parametric representations; applying vector operations and matrices to solve multi-dimensional problems; using mathematical reasoning to model complex systems, analyze data, and present findings in meaningful contexts. Assessments include engaging short-and long-term hands-on projects that relate to real-world problems; inquiry-based assignments; group work; peer assessment; portfolios; mathematical modeling; self-reflection; class discussions; and formative and summative formal assessments, including daily classwork and homework, quizzes, and tests.

CALCULUS

Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Precalculus or Honors Precalculus

Driving Questions:
How can we use limits and derivatives to describe and predict change in mathematical and real-world contexts? What do slopes, rates of change, and areas under curves tell us about motion, growth, and accumulation? How can we apply basic calculus concepts to solve practical problems in science, economics, and everyday life?

Course Description:
Calculus is an introduction to the topics that are covered in a first-semester calculus course. It focuses on an overview of calculus concepts and provides

experience with methods and applications. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally, with an emphasis on calculations and function analysis. Exploring connections among these representations builds understanding of how calculus applies limits to developing important ideas, definitions, formulas, and theorems. Teachers and students regularly use technology–including hand-held and web-based graphing calculators to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Skills & Assessments:
Understanding limits; analyzing continuity of functions; applying differentiation rules; interpreting derivatives graphically and numerically use derivatives for optimization, related rates, and motion analysis; analyzing critical points and inflection points; applying basic integration rules; connecting integration to area under a curve; understanding the relationship between differentiation and integration; applying calculus concepts to real-life situations in science, economics, and engineering. Assessments include engaging short-and long-term hands-on projects that relate to real-world problems; inquiry-based assignments; group work; peer assessment; portfolios; mathematical modeling that includes multiple representations; self-reflection; class discussions; and formative and summative formal assessments, including daily classwork and homework, quizzes, and tests.

HONORS CALCULUS AB

Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Precalculus or Honors Precalculus and department approval

Driving Questions:
How can we use limits to define and understand continuity, derivatives, and the behavior of functions? What do derivatives reveal about rates of change, motion, and optimization in real-world applications? How can we use integrals to find areas, accumulations, and solve problems involving total change?

Course Description:
Honors calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students regularly use

technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Honors Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

Skills & Assessments:
Evaluating limits; determining continuity of functions; applying the definition of the derivative; applying differentiation rules; using implicit differentiation; using first and second derivative tests to determine extrema, concavity, and points of inflection; applying derivatives to motion, related rates, and optimization problems in science, engineering, and economics; computing antiderivatives; evaluating definite and indefinite integrals; applying basic integration rules; connecting differentiation and integration; using definite integrals to calculate area under a curve; solve real-world problems involving accumulation, such as area between curves, average value of a function, and basic physics applications. Assessments include engaging short-and long-term hands-on projects that relate to real-world problems; inquiry-based assignments; group work; peer assessment; portfolios; mathematical modeling that includes multiple representations; self-reflection; class discussions; and formative and summative formal assessments, including daily classwork, homework, quizzes, and tests.

HONORS CALCULUS BC

Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Precalculus or Honors Precalculus and department approval

Driving Questions:
How do limits, derivatives, and integrals help us analyze and model real-world change? What are the key connections between differentiation and integration, and how do they shape our understanding of mathematics? How can we apply calculus concepts such as optimization, related rates, and differential equations to solve complex problems in science and engineering?

Course Description:
Honors Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of

methods, reasoning, justifications, and conclusions is essential. Teachers and students regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Compared to Honors Calculus AB, Honors Calculus BC covers additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series.

Skills & Assessments:
Evaluating limits; analyzing continuity and discontinuities of functions; applying power, product, quotient, and chain rules; using first and second derivative tests to determine extrema, concavity, and inflection points; applying derivatives to motion, related rates, and optimization problems in physics, economics, and engineering; computing definite and indefinite integrals; solving problems involving area under curves, volume using disk and shell methods, arc length, surface area, and work in physics; analyzing sequences and series; solving basic first-order differential equations. Assessments include engaging short-and long-term hands-on projects that relate to real-world problems; inquiry-based assignments; group work; peer assessment; portfolios; mathematical modeling that includes multiple representations; self-reflection; class discussions; and formative and summative formal assessments, including daily classwork, homework, quizzes, and tests.

DATA SCIENCE

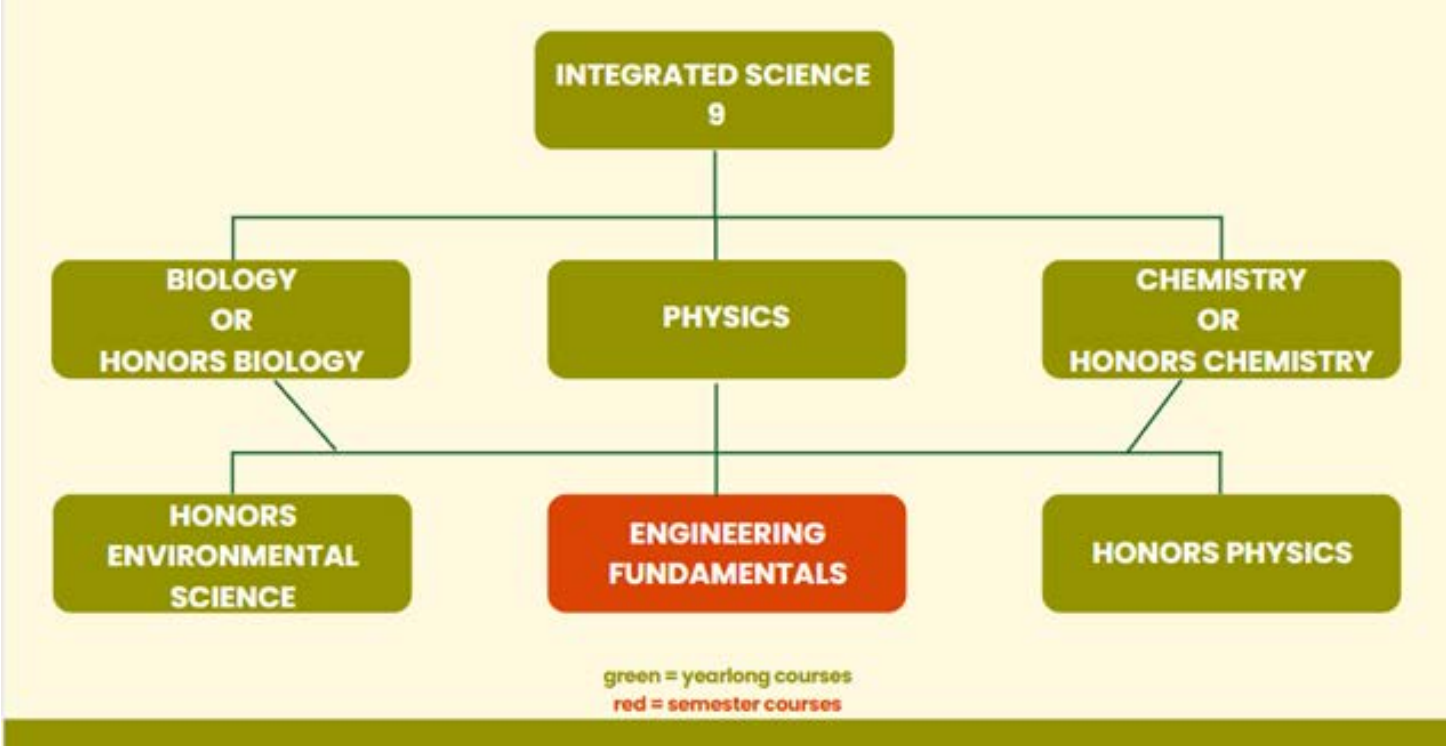
Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Algebra II or co-enrollment

Driving Question:
How is data used in our everyday lives?

Course Description:
In this data science course students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding. The curriculum is adaptable so that each year we explore data sets that are most relevant to the students.
*** Course description taken directly from the Explorations in Data Science Website.*

Skills & Assessments:
Data collection, synthesis, analysis and creation of data displays; learning to use a variety of technological tools to support data collection, data organization and data displays. Assessments include project presentations that include collected data, student-created data displays, and analysis.

SCIENCE



INTEGRATED SCIENCE 9

Target Grade(s): Ninth
Course Length: Yearlong
Prerequisites: none

Driving Questions:
How can students use the world around them to gain a better understanding of science and its impact on our everyday lives? How can we employ scientific concepts to explain natural phenomena? How can we leverage our understanding of scientific concepts to enhance social justice efforts in our communities?

Course Description:
Integrated Science 9 primarily focuses on building a foundation of laboratory skills while studying topics in life science, physical science, and earth science. Each unit will explore social justice applications for how science can be utilized for the betterment of our communities and societies. The course is rooted in the nature of science. Rather than a collected body of facts, science is a process and a human endeavor. Students will do science by engaging in hands-on lab explorations, making and recording scientific measurements, and growing skills in essential science practices, problem solving, analysis, communication, and teamwork.

Skills & Assessments:
Build familiarity with laboratory safety, equipment, and techniques of measurement; learn how to keep a laboratory notebook and record data; learn how to represent data visually and graphically; employ scientific reasoning to analyze natural phenomena; experimental design; application of social justice implications inherent in science. Assessments include quizzes, tests, and laboratory practicums; group work; laboratory notebook checks; individual and group presentations; formal laboratory reports; public exhibition on body of work.

CHEMISTRY

Target Grade(s): Tenth to twelfth
Course Length: Yearlong
Prerequisites: Integrated Science 9 and Geometry, or department approval

Driving Questions:
How can students investigate chemical phenomena on a macroscopic scale while providing explanations on a chemical molecular scale? How can students apply algebraic analysis to evaluate, interpret, and predict chemical behavior of atoms? How can the law of conservation be leveraged and applied to enhance sustainability and social justice issues in our communities?

Course Description:
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 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 class discussions, group work, practical problems, and laboratory activities. After learning how chemistry impacts their environment, students are required to share their findings through Google Slides presentations.

Skills & Assessments:
Scientific and analytical thinking; laboratory skills; critical thinking; mathematical application; collaboration & teamwork; communication skills; environmental awareness; problem-solving and pattern recognition; technical literacy; organizational skills. Assessments include written exams & quizzes, hands-on laboratory performance; lab reports, daily homework assignments, group projects & presentations, independent online research, self-reflection & peer review, real-world problem-solving tasks, and portfolio of work.

HONORS CHEMISTRY

Target Grade(s): Tenth to twelfth
Course Length: Yearlong
Prerequisites: Integrated Science 9, Algebra II, and department approval

Driving Questions:
How can students investigate chemical phenomena on a macroscopic scale while providing explanations on a chemical molecular scale? How can students apply algebraic analysis to evaluate, interpret, and predict chemical behavior of atoms? How can the law of conservation be leveraged and applied to enhance sustainability and social justice issues in our communities?

Course Description:
This laboratory course is designed to provide a college-level introduction to chemistry. It differs from the Chemistry course in the comprehensive and quantitative nature of the curriculum, the laboratory emphasis, and the extensive time requirements. All labs require formal write-ups, description, analysis, and interpretation. The second semester includes a research paper and original, self-directed, and independent experimentation with public presentation of findings. Students who commit to taking this course understand that this is a college-level course that will require several hours of homework each night, as well as many hours of lab work outside of regular class time.

Skills & Assessments:
Advanced scientific and analytical thinking, scientific method writing; time management & self-discipline; advanced math applications; graphing, data analysis & interpretation skills; independent research skills; public speaking & presentation skills; problem-solving at a higher level; technical literacy; collaboration & peer review; application of chemistry to real-world issues. Assessments include written exams & quizzes, hands-on laboratory performance and assessments; formal lab reports, weekly homework assignment packets, group and solo projects & presentations, independent online and lab research, peer-reviewed research papers, self-reflection, and portfolio of work.

BIOLOGY

Target Grade(s): Tenth to twelfth
Length: Yearlong
Prerequisites: Integrated Science 9

Driving Questions:
How are structure and function related in biological systems? How are biological functions in plants, animals, and ecosystems impacted by external conditions? How can we leverage our understanding of biological systems to enhance social justice efforts in our communities?

Course Description:
High school graduates should possess a basic understanding of the functioning of the biological world in which they live, including their own bodies, their neighborhood, and their regional and global environment. This course guides them in gaining this understanding. This course develops and exercises 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 writing about accompanying questions, essays, and problems from the student study guide. Most labs require formal write-ups, description, analysis, and interpretation. The first semester will include a research project, while the second semester includes a research paper and original experimentation with presentation of findings.

Skills & Assessments:
Biological laboratory techniques and methods; design and modeling of biological concepts; experimental design and analysis. Assessments include tests and quizzes; group presentations; research projects; formal laboratory reports.

HONORS BIOLOGY

Target Grade(s): Tenth to twelfth
Length: Yearlong
Prerequisites: Integrated Science 9, Geometry, and department approval

Driving Questions:
How are structure and function related in biological systems? How are biological functions in plants, animals, and ecosystems impacted by external conditions? How can we leverage our understanding of biological systems to enhance social justice efforts in our communities?

Course Description:
This laboratory course is designed to provide a college-level introduction to biology. It differs from the Biology course in the comprehensive and quantitative nature of the curriculum, the

molecular and chemical emphasis, the laboratory emphasis, and the extensive time requirements. All labs require formal write-ups, description, analysis, and interpretation. A large-scale biome research project is required in the first semester. The second semester includes a research paper and original, self-directed, and independent experimentation with public presentation of findings. Students who commit to taking this course understand that this is a college-level course that will require several hours of homework each night, as well as many hours of lab work outside of regular class time.

Skills & Assessments:
Developing biological laboratory skills such as using a microscope, technical drawings, and use of precise measuring devices; designing experiments, collecting data, organizing data, creation of data displays and data analysis; developing models to explain phenomena; using mathematical models and formulas to explain biological functions. Assessments include formal lab reports and presentation of findings; independent research papers and presentations.

PHYSICS

Target Grade(s): Tenth to twelfth
Course Length: Yearlong
Prerequisites: Geometry or department approval

Driving Questions:
How can students apply scientific thinking and algebraic reasoning to explain why things happen? How can students investigate and explain the interactions of matter and energy in the universe? How can an understanding of the physics principles be used to enhance social justice issues in our communities?

Course Description:
The first semester of this physics course focuses on Newtonian mechanics, specifically the linear motion of objects in both horizontal and vertical directions. Students will explore kinematics equations to calculate distance, velocity, and acceleration, as well as learn to graph motion over time. Topics include vectors, scalars, friction, equilibrium, momentum, and energy.

In the second semester, the focus shifts to waves and electricity. Students will study transverse and longitudinal waves, wavelength, frequency, and wave behavior on strings. The electricity unit covers static electricity, Ohm's law, resistors, circuits, batteries, and electromotive force. The course blends theory and hands-on experiments to reinforce key concepts.

Skills & Assessments:
Physics laboratory techniques and methods; design and modeling of physical concepts; organizing and interpreting graphs and tables to express patterns and relationships; experimental design and analysis. Assessments include tests and quizzes; group presentations; research projects; laboratory reports.

HONORS PHYSICS

Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Algebra II and department approval

Driving Questions:
How can students use physics concepts to visualize and understand interactions and predict resulting effects? How can mathematical models be used to predict behavior? How can an understanding of physics principles be used to enhance social justice issues in our communities?

Course Description:
The first semester of Honors Physics provides an in-depth exploration of Newtonian mechanics, extending beyond regular physics coursework. In addition to linear motion, students will study projectile and circular motion, as well as advanced topics such as pulleys, Newton's Law of Gravitation, Kepler's Laws, torque, and inertia. The energy unit expands to include conservation of energy, Hooke's Law, elastic potential energy, simple harmonic motion, and collisions.

The second semester builds on wave concepts, covering electromagnetic waves, resonance, the Doppler effect, interference, and diffraction. The electricity unit moves beyond basic circuits to explore complex circuit diagrams with resistors and capacitors. Students will also learn about Coulomb's Law, electric fields, electric potential, and capacitor connections in series and parallel. Additionally, the course introduces magnetic fields, enhancing students' understanding of electromagnetism. This rigorous, concept-driven course blends theory with hands-on applications, preparing students for higher-level physics and engineering studies.

Skills & Assessments:
Physics laboratory techniques and methods; design and modeling of physical concepts; organizing and interpreting graphs and tables to express patterns and relationships; experimental design and analysis. Assessments include tests and quizzes; individual and group projects; independent research and presentation of findings; formal laboratory reports.

HONORS ENVIRONMENTAL SCIENCE

Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Biology and department approval

Driving Questions:
How can students identify, analyze, and evaluate the risks of environmental problems? How can students understand, articulate, and represent relationships present in the natural world? How can an understanding of the relationships between species help students propose and justify solutions to environmental problems?

Course Description:
This laboratory course is 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 emphasis on field study and controlled experiments in both lab and field, exploiting the astonishing diversity of marine and terrestrial natural communities in Southern California. 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. 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, toward individual and small-group student research and field/lab experiments.

Skills & Assessments:
Developing environmental science laboratory skills; designing experiments, collecting data, organizing data, creation of data displays and data analysis; developing models to explain phenomena; using mathematical models and formulas to explain environmental systems. Assessments include formal lab reports and presentation of findings, independent research papers and presentations

ENGINEERING FUNDAMENTALS

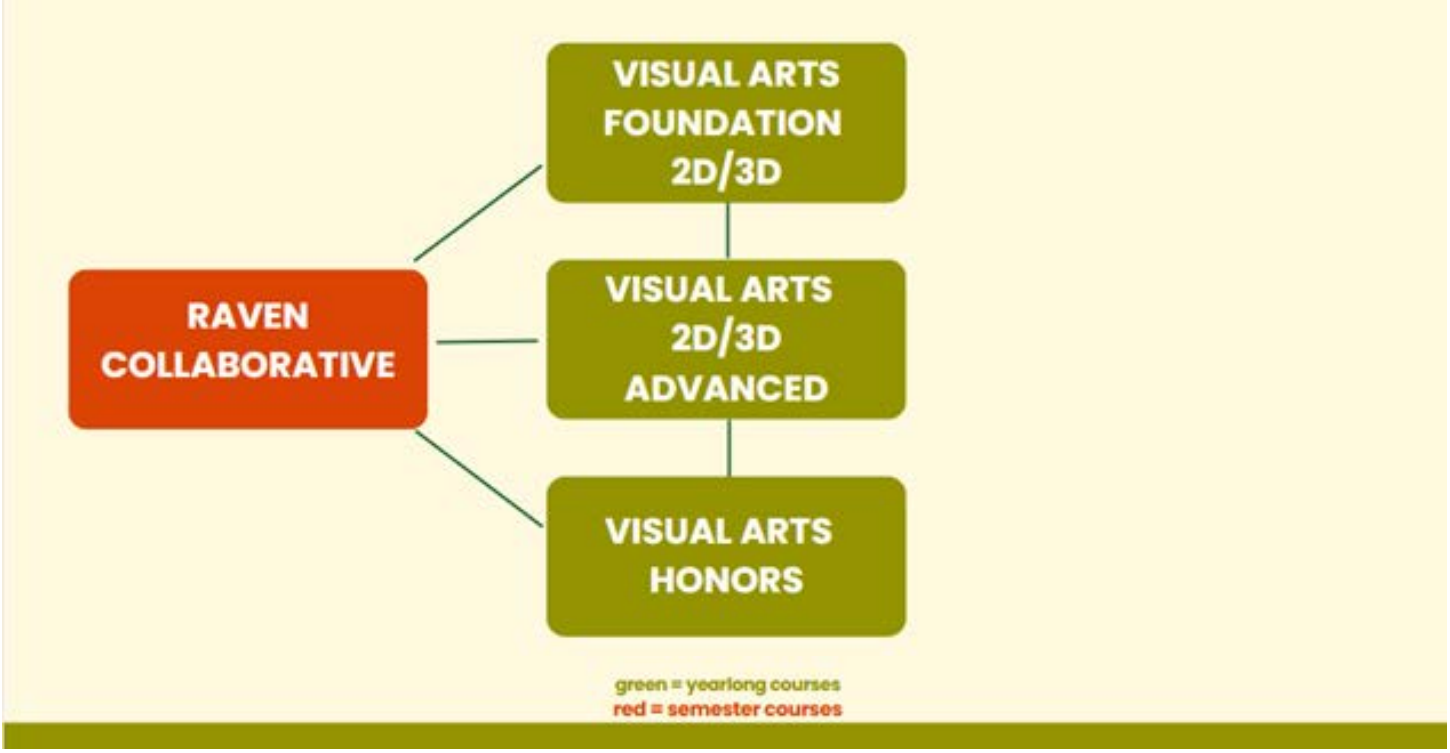
Target Grade(s): Eleventh or twelfth
Course Length: Semester
Prerequisites: Geometry and Biology, Chemistry, or Physics

Driving Questions:
How can students employ design thinking to investigate real world problems? How can we blend science, technology, engineering, art, and mathematics to propose solutions to real-world problems? How can we leverage our understanding of the interdisciplinary nature of engineering to enhance social justice efforts in our communities?

Course Description:
Engineering Fundamentals is an interdisciplinary learning approach that integrates science, technology, engineering, and mathematics (commonly referred to as STEM). It is designed to foster critical thinking, problem-solving, creativity, and innovation by engaging students in hands-on, real-world applications of these subjects. By combining experimentation, collaboration, and inquiry-based learning, the Engineering Fundamentals course prepares students to become future innovators and leaders. It ensures they develop the analytical and technical skills needed to address global challenges and drive progress in a world that increasingly relies on technology and scientific advancements. This program is essential for equipping students with the expertise and confidence to succeed in the ever-evolving landscape of STEM careers.

Skills & Assessments:
Employing design thinking techniques to pose solutions to real-world problems; building capacity for solving complex problems; leveraging STEM techniques and design to address social justice issues in our communities. Assessments include quizzes, tests; individual and group projects and presentations; formal laboratory reports; and public exhibition on body of work.

ARTS



VISUAL ARTS FOUNDATION 2D/3D (INCLUDING MULTIMEDIA)

Target Grades: Ninth through twelfth
Course Length: Yearlong
Prerequisites: none

Driving Questions:
How do artists use design principles to create visual work? What role does context and cultural background play in creating and interpreting artwork? How can art be used to communicate meaning, or social, environmental and political issues?

Course Description:
This beginning studio art course considers the essential concepts of two-dimensional and three-dimensional art and will use a variety of media. Students learn the principles of art and design, present and write about their work developing their creativity, self-expression and design thinking skills.

Skills & Assessments:
Compose original designs using the elementary principles of design; mix and apply color; mix and apply value; demonstrate basic skill in one wet media; demonstrate basic skill in one dry media; development of appreciation for arts, art theory, and contemporary art.

VISUAL ARTS 2D/3D ADVANCED (INCLUDING MULTIMEDIA)

Target Grade(s): Ninth through twelfth
Course Length: Yearlong
Prerequisites: Visual Arts Foundation

Driving Questions:
How do artists use design principles to create visual work? What role does context and cultural background play in creating and interpreting artwork? How can art be used to communicate meaning, or social, environmental and political issues? What criteria can be used to evaluate the quality of a piece of art?

Course Description:
Students define art and design, drawing and sculpture terms, theories, systems and strategies. Students produce an original mixed-media design using visual strategies. Demonstrate and execute knowledge of color theories. Demonstrate and execute integration of form and content.

Skills & Assessments:
Produce line in design; produce shape in design; compose original designs using the elementary principles of design; mix and apply color; mix and apply value; demonstrate basic skill in one wet media; demonstrate basic skill in one dry media; develop appreciation for arts, art theory, and contemporary art.

VISUAL ARTS HONORS: PORTFOLIO AND CURRENT TECHNIQUES

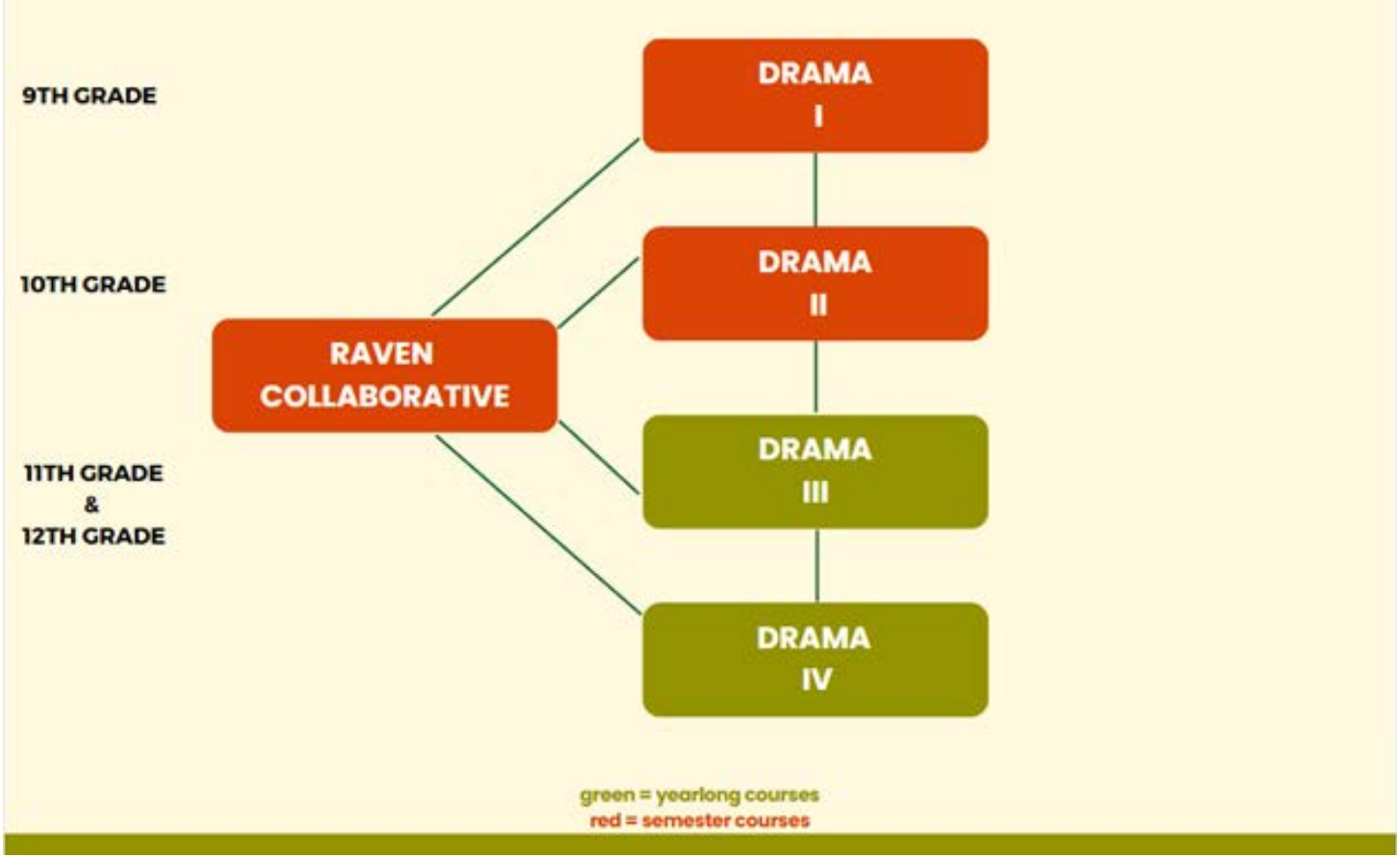
Target Grades: Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Visual Arts 2D-3D Advanced and department approval

Driving Questions:
How can art be used to communicate meaning, or social, environmental and political issues? How do artists think about their audience or market? How do artists balance personal expression with the expectations of their audience? How does art reflect the time period in which it is created? How and why is the art presentation and placement important?

Course Description:
Students develop their own style and experiment with a variety of materials focusing on their areas of interest. Write an artist statement and bio and prepare a cohesive body of professional-quality artwork. Assemble work in proper format for presentation. Create documentation of artwork in photographic and digital form. Make an oral presentation of work. Relate work to contemporary practices in studio and public art. Explain the purpose of the portfolio in job searches, exhibition opportunities. Recognize context and strategies used in the contemporary art field. Demonstrate a variety of techniques and strategies to create original artworks.

Skills & Assessments:
Portfolio creation; inclusion of social justice principles in their own body of work; development of how to write about their work, and describe their use of materials, skills developed and processes in each image; creation of artist statement and exhibition on their entire body of work.

DRAMA



DRAMA I: HOW TO BE IN COLLABORATIVE ART

Target Grade(s): Ninth (required)
Course Length: Semester
Prerequisites: none

Driving Questions:
How can we learn to be more connected, more present and more impulsive as actors/writers/directors in our rehearsal process? How can we bring the written word to life in a believable way through dramatic play? How can our work as artists be a platform for and include Waverly's social justice mission?

Course Description:
Drama I introduces beginning students to what it means to work in the theater as collaborative members of a company of actors, writers, producers and stage crew. Drama I students are encouraged to explore new ways of seeing through rehearsing and performing scripted theatrical text. Students will be encouraged to use their imagination to create characters, to develop theatrical worlds, to think critically and imaginatively about theatrical text, to explore their creative expression, to improve their communication skills, and to develop their ability to work cooperatively with others. Over the course of the semester, students will establish a storehouse of skills that will train and educate them in the components of how theatre is made, how to work on a scene, with a focus on theatrical text, design, training and performance. Drama I will also help them to develop or discover their own artistic abilities, as writers, as producers, as backstage crew and as performers in front of an audience. In Drama I, a strong emphasis is placed on how

theatre brings the written word alive in an exciting, believable, and original way. Students in Drama I will be introduced to all aspects of theatrical production including scene study, learning to rehearse, building characters, working from scripted and original material, and ultimately sharing their work in an Arts Showcase for an audience. Some readings from an assortment of texts and articles, surveying the history of theatre past and present, and some field trips to local, live performances, will be included in this semester-long required course.

Skills & Assessments:
Learning and using the elements of building a scene; listening/responding/acting from the truth of the moment and from authentic impulse; practicing presence by putting the focus on a partner; listening/responding and working from the moment; developing readiness to work, grow, change and be in the process of building work; working from a place of supporting other students in their process; developing an ongoing practice of interpretation of your material from the page to the stage; actively contributing to an ensemble of players.

DRAMA II: COLLABORATIVE ART AND ORIGINAL WORK

Target Grade(s): Tenth to twelfth
Course Length: Semester
Prerequisites: Drama I

Driving Questions:
How can we learn to be more connected, be more present and more impulsive as actors/writers/directors in our rehearsal process? How can we bring the written word to life in a believable way through dramatic play? How can our work as artists be a platform for and include Waverly's social justice mission? Why is it important for artists to make original work for the theatre?

Course Description:
Drama II is designed to deepen the training and foundations in the curriculum constructed for students in Drama I. Drama II will continue to put an emphasis on the importance of theatrical collaboration, rehearsal, production, backstage duties, and performance, with a larger focus on students making original material. Conceiving, devising, rehearsing and mounting a piece with other students is a project-based learning model, and will support students in exploring the relationship between making an original written work from the page to the stage. Working collaboratively on original material over the semester, students will be asked to show up to work as collaborative artists in an ongoing process of building original "short pieces" inspired by prompts and themes, culminating in a final "longer piece" project due at the end of the semester and performed for the community. The commitment and dedication required to work with other students to make original work is a laboratory for finding and having a one-of-a-kind artistic experience. Through this project, Drama II students will continue to strengthen their aesthetic development as well as their listening and critical-thinking skills. New artistic voices are an essential part of our culture, and Waverly is an amazing source of student talent. Learning to make a piece of theatre from the blank page to the finished product will help continue to guide students to their artistic voices, with an emphasis on their sense of collaboration, their sense of artistic practice/discipline, their communication skills, their writing, and their ability to apply themselves to work and finish an ongoing project.

Skills & Assessments:
Learning and using the elements of building a scene; listening/responding/acting from the truth of the moment and from your authentic impulse; practicing presence by putting the focus on your partner; listening/responding and working from the moment; developing readiness to work, grow, change and

be in the process of building work; working from a place of supporting other students in their process; developing an ongoing practice of interpretation of your material from the page to the stage; actively contributing to an ensemble of players; producing/directing/writing/staging original work.

DRAMA III/IV: LEADERSHIP SKILLS AND PRODUCING THEATRE

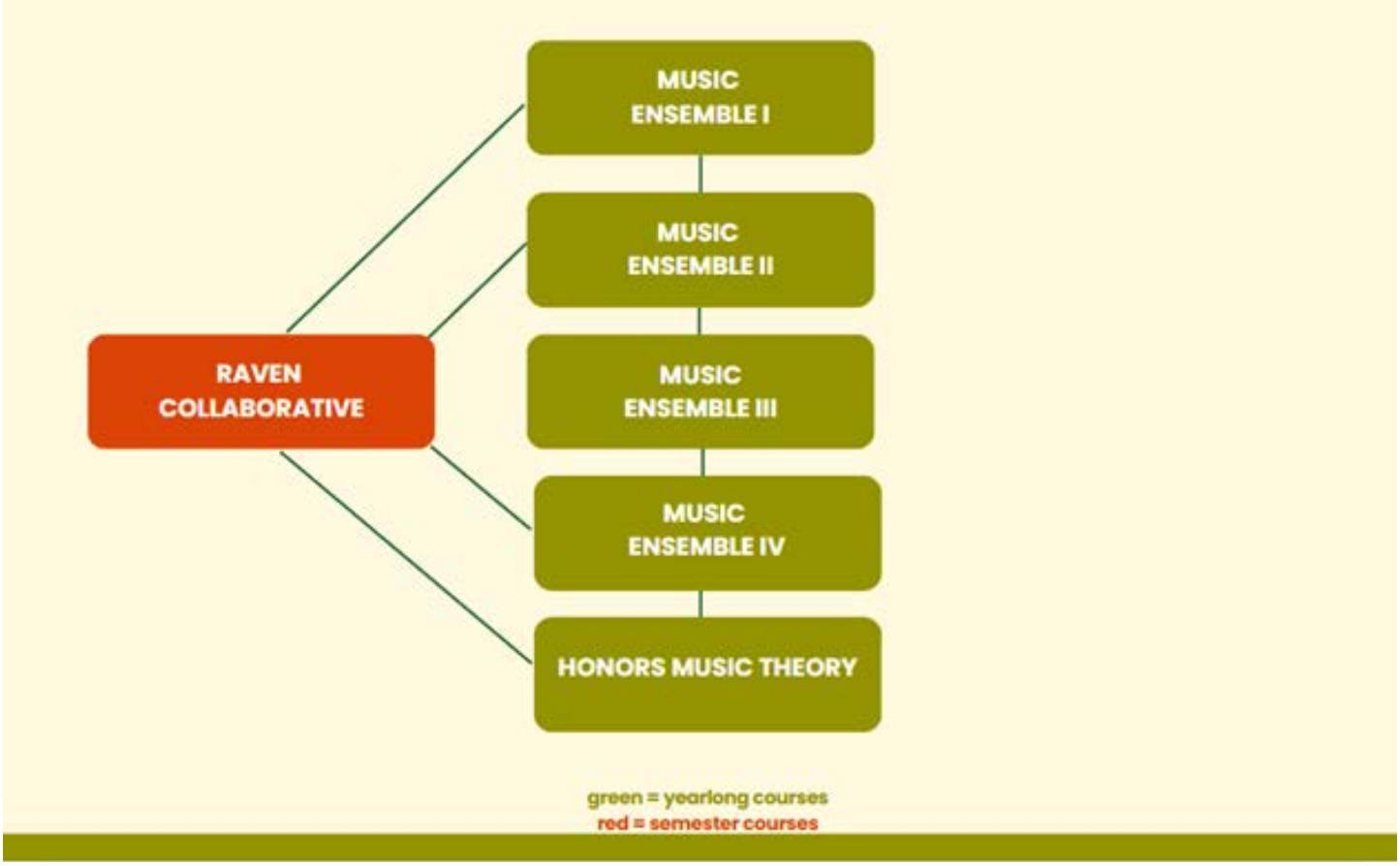
Target Grade(s): Tenth to twelfth
Course Length: Yearlong
Prerequisites: Drama II

Driving Questions:
How can we learn to be more connected, be more present and more impulsive as actors/writers/directors in our rehearsal process? How can we bring the written word to life in a believable way through dramatic play? How can our work as artists be a platform for and include Waverly's social justice mission? Why is it vital to have a sense of the history of theatrical texts? Why do artists work on classical theatrical material? How can we make classics relevant for right now?

Course Description:
Drama III/IV students will be invited to explore their creative practice through a continued study of theatrical text, building living characters, and getting comfortable and imaginative in their use of physical space. In addition to developing a more sophisticated understanding of acting techniques, this course allows students to explore the devising/producing/directing process as it pertains to scripted, published theatrical works. Students will be asked to be more self-directed and supportive of their younger colleagues and to expand their skills and proficiency beyond the introductory level. Drama III/IV students will be asked to contribute to their assignments as leaders - directors and dramaturgs - along with performing their duties as actors. All students will experience the process of working with an existing theatrical script, with a focus on the textual style, researching the time that the piece was written, the history and cultural significance of the text, the world of the piece, and the way into finding their version of mounting the play. Students will be engaged in the ongoing process of rehearsal, casting the piece, working as actors/directors, choosing locations to stage their work, finding music for scoring and ultimately making their chosen work alive for the stage, and for the community. For the actor, writer, director, Drama III/IV continues to build upon the training and foundation of Drama I and II. At this more advanced level, students are expected to be self-navigated, to stretch their skills and stage proficiency beyond the introductory level. Students will continue to strengthen their aesthetic development as well as their listening and critical-thinking skills with an emphasis on being the driving force behind the works shown. Drama III/IV students will continue to strengthen their artistry through leadership, expanding their experience and understanding of the role of the 21st century actor/director/actor/artist through hands-on collaboration.

Skills & Assessments:
Learning and using the elements of building a scene; listening/responding/acting from the truth of the moment and from your authentic impulse; practicing presence by putting the focus on your partner; listening/responding and working from the moment; developing readiness to work, grow, change and be in the process of building work; working from a place of supporting other students in their process; developing an ongoing practice of interpretation of your material from the page to the stage; actively contributing to an ensemble of players; producing/directing/writing/staging scripted work.

MUSIC



MUSIC ENSEMBLE

Target Grade(s): Ninth to twelfth
Course Length: Yearlong
Prerequisites: none

Driving Questions:
What does it mean to be a part of a collaborative music ensemble? How can we use music as a medium through which to creatively express ourselves? How can we apply what we learn through the process of developing music skills through focus and practice to other disciplines/ areas of life?

Course Description:
Our primary objective is to develop our musicianship through a mixture of in-class rehearsal and at-home practice. We will be working within a group setting, which means that cooperation and communication will be key skills that we will aim to develop. Also, since a band is the sum of all its parts, it is crucial that everybody practice adequately at home so that everyone contributes equitably to the band. We will have band performances at the end of each semester. Each student will be expected to perform at least three songs for these shows. Students are allowed to perform all three songs with one band or may

split their three songs between different groups. In addition to the end-of-semester performances, we will have mid-semester showcases that will have each group focus on a specific genre, decade, or artist that I will assign. These mid-semester showcases will not be as robust as the end-of-semester performances, and each student will be expected to perform one or two songs. For the Waverly Holiday Program, the music class forms a large unified ensemble and presents one song for that concert. There is also a performance during Arts Block in the spring where the student groups can select two songs from any of their performances (upcoming or in the past) each season. Students interested in sound production also have the chance to learn how to operate and manage a sound board and live concert within the context of class. All productions except the Holiday Program are student-run from top to bottom.

Skills & Assessments:
Collaboration in an ensemble environment; taking risks in artistic development; critical thinking and creative expression; developing good practice habits; developing an understanding of instrument(s) of choice as well as basic music theory knowledge. Assessments include performances at the end of each semester; fundamental music theory quizzes; song analysis essays.

MUSIC ENSEMBLE I

Target Grade(s): Ninth to twelfth
Course Length: Yearlong
Prerequisites: none

Course Description:
Students learn how to be a part of a band. The focus is on developing collaborative skills along with at-home practice habits. Students in Music Ensemble I should gain a basic understanding of their instrument(s). Students at all ensemble levels will be required to perform in at least two shows, and students in Music Ensemble I are expected to help with setting up and tearing down equipment before and after a show in order to gain an introductory level understanding of the process of putting on a performance.

MUSIC ENSEMBLE II

Target Grade(s): Ninth to twelfth
Course Length: Yearlong
Prerequisites: Music Ensemble I

Course Description:
After completing Music Ensemble I, students will move on to Music Ensemble II, where they will build upon the collaborative skills and practice habits developed during their first year of music ensemble. Students in Music Ensemble II should already have a basic understanding of their instrument(s). Students in Music Ensemble II will be required to help set up and tear down equipment before and after a show, having already gained some experience doing so in Music Ensemble I.

MUSIC ENSEMBLE III

Target Grade(s): Ninth to twelfth
Course Length: Yearlong
Prerequisites: Music Ensemble II

Course Description:
After completing Music Ensemble II, students will move on to Music Ensemble III, where they focus on expanding their understanding of their instrument(s) and taking on more challenging assignments. Students in Music Ensemble III are expected to take on more song assignments and may be asked to collaborate with multiple groups within the ensemble. Students in Music Ensemble III should have gained experience in managing gear and equipment needs for performances. In addition to setting up and tearing down gear before and after a show, students in Music Ensemble III may be tasked with running sound for other bands.

MUSIC ENSEMBLE IV

Target Grade(s): Ninth to twelfth
Course Length: Yearlong
Prerequisites: Music Ensemble I; Music Ensemble II; Music Ensemble III

Course Description:
After completing Music Ensemble III, students will move on to Music Ensemble IV. Having built a solid foundation of musical knowledge, collaborative skills, and practice habits, students in Music Ensemble IV will take on more of a leadership role in the ensemble, helping mentor and guide some of the more novice players. As experienced performers, students in Music Ensemble IV will be expected to help run performances, from setting up and tearing down equipment to running sound and helping tune and swap out instruments between songs/sets.

HONORS MUSIC THEORY

Target Grade(s): Eleventh or twelfth
Course Length: Yearlong
Prerequisites: Music Ensemble II

Driving Questions:
Though music is a subjective art form, there are specific choices that conventionally work better than others - why is that? How can we apply what we learn in music theory to better understand the songs we learn? How can music theory be used in the process of songwriting?

Course Description:
The Honors Music Theory curricular goals are to develop the student's aural and visual perception of music through melodic and rhythmic recognition, understanding, description, and analysis of music presented in a score. Singing is a critical component of the Honors Music Theory, and you will be expected to sing in class. Sight singing, ear training, and rhythmic and melodic analysis will be integrated into each lesson.

ENRICHMENT & ACTIVITIES

Waverly's High School students participate in a range of required and elective enrichment experiences designed to support academic readiness, social-emotional development, and interdisciplinary exploration. These courses take place during the school day, primarily in our dedicated activities block.

STUDY SKILLS

Target Grade(s): Ninth (required)
Course Length: Yearlong
Prerequisites: none

Driving Questions:
How can I effectively prioritize and manage my time to achieve my academic goals? How can I identify my unique learning style and the specific study skills that work best for me? What are the most effective ways to prepare for assessments to limit stress and demonstrate depth of understanding? What does it mean to demonstrate independence as a learner? When is it important to ask for help, and what are the most effective ways to seek support from teachers or peers when challenges arise?

Course Description:
This course supports students in understanding themselves as learners while developing strategies to support academic growth. Topics include reading and writing strategies, note-taking, study habits, time management, memorization, goal-setting, and self-advocacy. Students strengthen executive functioning skills and learn how to manage workload with greater independence.

UTILIZING RESOURCES

Target Grade(s): Tenth (required)
Course Length: Semester
Prerequisites: Study Skills or tenth grade standing

Driving Questions:
What academic, social-emotional, and technological resources at Waverly are available to support student well-being, learning, and overall success? How can students communicate effectively with teachers and administrators to ensure their needs are understood and supported? What strategies can be used to plan time at school—and beyond—in ways that promote balance, well-being, and academic growth?

Course Description:
This course helps students understand and access the full range of resources available at Waverly—including teachers, technology tools, peers, and time management strategies. Students deepen their self-awareness and independence as learners by practicing real-world skills in communication, planning, and support-seeking.

INTERNET & SOCIETY

Target Grade(s): Ninth to twelfth (required)
Course Length: Semester
Prerequisites: none

Driving Questions:
What is the role of digital media in our lives? How can we act with empathy and positivity and communicate with civility when we are online? How can we avoid being fooled by fake videos and other information online? How does internet advertising contribute to the spread of disinformation? How can students create a social media presence that represents the real them and create a digital footprint that showcases purpose?

Course Description:
This course explores digital citizenship, media literacy, and the social impact of technology. Topics include screen balance, online identity, cyberbullying, misinformation, and privacy. Adapted from Common Sense Education's curriculum, the course helps students reflect on their digital habits and shape a purposeful, responsible digital presence.

COLLABORATIVE LEARNING FRAMEWORKS

Target Grade(s): Eleventh and twelfth
Course Length: Semester
Prerequisites: Eleventh/twelfth grade standing required

Driving Questions:
How can learning in community broaden our educational endeavors and deepen our experiences as learners?

Course Descriptions:
All students in eleventh and twelfth grade must choose one:

HUMANITIES CONNECTIONS: A semester class focused on students creating an original piece of work using skills and talents from all humanities (English language arts, history and social sciences, world language). The content and purpose of the product will be determined by the members of Humanities Connections. This project-based class, focused on collaborative learning, will culminate in a public exhibition for the Waverly community.

STEAM BUILDERS: A semester class focused on students designing an original product using skills and talents from science, technology, engineering, arts, and mathematics. The content and purpose of the product will be determined and devised by members of STEAM Builders. This project-based class, focused on collaborative learning, will culminate in a public exhibition for the Waverly community.

RAVEN COLLABORATIVE: A semester class focused on students building an original performance piece using skills and talent from all arts divisions (music, drama, and visual art). The content and purpose of the piece will be determined and devised by members of the Raven Collaborative. This process-based class, focused on making a collaborative piece, will culminate in a public exhibition for the Waverly Community.

SOCIAL JUSTICE SEMINAR AND GRADE-LEVEL SEMINAR

At the High School level, the Social Justice Seminar is a required, interdisciplinary course where students engage deeply with issues of identity, equity, civic responsibility, and creative expression. Through research, discussion, and community action, students develop a critical awareness of themselves and society and cultivate the skills and courage to challenge injustice and contribute to meaningful social change.

Complementing this, Grade-Level Seminars provide tailored support in human development, executive function, and college counseling—addressing the academic, social, and emotional milestones unique to each grade. Seniors also participate in a yearlong writing and workshop course designed to guide them through the college application process and prepare them for life beyond High School.

SERVICE LEARNING

Service to the greater community is a foundational commitment at The Waverly School. We prefer the term "Service Learning" over "Community Service" because we intentionally integrate community engagement into our academic curriculum.

Service Learning is an educational approach that combines meaningful community service with instruction and reflection. This method enriches students' learning experiences, fosters civic responsibility, and strengthens communities. Through service both within and beyond the school, students develop essential skills and gain valuable perspectives on their role in the wider world.

Our goal is to help students see themselves as active global citizens. We encourage them to pursue Service Learning opportunities aligned with their passions—experiences that transform not only those they serve but also themselves. High School students are required to complete 60 hours of community service before graduation.

Ninth and twelfth graders are invited to participate in individual, class-wide, and all-school events addressing social and environmental challenges at the local, national, and global levels. Seniors are especially encouraged to connect their service work with their Senior Project.

Reflection is a vital part of the Service Learning process. Through discussions and reflective writing, students examine their experiences and insights. These reflection papers are often shared with the broader student community to inspire awareness of the profound impact service can have on both the community and the individual.

SENIOR PROJECTS

As a graduation requirement, all Waverly seniors complete a semester-long Capstone Project that reflects their passions, values, and academic journey. With the support of a faculty or staff advisor, each student develops a proposal in the fall, which is reviewed by the Senior Projects Committee. Once approved, students engage in deep inquiry, hands-on implementation, and regular mentorship as they bring their project to life.

The Capstone is designed to be interdisciplinary and purpose-driven—integrating research, critical thinking, social justice, and real-world application. Projects have included everything from composing original music to developing community initiatives or exploring potential career paths. In late spring, students share their work with the Waverly community through both a poster session and formal presentation, celebrating the unique perspectives and growth of each graduating senior.

PHYSICAL EDUCATION

At Waverly, we view physical education as an essential part of whole-child development. Our physical education program fosters lifelong wellness by helping students build strength, coordination, confidence, and a positive relationship with movement.

All ninth and tenth grade students are required to complete two years of physical education. To meet the diverse needs and interests of our students, we offer multiple flexible options for fulfilling this requirement:

Ways to Fulfill the PE Requirement:

- *Participation on a Waverly Team:* Two full seasons of interscholastic sports (e.g., cross country, basketball, volleyball).
- *PE Electives:* Enrollment in on-campus classes such as Yoga, Dance, Fitness, or Experiential PE (offered based on interest and staffing).
- *CrossFit or Partner Gym Programs:* Two seasons of structured fitness training at an approved local gym.
- *Club or Independent Sports:* Yearlong participation in a supervised, outside program (e.g., martial arts, swim, dance, etc.).

Across all options, the goal is to promote physical health, teamwork, self-discipline, and a lifelong appreciation for movement. Physical education at Waverly supports students in building habits that enhance their well-being—on and off the field.

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, and the Director of College Counseling then sends individual results home. The Director of College Counseling and/or the English and math teachers review the results with groups or with each student in individual meetings. The PSAT provides valuable experience in taking standardized tests. Students in tenth through twelfth grade work with the college counselor to determine when to take the SAT and/or ACT exams in preparation for college admissions.

ACCREDITATION

The Waverly School is fully accredited by
the Western Association of Schools and Colleges and
the California Association of Independent Schools.

For more information about The Waverly School, please scan the code below using your smartphone or tablet camera or visit THEWAVERLYSCHOOL.ORG.

For any questions, please contact us at admissions@thewaverlyschool.org.

THE WAVERLY SCHOOL

Preschool to High School

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