



THE WINCHENDON SCHOOL
Academic Program
2017 - 2018

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THE WINCHENDON SCHOOL

Philosophy and Principles

The Winchendon School, a coeducational multicultural community, provides college-bound students of good character and promise with the essential study skills and learning strategies that propel each student to achieve academic success.

The Winchendon School's philosophy is based on the premise that most young people can achieve academic success and gain confidence when actively engaged and individually championed by committed teachers. Students also learn best and take appropriate developmental risks when they feel that they are in a safe environment and are well supported. To these ends, Winchendon provides an academic and co-curricular program that allows teachers to work with each student as an individual. Very small classes, daily conference period, advisory groups, study halls, individualized support, clear expectations, and regular feedback are key elements of "The Winchendon Way." Together these elements comprise a developmental system in which teachers can understand each student as a discrete learner and support and challenge every student to achieve his or her personal best.

At Winchendon we support and encourage our students to take ownership of their own academic success. Students learn in a traditional environment and curriculum designed to encourage intellectual growth and the acquisition of academic skills, discipline, and self-confidence. A distinctive aspect of Winchendon's program is our teachers' commitment to provide each student with daily and weekly feedback based on their own self-reflection. This ongoing evaluation provides the student with a real-time assessment of achievement and effort as well as direction as to how he or she can do better.

Winchendon's small classes, personalized approach, and support systems stimulate an interest in learning and teach students that they themselves are the most valuable contributors to their own education. Our pedagogy embraces the Coalition of Essential Schools' philosophy of the student in the role of worker and the teacher as his or her coach. Our goal is for our students to become intellectual entrepreneurs, always eager to see how their studies and efforts will improve them.

Seven Guiding Principles:

- 1) We realize that past scholastic performance is not necessarily an indicator or predictor of future success. Many students who have struggled or even stumbled in other schools have found great success at Winchendon through the purposefully structured program and supportive faculty.
- 2.) We provide a highly structured, safe and, supportive environment for academic, ethical, and creative/expressive growth.
- 3.) We hold students accountable by providing clear expectations and frequent assessment/ feedback.
- 4.) We utilize student-centered teaching methods appropriate for a wide range of learning styles.
- 5.) We maintain clear focus on the academic skills and habits that will be critical for success in college and beyond.
- 6.) We purposefully immerse students in a multi-cultural environment to help them understand and respect diversity in background and approach, learn how to successfully collaborate with people of varied backgrounds, and prepare them to thrive as 21st century students and citizens.
- 7.) We believe that a boarding school environment represents the best opportunity for adolescent students to learn, to become confident in their interaction with adults, to take risks and try new things, and to acquire the skills and habits to be successful citizens and community members.

The most important characterizations of Winchendon students are three-fold:

Winchendon students are all well matched to our mission and academic program, capable of achieving academic success within the Winchendon program and structure.

Winchendon students are committed to taking personal responsibility for their own academic success and working to achieving their personal best.

Winchendon students are committed to being respectful to and supportive of each other member of The Winchendon School community and respectful of the expectations, practices, and standards as outlined in our Student and Parent Handbook.

At Winchendon, the principal job of our students is to become confident, independent learners. Our role as teachers is to meet each student at his or her current level of performance and to provide the support and rigor that will result in that student's achieving the academic success of which he or she is capable. As students adopt Winchendon's systems and methods, they gain the confidence and skills required to be self-directed and motivated learners.

Our concept of what it means to be a good student includes the following:

To be able to understand, discriminate, and organize information received from a variety of sources and formats including written, oral, tactile and visual

To be able to express oneself clearly and creatively through writing, speaking and visually

To creatively solve problems

To be able to work both collaboratively as a team member or leader and also independently

To be able to effectively use technology in accomplishing each of the above

To embrace and seek diversity in background, opinions, and methods

To always make well-intentioned and ethical decisions in all aspects of one's efforts and in relations with others.

Sports and the arts also play important roles in the development and education of adolescents. Athletic participation is important for adolescents not just for complete and healthy physiological development, but also as opportunities for students to learn the value of team play and to take risks in a competitive environment. Students gain creative problem solving skills, collaborative experience, and expressive confidence in the fine and performing arts. At Winchendon, all students are encouraged to participate both in team sports and the fine and performing arts.

Our mission is to support young men and women in achieving their greatest potential as students. We do this in an educational community in which students and adults from around

the globe and from many different backgrounds come together to live, learn, and participate in a wide range of academic, athletic, artistic and cultural activities. Graduates of The Winchendon School are prepared for success in college and for enlightened global citizenship.

Academic Program Description

The Winchendon School works with students of widely differing backgrounds and previous academic preparation. Considerable flexibility exists within our structured system. The Winchendon School curriculum offers courses in English (for both native speakers and second- language learners), mathematics, science, social studies, history, foreign language, visual and performing arts, service learning, and our Collaborative Learning program (CoLAB), described below. A student's particular needs, rather than grade placement, determine his or her course of study. The Dean of Academics and Student Support, working in conjunction with a student's advisor and teachers, may reassign a student to another level within a subject area during the year based on either consistent excellence or struggles. Students may not change sections within a specific course, except in the case where it is necessary for the adjustment of another course. The Dean of Academics and Student Support will make the final decision regarding a student's course of study.

The Dean of Academics and Student Support works with each returning student and reviews the file of each new student to develop an appropriate course of study, based on performance, individual goals, teacher recommendations, and graduation requirements. This schedule may later be modified according to final course grades, placement testing, and further teacher recommendations. The major goals of academics at The Winchendon School are to establish sound study skills and habits, to enable a firm grasp of fundamental principles of mathematics, and through the development of comprehension and expression reading, writing and speaking skills, to foster English language fluency. In addition, we incorporate beyond-the-classroom learning both in classes and particularly in CoLABs and seek to develop our students' character through our school-wide service learning program.

At Winchendon, the design of our curriculum reflects our commitment to ensuring that each of our graduates has acquired the core skills of accessing information, problem solving, developing perspective, and expressing ideas clearly. Academic work purposefully focuses on the acquisition of these essential skills, with students mastering them in the context of intriguing course work, both integrated and discipline specific. The curriculum and classroom practices incorporate learning methods that combine proven approaches with newer delivery techniques based on current brain research. Our distinctive courses illustrate our belief that

students benefit most from clearly designated sequences of skill development learned through engaging and compelling topics.

If you are transferring from another school and find these courses or approaches different from those in your school experience, our small classes and individualized teaching will allow you to acclimate quickly and begin to gain competence and confidence in your academic performance. I welcome calls or emails from parents or students who have questions about any aspect of our curriculum or pedagogy.

Major Areas of Study for All Students

Global Dynamics Curriculum (Integrated English and History)

English and History Electives

Arts Electives

The Integrated Studies of Math and

Science Additional Courses in Mathematics

Additional Courses in Science

Foreign Languages Courses

The following is a list of courses taught at Winchendon within each major area of study:

The Global Dynamics Curriculum — Overview

Global Dynamics I: Asia (a two-credit course — one each for English and history)

Global Dynamics II: Middle East and Africa (a two-credit course — one each for English and history)

Global Dynamics III: The United States (two separate courses in English and history for one credit each)

Global Dynamics IV: Cases in Globalization (History) - 1 History Credit

Global Dynamics IV (choice of 1) - 1 English Credit:

European Literature

Global Literature

Latin American Literature

Transatlantic Literature

Literature I, II, III: Reading

English I, II, III: Writing

American Culture (Level I)

American History (Level II)

Modern America (Level III)

English and History Electives:

Composition and Rhetoric I - 1 English Credit
 Composition and Rhetoric II - 1 English Credit
 Composition and Rhetoric III- 1 English Credit
 Composition and Rhetoric IV- 1 English Credit
 US History for International Students - 1 History Credit
 Service Learning and Leadership - ¼ credit

HLC Courses in the Humanities:

Thought for Food* - ½ History Credit
 The American Imagination* - ½ History Credit
 AP Comparative Government and Politics* - 1 History Credit AP
 AP European History* - 1 History Credit AP
 AP Literature and Composition* - 1 English Credit AP
 AP United States Government and Politics* - ½ History Credit AP
 AP United States History* - 1 History Credit
 Asian Studies: Yesterday and Tomorrow* - ½ History Credit
 Business Fundamentals* - ½ History Credit
 Comparative Religions* - ½ History Credit
 Creative Writing: Creative Nonfiction and the Art of the Essay * - ½ English Credit
 Creative Writing: Fiction Writing* - ½ English Credit
 Criminal Law & Criminology* - ½ History Credit
 Essentials of Entrepreneurship* - ½ History Credit
 Criminal Law & Criminology* - ½ History Credit
 Holocaust Studies* - ½ History Credit
 Immigration in American History and Culture* - ½ History Credit
 Many Voices of the Middle East* - ½ History Credit
 Modern Human Migration* - ½ History Credit
 Museums 101: Behind the Scenes* - ½ History Credit
 Philosophies of Justice* - ½ History Credit
 Sport in American Culture* - ½ History Credit

Superheroes and Philosophy* - ½ History Credit

Vox Populi: Developing Your Voice as a Citizen* - ½ History Credit

Arts Electives:

Art History and Design - 1 Art Credit

Studio Art I : Design/Drawing/Painting - 1 Art Credit

Studio Art II: Design/Drawing/Painting - 1 Art Credit

Music Theory and Social Impact - 1 Art Credit Vocal

Performance/Chorus - ½ Art Credit Instrumental

Performance/Ensemble - ½ Art Credit

HLC Courses in the Arts:

2D Foundations: Introduction to Design, Drawing, and Painting* - ½ Art Credit

Art and Practice of Screenwriting* - ½ Art Credit

Art History: Modernism through Abstract Expressionism* - ½ Art Credit

Art History: Pop! through Present* - ½ Art Credit

Art Now! Social Activism & Global Perspective through Art* - ½ Art Credit

Global Perspectives through International Film* - ½ Art Credit

Global Perspective through World Music* - ½ Art Credit

Graphic Design* - ½ Art Credit

More than a Story: Creating Comics and

Animations - ½ Art Credit

Playwriting* - ½ Art Credit

Social Justice, Humanities, and the Arts* - ½ Art Credit

Understanding Film* - ½ Art Credit

The Integrated Studies of Math and Science

Quantitative Reasoning and Inquiry (a two credit course — one each for science and math)

Additional Math Courses:

Algebra I - 1 Math Credit

Algebra II - 1 Math Credit

Geometry - 1 Math Credit

Precalculus - 1 Math Credit

Precalculus with Trig -1 Math Credit

Calculus - 1 Math Credit

Statistics - 1 Math Credit

Mathenomics - 1 Math Credit

Calculus: Advanced Placement (AB)- 1 Math Credit

Calculus: Advanced Placement (BC) - 1 Math Credit

Statistics Advanced Placement - 1 Math Credit Credit

HLC Courses in Mathematics:

Geometry* (Accelerated Summer Course) - 1 Math Credit

Algebra II* (Accelerated Summer Course) - 1 Math Credit

Graph Theory* - ½ Math Credit

Multivariable Calculus* - 1 Math Credit

Science Courses:

Earth Science - 1 Science Credit

Engineering I - 1 Science Credit

Biology - 1 Science Credit

Chemistry - 1 Science Credit

Physics - 1 Science Credit

Anatomy and Physiology - 1 Science Credit

Coding I - 1 Science Credit

Coding II - 1 Science Credit

Forensic Science - 1 Science Credit

Environmental Science - 1 Science Credit

HLC Courses in Science and Technology:

Animal Behavior - ½ Science Credit

Biotechnology - ½ Science Credit

CAD (Computer Aided Design) - ½ Science Credit

AP Computer Science A* - 1 Science Credit

Current Topics in Science and Technology - ½ Science Credit

AP Environmental Science* - 1 Science Credit

Marine Science - ½ Science Credit

AP Psychology* - 1 Science Credit AP

Science, Ethics, and Public Life* - ½ Science Credit

Topics in Contemporary Healthcare - ½ Science Credit

Foreign Language Courses:

French I – V

Spanish I – V

HLC Courses in Foreign Language:

AP French* - 1 Foreign Language Credit

AP Spanish* - 1 Foreign Language Credit

American Sign Language I - III* - 1 Foreign Language Credit each

Ancient Greek I* - 1 Foreign Language Credit

Chinese I - AP* - 1 Foreign Language Credit each

Latin I - AP* - 1 Foreign Language Credit

Exploring Latino and Spanish Cultures through Film - ½ Foreign Language Credit

General Academic Information

1) Diploma Requirements: A total of 24 academic credits taken while in high school, including five courses + two ColLABs per year at our School, is required to earn a diploma from The Winchendon School. (Since ColLABs count for a credit each year, students who attend The Winchendon School for fewer than four years will need only five credits transferred from their former schools.) Credits will be given for the successful completion of most courses at previous schools. The athletic requirement must be passed in each athletic season during the student's attendance at the School. For students who enter during the academic year, the grades earned at Winchendon will be the grades of record. Credit will not be awarded for courses not successfully completed. Exceptions may be made by the Dean of Academics and Student Support. All students, including all second language learners, must pass Global Dynamics II or a higher-level course in order to earn a diploma. All PG's who already have a diploma are required to carry a full course load (6 credits) as approved by the Dean of Academics and Student Support.

2) Departmental Requirements:

a) Global Dynamics: English/History.....8 Credits in total

- i) Students in mainstream English classes must successfully complete the equivalent of a full-year, two credit course each year of attendance.
- ii) Students who enter as second language learners must successfully complete courses designed to prepare them for graduation requirements. To graduate, students must complete at least Global Dynamics II: English/History. Exceptions may be made by the Dean of Academics and Student Support.

b) Math/Science8 Credits in total

Students must successfully complete one math and one science course during each year of attendance at the Winchendon School. Seniors and Postgraduates must complete at least Algebra II in mathematics and Chemistry in science unless excused by the Dean of Academics and Student Support.

c) Foreign Language:

Winchendon students are expected to take no fewer than two years of foreign language study during their high school career. For students who aspire to attend selective colleges, a minimum of three years is strongly recommended. Students with foreign language waivers will be exempt at the discretion of the Dean of Academics and Student Support.

d) CoLAB Courses:

Winchendon students are expected to take two immersive CoLAB courses each year they are enrolled at The Winchendon School, with the exception of their year of graduation.

3) While enrolled at The Winchendon School, students must carry a minimum of six academic credits yearly in the following subject areas:

- a.) Global Dynamics - 2 Credits *OR English Electives* - 3 Credits
- b.) Mathematics - 1 Credit
- c.) Science - 1 Credit
- d.) CoLAB - 1 Credit
- e.) 1 Additional Credit in Foreign Language, Art, or core subject area

4) Athletics: Students must earn a passing grade in their required afternoon activities for each athletic season during the period of enrollment in the School. Students are required to take part in one team sport over the course of the year.

5) Make-Up Work: Students may make up required courses at an accredited summer school or on-line program.

- a) The Dean of Academics and Student Support must pre-approve any alternate program intended to gain credit.
- b) The School will grant credit for summer work at the discretion of the Dean of Academics and Student Support.

6) Students are responsible for knowing our diploma requirements and their own credit situation, and for making course selections accordingly. Any questions regarding credits, curriculum, promotion, and graduation should be addressed to the Dean of Academics and Student Support. Parents are encouraged to contact the Dean of Academics and Student Support about their child's course selections.

7) In order to be eligible for *Cum Laude*, *Summa Cum Laude*, and Valedictorian and/or Salutatorian status, a student must be enrolled at the Winchendon School for two full years (Grades 11 and 12).

8) Transcripts: Academic transcripts are the property of the School. They will be issued only with the permission of the Head of School, Associate Head of School, or Dean of Academics and Student Support. Official transcripts will not be released to students or parents.

9) Attendance and Punctuality

a) Students will be informed of their absences and will be given an opportunity on the next academic day to give an explanation. If the opportunity is not taken, or if the explanation is not accepted, the absence will be recorded as unexcused.

b) Because of the nature of our mission and our pedagogy, it is imperative that we have strict attendance policies. An illness may, on occasion, prevent a student from attending classes. The School Nurse will be the determiner of such a case. We must receive written professional documentation in order for a student to be excused for medical reasons. While we will accept requests and recommendations for medical excuses, we reserve the right to not grant them.

c) It must be understood that the School is completely in charge of attendance policies. The School retains the sole authority to determine whether an absence is excused.

d) A student arriving after the scheduled start of class, but prior to ten minutes into the class, is considered tardy. During the course of a year, three times tardy to the same

class is considered to be the equivalent of an unexcused absence. An unexcused late arrival greater than ten minutes is considered an unexcused absence.

e) A student who is dismissed from a class for disrupting of the learning process of others is charged with an unexcused absence.

f) We strongly encourage students to visit colleges only during vacations or on weekends. This very important process should begin during the summer after junior year. Any visit to a college resulting in class absence must be preapproved by the Dean of Academics and Student Support, who also will determine the number of such visits that will be allowed. Students must secure assignments prior to departing the campus, and submit completed work immediately following their return, or their absences will not be excused.

g) We will excuse students for documented family emergencies. The School reserves judgment on what constitutes family emergencies. This may include, but is not limited to parents, grandparents, and siblings. All such requests are to be made to the Dean of Academics and Student Support (or the Associate Head of School if the Dean of Academics and Student Support is unavailable). We do not allow class absences for family trips and the like.

h) Class absences for School-sanctioned athletic or extracurricular events are permitted.

i) Parents are advised to consider carefully any request for absences from classes. The decision of the Dean of Academics and Student Support in this regard is final. It is the parents' responsibility to contact the Dean of Academics and Student Support to discuss the reason for any absence prior to the event.

10) English-Only Policy: A primary goal of our international students is to gain proficiency in the English language. We provide many opportunities for improvement in this area; one is to encourage our international students to enhance their English speaking fluency by using only English in their conversations between 7:45 a.m. and 5:00 p.m., Monday through Friday. This "English-only" requirement is in effect for all public areas. Dormitories, where students are free to converse in their native tongue, are the exception.

11) Vacation Departures and Returns: The schedule for the School is published well in advance and is available to parents and students (page 1). Specified dates and times must be adhered to when departing for or returning from weekends, holidays, and school vacations. It is incumbent on the parents and students to make travel plans that ensure timely arrival and departure. Our mission is to develop in our students strong study habits, accountability, and a

sense of discipline and responsibility for their own success. When they miss classes for vacations or trips, they are compromising not only their own success, but that of their classmates as well. Requests for early departure for, or late returns from, vacations cannot be honored. We understand that this may be inconvenient, but also consider it a necessity. Excuses for non-compliance will not be accepted, and in cases of non-compliance, it is the prerogative of the School to assign academic and/or disciplinary penalties.

12) We reserve the right to alter Individual Educational Plans and other formalized accommodation plans to fit our policies and practices. These plans should be provided to the Dean of Academics and Student Support prior to the beginning of the academic year.

13) Our Honor Code states that, "At the Winchendon School, we value fairness and honesty in academics and in all aspects of our community life. As students or citizens of the Winchendon School community, we will not lie, cheat, plagiarize, or steal throughout the academic year; This Honor Code underlies the integrity of the whole Winchendon community. Cheating, plagiarism, and other forms of academic dishonesty are considered major offenses and may lead to dismissal. Although we will work with a student through a first offense, and possibly a second, if he or she shows sincere commitment to becoming a better student, any student committing multiple offenses faces dismissal. Any Academic Integrity violation will result in loss of High Honor Roll, Honor Roll, or Merit Category status. Our Academic Integrity policy is fully explained to all students, and they are responsible for adhering to that policy.

14) Honor Roll and Merit Categories

a) Students who attain high grade point averages may qualify for Honor Roll or High Honor Roll status, each of which confers certain privileges. The qualification for Honor Roll is a semester average of B and qualification for High Honor Roll is a semester average of A-. These distinctions are based on student achievement.

b) At the end of each semester, each student is evaluated in five areas of school life and then assigned an overall Merit Category rating. The areas of evaluation are academic effort, engagement in service learning, participation in CollAB, dorm life and citizenship, and effort in extracurricular activities. Each student is given an overall rating based on a weighted average of these five factors. These Merit Category ratings are designed to confer privileges on those who display superior effort.

c) Students who qualify for Honor Roll must remain in their rooms and study during the evening study hours, but they are not restricted to their desk, and they may use the internet or listen to music with headphones. Their doors must remain open and they must not make

any noise or disrupt the quiet study environment in the room; playing video games or watching movies is prohibited. In addition, any Honor Roll student who leaves school overnight on a weekend may choose to skip the Sunday night room-inspection and Sunday night study hall, returning at any time before 10:00 PM. The student must indicate this plan on the weekend slip before he or she leaves campus.

d) High Honor Roll students and Merit Category One students are permitted both of the Honor Roll privileges (above), and are granted the additional privilege of leaving the dormitory during the evening study hall. They must attend the 7:30 - 7:45 room inspection (except if they sign out overnight on a weekend and return late on Sunday night), but they may leave the dorm any time after 7:45 PM. However, to minimize disruption of the study hall, students who leave the floor may not return to the dorm until after 9:30 PM.

Faculty Advising

In addition to the personal involvement of dorm parents, teachers, coaches and others, each student receives the attention of a faculty advisor whose specific role is to oversee the student's development at the School. The advisor will receive a copy of his/her advisees' weekly grades and will meet with the student regularly for the purpose of reviewing grades and academic progress in general, and for discussing any challenge that the student is facing. The faculty advisor, who knows the student's situation academically, athletically, and socially, is a source of encouragement and advice for the student, as well as a contact point for parents. Additionally, the advisor will work with and help students write, set, and evaluate short term and long goals for the year. Moreover, each advisor will lead social and emotional activities, which will help students become familiar with and work towards our "Great 8" character attributes.

Faculty advisors are not therapists or counselors—if the advisor becomes aware of a medical, social, or behavioral issue that requires professional care or confidentiality, the advisor will immediately refer the issue to the nursing staff.

College Counseling

The College Counseling Program at the Winchendon School assists each student in gaining admission to colleges where the student will thrive. To accomplish this, we offer a multi-step individualized counseling program that extends throughout the high school years. Most of the work is done in the second half of the junior year and the senior (or PG) year.

1) We counsel students one at a time; every student's situation is different. We strive in multiple ways to help all students with all aspects of this process. The following are some of the services we provide:

- a) Individual guidance conferences for juniors, seniors, and post-graduates.
- b) Numerous on-campus meetings with representatives of a wide variety of colleges, as well as transportation to college fairs. Approximately 60 colleges visit the school annually.
- c) Providing an academic transcript to accompany all student applications.
- d) Supporting each student with a carefully written recommendation.
- e) Helping students prepare for, register for, and understand college admissions testing. We offer the ACT on campus and provide transportation to the SAT. We help students arrange transportation to the TOEFL.
- f) Counseling students on applying for need-based financial aid and merit-based scholarships.
- g) Assisting each student with the application process, from helping him or her understand online forms to giving editing advice for college essays.

2) In brief, here is a college counseling timetable:

a) FRESHMAN YEAR: Students need to get used to being in high school, so the college counseling process should not be a significant part of the year. However, in preparing for college, this is a good time to assess one's academic strengths. What am I good at? Where do I need to improve my skills and performance? How am I going to do that? This is the time to begin to pursue activities that express one's personal interests. Students need to work hard in the classroom and achieve to the best of their abilities because grades matter most to colleges.

b) SOPHOMORE YEAR: Students should enroll in an appropriately challenging schedule and do their very best. They should build effective study skills. They should continue their involvements in activities that interest them. Through research and/or job-shadowing, they should start to explore professions that might interest them. This is the time to take the PSAT for the first time. No college will see sophomore year results, so this is a great opportunity to practice for the SAT and become familiar with college admissions testing.

c) JUNIOR YEAR: Students should continue to maintain fine grades in a challenging, college-preparatory curriculum. They should continue to pursue activities of interest and take advantage of opportunities for leadership or special recognition. All juniors take the PSAT in October. We begin individual meetings with juniors in the winter when they begin working with Naviance, our college counseling software system. During the fourth semester, each junior will spend at least one free period (as assigned) each week working with College Counseling. Failure to meet this obligation will result in one hour of Saturday Study Hall. The goal in meeting weekly is to provide every junior with the opportunity to develop a list of colleges to research over the summer. Juniors should take the SAT 1 in May. Students for whom English is not the first language need to take the TOEFL before the end of the junior year. It is essential for students to work over the summer on college application matters. They should research and visit colleges, work on college essays, and prepare for college admissions testing.

d) SENIOR YEAR: Of course, the senior year is the busiest time for students. The list of activities is quite long, so this is but a brief overview. Seniors finish college admissions testing, finalize college lists, apply to colleges, and then, ultimately, decide what institution they will attend. It is an exciting and busy time, an anxious and demanding time. The college counseling staff works continually with students during the senior year in short and long meetings covering many topics. Students need to begin applying to

colleges as soon as they can, but no later than November 1. They should finish nearly all of their applications before the winter holiday break. They need to complete all college admissions testing by December, including the ACT, SAT, and/or TOEFL. Families need to apply for financial aid by submitting the FAFSA application in January of the senior year and the PROFILE form for those colleges that require it.

- 3) Throughout the process, it is vital for students to work hard academically, giving their very best effort. To the colleges, grades matter most.

- 4) By the end of this process, we want all students to have at least two college admissions offers (more than that would be great), so they can make a choice about which they are excited. If they work closely with us, we are most confident that every student will have this opportunity.

- 5) The College Counseling Office is dedicated to helping every student achieve success in the college admissions process. However, the following statement is important and must be kept in mind: The ultimate responsibility for fulfilling the requirements of the college counseling process lies with the individual student. The students need to be disciplined in the process and pay attention to announcements made by and deadlines established by the College Counseling Office. Unfortunately, the College Counseling Office cannot always meet deadlines imposed by colleges and universities if the students fail to submit their materials to College Counseling as required.

Note: Because the College Counselors invest considerable time in each student, a missed obligation with a college counselor (individual or group) represents a lost opportunity for another student. Any student missing an appointment will be assigned one hour of Saturday Study Hall. Furthermore, all seniors and PG's will be expected to spend at least one of their free periods each week with a College Counselor until such time that their College Counselor has determined that the application process is suitably complete.

2017-2018 Academic Year at a Glance

2017-2018 Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday				
7:10-7:40	Breakfast	Breakfast	Breakfast	Sleep	Breakfast				
7:30	Room Insp.	Room Insp.	Room Insp.	Sleep	Room Insp.				
7:55-8:15	Morning Meeting	Advisor	Morning Meeting	Fac./Dept. Breakfast 8:00-9:00	Morning Meeting				
8:20-9:15	A	F	D		E				
9:20-10:35	B	G	E 9:20-10:15	A 9:15-10:30	F				
10:35-10:45	BREAK	BREAK	Service Learning 10:20- 11:05	B	BREAK				
10:45-11:40	C	A			Fac./ Collab				
11:45 - 1:10	L1 11:45-12:15	D 11:45-12:40	L1 11:45-12:15	B 11:45-12:40	F 11:10-12:05	L1 11:45-12:15	C 11:45-12:40	L1 11:45-12:15	G 11:45-12:40
	D 12:15-1:10	L2 12:40-1:10	B 12:15-1:10	L2 12:40-1:10	Conference 12:10-12:40	C 12:15-1:10	L2 12:40-1:10	G 12:15-1:10	L2 12:40-1:10
1:15-2:30	E	C	Lunch 11:45-1:15	G 1:15-2:10	D				
2:30 - 3:00	Conference	Conference	Sport/CP	Conf. 2:15-3:00	Conference				
3:15-6:15	Sport/CP	Sport/CP	Sport/CP	Sport/CP	Sport/CP				
5:30-6:45	Dinner	Dinner	Dinner	Dinner	Dinner				
6:30-7:30	SL Leaders	Model U.N.	STEM/Math Club	Jazz Band					
7:30-10:00	In Dorm/SH	In Dorm/SH	In Dorm/SH	In Dorm/SH	No SH				
10:30	Lights Out	Lights Out	Lights Out	Lights Out	11:30 Lights Out				

Beyond Classroom Learning: CoLLABoratives, Capstones, and Internships

Central to The Winchendon School academic experience are our CoLLABorative*, Capstone**, and Internship*** Projects, where learning goes beyond the traditional classroom and into the real world. This is where students can further develop essential skills by doing real work in areas and fields that they are excited about. By creating a space for students to actively pursue areas of interest, students can explore future college majors and possible careers, begin to develop professional networks, and connect with mentors who live and work beyond the halls of The Winchendon School. We believe that when students direct their learning toward areas of interest, their education has meaning and purpose-- invested, motivated, and engaged young leaders are the result, and we find the “can-do” attitude born out of these projects begins to carry over into many other facets of their lives, from the classroom to the playing field, stage, dormitory, and beyond.

The CoLLAB terms occur twice during the academic year, first after returning from the winter break, and then again prior to graduation. Importantly, each week prior to the CoLLAB terms, students meet with small project teams and faculty advisors to prepare for the work to be done during the CoLLAB terms. The CoLLab terms are wholly immersive, meaning that each project is for that time period a student's sole academic focus. This creates the time for a student or team of students to get off campus and into the field, and to pursue opportunities that might otherwise be limited during a traditional academic schedule. Each CoLLAB period culminates in our Symposium and Expo, where students share and celebrate their work publicly with the greater community. It's hard to describe the Symposium in a way that does it justice, but Symposium Day captures the great work being done by our students, peers, and friends.

A student can choose a CoLLABorative Project for the winter term, and an Internship in the spring. Or, a student can develop and pursue a single interconnected project throughout the year. In other words, the student can mix and match any number of variations to fit his or her interests and goals. The central idea is that, here, students own their learning and learn by doing. We believe that when a student starts to do this, success is soon to follow.

*CoLLABorative Courses:

CoLLABorative (for Collaboration Lab) Courses can be best understood as elective style workshops that culminate in interdisciplinary, immersive, collaborative project that emphasize hands-on and field based study. Students select from a range of CoLLAB Projects, all of which emphasize fundamental skills and habits central to The Winchendon School: character collaboration, initiative, risk-taking, persistence, just to name a few. They are a perfect fit for students who wish to explore a range of fascinating topics, but who may not be ready to develop an Independent Capstone or Internship project quite yet. While CoLLABorative projects are naturally interdisciplinary, they are loosely grouped in the following categories:

**Capstone Independent Projects:

Capstone projects are largely self-directed opportunities for students to design and execute projects in the areas and subjects that they are most interested in and passionate about. Prior to the CoLLABorative term that takes place at the end of each trimester (when students will be wholly immersed in their project), scholars work with a team of peers and a faculty advisor to prepare and bring their projects to life.

***Internships:

Internships are driven by student interest and present an opportunity for scholars to immerse themselves in real world professions. Prior to their internships, students work with peers pursuing similar internships and a faculty advisor to develop a strong foundation in the field that they will be immersing themselves in, so as to better understand and capitalize on the upcoming experience. Often, internships during the academic year result in further opportunities during the summer, which we recommend and highly encourage.

Grading and Credits

The Winchendon School Collaborative, Capstone, and Internship courses are graded, for-credit courses that appear on a student's transcript alongside core-curriculum in classical academic disciplines such as Math, Science, Humanities.

Students credit designations are based on the following grade level scaffold:

CoLLABorative/Capstone/Internship Projects Level I (Grade 9)

CoLLABorative/Capstone/Internship Projects Level II (Grade 10)

CoLLABorative/Capstone/Internship Projects Level III (Grade 11)

CoLLABorative/Capstone/Internship Projects Level IV (Grade 12)

Expanded Learning Opportunities: The Hybrid Learning Consortium (HLC)

The Winchendon School has joined the Hybrid Learning Consortium (HLC) to offer students an expanded catalog of courses and additional educational opportunities. The HLC connects schools in order to give students and faculty the opportunity to experience diverse courses through an engaging online environment. HLC-partnered schools share a vision that member schools profit from a wider variety of course offerings than any singular educational institution can provide. Winchendon School students will benefit from this new partnership by having an extensive number of courses made available to them that otherwise would not be feasible for the school to offer on its own. The HLC acts as a conduit to even greater access to a far-ranging global education with a digital twist. Online lab fees will be assessed for these

courses. Full- year courses have an online lab fee of \$1000. Half-year courses have an online lab fee of \$500.

In order to enroll in an HLC course, students must be in good academic standing overall and have a 3.0 GPA or higher in the subject area (with the exception of lower level foreign language courses). Student must also receive signed approval from the Assistant Head of School/ Dean of Academics and Student Support and a parent/guardian, and they must enroll in a minimum of four campus based Winchendon courses. Upperclassmen at the Winchendon School are offered the privilege of choosing a wide variety of elective courses, including both Winchendon on-campus and HLC online courses for credit. HLC classes in the Course Catalogue are marked by an asterisk.

Course Descriptions

Please note that courses being offered depend upon registration and teacher availability; fluctuations in course offerings may occur from year to year.

Global Dynamics

Global Dynamics courses at The Winchendon School provide students with the opportunity to delve deeply into historical actions and attitudes and the literary achievement, art, and cultural dimensions that flowed from them. Students make connections among these elements that both determine and reflect the culture under consideration and between past and present, moving towards future predictions and potential consequences. In all levels of GD, students grapple with the forces that define human nature and character, that divide and unite us. Through a wide array of written, auditory, and visual media, students explore the actions, attitudes, and antics of humankind and consider how they have defined the course of history and shape the challenges that our students will face in adulthood. Over the course of four years at the School, these integrated courses expose students to past and present events and works from Asia, the Middle East and Africa, the United States, and Europe and South America.

Like all of our courses, Global Dynamics courses are rigorous and skills-based, using content as a basis for mastering reading comprehension and analysis, effective writing, and compelling presentation skills. Each course is infused with technology, not only to incorporate current teaching aids, but also to equip our students to employ technology as an academic tool. Students who successfully complete a year of Global Dynamics earn both an English and a history credit.

Global Dynamics I -- Asia - 2 Credits (Double-block course)

As Asia becomes increasingly significant in modern world affairs, students study the long and impressive history of the continent, examining cultural influences from the Mogul Dynasty of India to the Han Dynasty of China, from Henna to Anime, from Hindu gods to Shintu shrines, from Gandhi to Mao. Students read classics such as *Ramayana* and contemporary works like *Siddhartha* and *Red Scarf Girl*. They visit the Peace Pagoda and the Asian Art Collection at the Fitchburg Art Museum, write haiku, and participate in Socratic seminars.

Global Dynamics II -- The Middle East and Africa - 2 Credits (Double-block course)

Prerequisite: Global Dynamics I or equivalent unless approved by the Dean of Academics and Student Support

All humans trace their ultimate roots to the cradle of civilization, the Middle East and the African continent. GD II students study the factors that guided the rise and spread of ancient civilizations in Mesopotamia. Examining the commonalities of the Abrahamic religions and the influence of religion on culture, students use this knowledge as a backbone to examine and evaluate how religion shapes and sculpts culture and conflicts in the Middle East today. Transitioning to a study of Africa in the second semester, students study contemporary human rights issues in Africa, by investigating what roles government, colonialism, and resources and other factors have played in these conflicts.

Global Dynamics III -- The United States - 2 Credits

Prerequisite: Global Dynamics II or equivalent unless approved by the Dean of Academics and Student Support

In two separate but closely related courses of history and literature, students explore religious influences on the culture and government of The United States, researching and reading

about how early American values are imbedded in American society even today. As the focus moves westward, they examine economic expansion during the Industrial Era of the United States while also reading about women's suffrage and the desire for economic freedom. The course provides an investigation of racism, works of the great American philosophers and poets, the Transcendentalists, and fictional works that bring students to consider both the ravages of war and the promises of peace. The focus of the final term is the challenge to each student of defining the American experience for him- or herself, through research, presentation, writing, or individual portfolio projects of choice.

Global Dynamics IV

Prerequisite: Global Dynamics III or equivalent

Students at the GD IV level are required to take GD IV: Cases in Globalization and to choose one English course. Cases will culminate in an independent research project or *Global Dynamics Capstone* (GDC). The literature courses focus on developing elegant, purposeful, and clear writing.

Global Dynamics IV: Cases in Globalization - 1 History Credit

An interdisciplinary academic experience, this course analyzes the impact of globalization across time and place from ecological, political, philosophical, and economic perspectives, and the myriad intersections among them. As a class for seniors, the primary goal is to assist each student to develop into a responsible and independent scholar, well prepared for successful study and life in a college setting and beyond. Therefore, Globalization is purposefully two to three times the size of other typical Winchendon courses in order to purposefully expose students to college style classes.

Global Dynamics IV: Humanities - 1 English Credit Each

Students at the Global Dynamics IV level have the choice of four courses for their literature requirement: European Literature; Global Literature; Latin American Literature; Transatlantic Literature.

Global Dynamics IV: European Literature

European Literature is designed for the Level IV/Senior level English scholar is centered on the study of European literature and artistic expression. Students will read short stories, poetry, novels, and plays from some of Europe's greatest authors. Reading works such as William Shakespeare's *Macbeth*, Joseph Conrad's *Heart of Darkness*, Franz Kafka's *The Metamorphosis* and several more, students will explore the ideas, identities, and philosophies that make up Europe, experience French, Irish, Russian, British, German, and Italian works. The

course concentrates on written composition, critical thinking and reading skills, myriad schools of literary criticism, and introductions to Film as Literature Critical Schools of Thought.

Global Dynamics IV: Global Literature

In this course of study offering a broad range of experience in World Literature, students focus on a range of works 20 and 21st century works from around the globe. The primary skills in focus are reading, writing, and rhetoric, with an increasing focus on independent research and research-writing, as well as moving toward college-level writing tasks. Issues concerning individual and group identity, the relationships and interactions between people and communities, and the global impact of each region's cultural legacy are a few of the many topics that guide these studies.

Global Dynamics IV: Latin American Literature

Latin American Literature explores the rich literary tradition of Mexico and Central America, the Caribbean, and South America from Colonial times to the present day. Through the works of authors such as Marquez, Carpentier, Borges, Neruda, and Llosa, topics such as nationalism, religion, identity, love, time, history, and truth are explored. Like all Global Dynamics IV courses, a primary emphasis will be place on the development of excellent writing and communication skills.

Global Dynamics IV: Transatlantic Literature

Transatlantic Literature and Art is designed for the Level IV/Senior level English scholar and is centered on the study of Transatlantic literature and artistic expression. The primary skills in focus are reading, writing, and rhetoric, with an increasing focus on independent research and research-writing, as well as moving toward college-level writing tasks. Issues concerning individual and group identity, the relationships and interactions between people and communities, and the global impact of each region's cultural legacy are a few of the many topics that guide these studies. The course concentrates on written composition, critical thinking and reading skills, myriad schools of literary criticism, and introductions to Film as Literature Critical Schools of Thought.

Literature I: Reading - 1 Credit

Students relatively new to the study of English will focus on elementary aspects of the language in order to build a strong foundation for further study. Students will build their own personal dictionaries as they read a variety of texts, including fiction and nonfiction. They will learn to identify setting, plot, characters, and themes in fictional texts; main ideas and details in nonfiction texts. They will learn to guess the meaning of new words using context clues and will develop their reading fluency and speed. Students will learn to evaluate the reliability of their

online resources with the RADAR (Relevant – Authority - Date - Appearance - Reason) technique.

Literature II: Reading - 1 Credit

Continuing with the theme of American studies, Literature at level II uses fiction and nonfiction works as the basis for improvement of reading comprehension. Students build their own personal dictionaries as they read a variety of texts, including fiction and nonfiction. They learn to evaluate the reliability of their online resources with the RADAR (technique and to apply various reading strategies to improve their comprehension and interaction with the texts. Exposed to various genres, they learn the discourse structure of each. They learn how writers express their ideas without directly stating them and how they create characters and make them round and dynamic. The novels read at this level are chosen by the students but they mostly discuss the American Revolution time period.

Literature III: Reading - 1 Credit

With more exposure to written texts in English, the competence-- and along with it, the confidence-- of second-language learners rises in regard to interacting with text. Students now can tackle more sophisticated tasks and respond to more complex reading tasks. Their comprehension and reading speed increase. They demonstrate greater skill at deconstructing words and using context clues to determine their definitions. They also learn to break down sentences in chunks to increase comprehension. They are exposed to several genres and learn the discourse structure, which will enhance not only their reading of assignments, but also their pleasure reading. Reading novels together as a class (*Seedfolks* by Paul Fleischman, *The Pearl* by John Steinbeck, *Stargirl* by Jerry Spinelli) and having a voice in selecting independent reading titles, students also utilize on-line sources to read the news and research topics of interest.

English I: Writing - 1 Credit

Writing with clarity and clear purpose is a skill essential for students if they wish to successfully navigate the academic world. Using the first level of Longman Academic Writing Series, students learn to express their thoughts in writing, first at the sentence level, then at the paragraph level. They practice the structure of various genres, such as e-mails, poems, and academic writing (compare-contrast, cause-effect, or process). Students start to develop techniques to write with coherence and cohesion. This course complements the Literature class, and students will write about the topics covered in their reading class, which mostly relate to American culture, history, or current events. Using *Basic English Grammar* by Azar, students learn to edit their own writing and to keep a writer's notebook to enhance their writing skills. They learn to use various websites to help them practice their writing in a more engaging

way. Putting their skills into practice, they work collaboratively to write a class novel and to create a website to illustrate what they have learned about America.

English II: Writing - 1 Credit

Learning to write is a process that flowers over time, and writing in English as a second-language learner is no exception to that fact. As students begin to write with greater maturity, their attention focuses on responding personally to questions like these: What is the writing workshop model, and how will it be used to compose a paper? Who is the audience for this piece of writing, and what should be communicated to that audience? How do writers utilize different styles to compare and contrast, show cause and effect, or persuade? Students learn to use various writing tools and resources independently to help them write across the curriculum. In addition, students practice editing and proofreading their writing to help them communicate their ideas and arguments clearly, accurately, and with grammatical and syntactical correctness. The second level of Longman Academic Writing Series and Fundamentals of English Grammar by Azar are two of the guides used at this level.

English III: Writing - 1 Credit

In order to organize their thoughts into successful five-paragraph essays, students review sentences and varied paragraph structures, and repeatedly practice thesis creating, development of supportive ideas and details, and effective concluding paragraphs. They enhance their writing by keeping a daily journal in class to build their writing fluency, create a record of their progress, and reflect on their writing skills. Exposed to a variety of Web 2.0 tools to publish their work (Medium, Blogger, Wordpress), as a class, students create a website and participate in a social networking website. The textbooks Understanding and Using English Grammar and Longman Academic Writing Series 4 serve as guides in this process.

American Culture - 1 Credit

American Culture is designed for beginning English Language Learners, and seeks to develop fundamental listening and speaking skills through a research based exploration of contemporary American society and life. American Culture is taken concurrently with English I and Literature I, all of which work in concert to further develop essential communication skills necessary for success in American schools. Speaking and presenting are two of the main skills developed in this class.

American History - 1 Credit

American History is designed for intermediate English Language Learners, and seeks to develop fundamental listening and speaking skills through a research based exploration of American History, ranging from the first British colonies through World War II. American History is taken concurrently with English II and Literature II, all of which work in concert to further develop essential communication skills necessary for success in American schools.

Modern American History - 1 Credit

Modern American History is designed for advanced English Language Learners, and seeks to develop fundamental listening and speaking skills through a research based exploration of issues facing America in the modern day. Topics include an exploration of America's core values, freedoms, and rights, the application and protection of those on the domestic stage, and America's role in the world. Modern American Issues is taken concurrently with English III and Literature III, all of which work in concert to further develop essential communication skills necessary for success in American schools.

Electives in the Humanities

English and History electives can be taken by students as a fifth or sixth credit to complement required study in math, science, and Global Dynamics.

Composition and Rhetoric I - 1 English Credit

Prerequisite: Can be taken concurrently with GD I

Composition and Rhetoric I is an intensive communication skills tutorial that purposefully aims to further develop student ability in public speaking and writing. This for-credit English elective is available to be taken as a fifth or sixth course while students are concurrently enrolled in Global Dynamics I.

Composition and Rhetoric II - 1 English Credit

Prerequisite: Can be taken concurrently with GD II

Composition and Rhetoric II is an intensive communication skills tutorial that purposefully aims to further develop student ability in public speaking and writing. This for-credit English elective is available to be taken as a fifth or sixth course while students are concurrently enrolled in Global Dynamics II.

Composition and Rhetoric III - 1 Credit

Prerequisite: Global Dynamics II

This course is designed to allow students to continue to refine their use of metacognitive reading strategies. All students have the opportunity to use reading strategies in non-fiction and other informational texts. The course emphasizes content area reading strategies, including understanding the text structure of textbooks and digital print conventions, using literature and nonfiction text to make relevant connections to content instruction and build background knowledge, concept mapping of content area vocabulary, analysis and synthesis of ideas through written summaries, reflective journaling, and open response questions. Materials include content area textbooks, primary and secondary sources of information via text or digital text, and novels chosen by students with teacher support for independent reading and for close reading practice. This course is appropriate for students looking to supplement their studies in Global Dynamics with a course focused on further honing those traditional skills in the Humanities.

Composition and Rhetoric IV - 1 Credit

Prerequisite: Global Dynamics III

Despite the growing role of multi-media, writing remains a quintessential skill for every student. Expository Writing introduces students to the various rhetorical strategies that enable them to express their opinions on societal issues through clear, convincing composition. By studying various writing styles such as description, narration, and persuasion, students learn to alter their composition depending on their audience and purpose. The course emphasizes the essential nature of prewriting strategies such as journal writing, brainstorming, and outlining as skills to produce influential and effective compositions and guides students as they implement a variety of styles and techniques into their own writing.

U.S. History for International Students - 1 Credit

This course introduces the same concepts and materials as ESL US History, but is taught at a level of complexity appropriate for international students whose acquisition of English skills allows them to operate at a more advanced level. It is reserved for those students who are in mainstream classes, but still need to complete a US history credit required for graduation.

Service Learning and Leadership - 1/4 Credit

With permission of the Instructor

Service learning is a student-driven teaching and learning strategy through which students engage in real world issues by researching and understanding community defined problems & solutions, developing partnerships with community organizations and stakeholders, designing and implementing solutions, and engaging in meaningful reflection about the process. Service Learning is a student driven process, meaning that it relies on the voice and leadership of the students to direct the program. This past year, The Winchendon School engaged 35 of its students as Service Learning leaders to lead the Service Learning charge!

Hybrid Learning Consortium Courses HLC Courses in the Humanities:

Criminal Law & Criminology

Online lab fee

In this course we will explore criminal law's foundations and principles. By investigating interesting court cases and specific crimes we will apply the underlying principles to the definition of crime such as the requirements of actus reus and mens rea and general doctrines such as ignorance of fact and ignorance of law, causation, attempt, complicity and conspiracy. Additional areas of study include the criminological enterprise, with attention to crime, criminals, victims and punishment, and special emphasis on understanding the social meaning of crime.

Criminal Law and Criminology is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Thought for Food* - ½ History Credit

Prerequisite: access to a basic, working kitchen

Offered Summer 2017

Online lab fee

What could be more important than food? Air and water, sure. Maybe love? Okay, maybe. Maybe. But that's about it. What you eat -- and how you eat, and who you eat with -- is one of the most important and revealing facts about you as a person, and about the society in which you live. In this interdisciplinary course, we will take food seriously. We will ask how human diets have changed over the past twelve thousand years, and what these transformations mean both for us and for our planet. Along the way, we will discuss such diverse topics as the MSG headache, the psychology of disgust, why cola hipsters prefer Mexican Coke, the chemistry of

fermentation, the surprising origins of Corn Flakes, and the ethics of eating animals. We will draw connections between physiology, geography, ecology, archaeology, history, economics, technology, art, and culture. Also, we will cook (and eat) a lot of food.

The summer course Thought for Food is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

The American Imagination* - ½ History Credit

Offered Spring 2018

Online lab fee

The concept of "America" has served as a source of inspiration throughout its history. This course will use a multidisciplinary approach to investigate the phenomenon of the American Imagination. Students will investigate the American Imagination through history, politics, religion, poetry, music, and film. A final project will ask students to explore an individual they think exemplifies the American Imagination.

The American Imagination is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP Comparative Government and Politics* - 1 History Credit AP

Prerequisite: Global Dynamics III or equivalent

Online lab fee

This yearlong course is designed to meet the standards and the expectations of the College Board's Advanced Placement testing committee by teaching students to understand and be able to critically analyze important concepts in both U.S. and comparative politics through the study of six core countries from AP Comparative Government (the United Kingdom, Mexico, Nigeria, Iran, Russia and China). Students in the spring may take the AP Comparative Government exam. Those who pass may earn college credit.

AP Comparative Government and Politics is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP European History* - 1 History Credit AP

Prerequisite: Global Dynamics III or equivalent, unless approved by the Dean of Academics and Student Support Online lab fee

Taught as a college freshman survey in modern European history, the course closely follows AP guidelines in content and scope. Students learn about major trends from 1450 to the present and examine issues in intellectual, social-economic, and political European history. There is continued work on essay writing, as well as practice on multiple choice and document-based questions for the AP exam. During the course, a student should become much more aware of the role of point of view in approaching the past and the necessity to support his or her point of view with persuasive evidence. Significant efforts are made to relate current problems and developments in Europe to their antecedents.

AP European History is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP Literature and Composition* - 1 English credit AP

*Prerequisite: Global Dynamics III or equivalent
Online lab fee*

This course prepares students for college English courses and for the Advanced Placement Examination in Literature and Composition. The class operates as closely as possible to a college-level course. The course fosters independent thinking through challenging literary analysis in class discussion and writing assignments. Texts are drawn from a variety of genres. Discussions encourage close reading of specific passages and mastery of overall structure and technique. We will also introduce literary theory.

AP Literature and Composition is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP United States Government and Politics * - ½ History Credit

Offered Spring 2018

Prerequisite: Prerequisite: Global Dynamics III or equivalent, unless approved by the Dean of Academics and Student Support of School.

Online lab fee

This course resembles a two-semester, college-level introduction to American history and prepares students for the AP United States History Examination. Classes are devoted to discussion and group analysis of problems within U.S. history. Frequently assigned document-based questions further an ability to assess primary sources and present relevant arguments in an essay format. Class debates centered upon controversial questions compare and contrast interpretive positions and broaden understanding of historiography. Many unifying themes link the range of material covered in this class. Such topics include a concentration upon American diversity; differing interpretations of American national identity; the historical significance of cultural texts (popular literature, music, theater, film, etc.); economic transformations; the ever-broadening definition of American citizenship; the efforts of reform movements; and the impacts of globalization.

AP US Government and Politics is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP United States History* - 1 Credit

Prerequisite: Prerequisite: Global Dynamics III or equivalent, unless approved by the Dean of Academics and Student Support of School.

Online lab fee

This course resembles a two-semester, college-level introduction to American history and prepares students for the AP United States History Examination. Classes are devoted to discussion and group analysis of problems within U.S. history. Frequently assigned document-based questions further an ability to assess primary sources and present relevant arguments in an essay format. Class debates centered upon controversial questions compare and contrast interpretive positions and broaden understanding of historiography. Many unifying themes link the range of material covered in this class. Such topics include a concentration upon American diversity; differing interpretations of American national identity; the historical significance of cultural texts (popular literature, music, theater, film, etc.); economic transformations; the ever-broadening definition of American citizenship; the efforts of reform movements; and the impacts of globalization.

AP US History is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Asian Studies: Yesterday and Tomorrow* - ½ History Credit

Offered Spring 2018

Online Lab Fee

Asia is the most populous, most diverse, and most dynamic region in the world today. In this semester-long course offered in the fall and spring, students explore that region through the lens of history. Not a traditional survey, the class selects four or five issues affecting contemporary Asia and collaboratively investigate their historical roots, drawing connections between past, present, and future. Within a structured online learning environment, students are encouraged to take the initiative in directing their own research, leading group discussions, and even selecting topics for study. Potential topics include the rise of China, protests in Hong Kong, the K-pop explosion, democratization and conflict in Myanmar, Bollywood film, the Kashmir dispute, etc. In addition to the specific course content, students sharpen their research, self-expression, and critical thinking skills, and develop an understanding of how history—and historical consciousness—conditions contemporary experience.

Asian Studies is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Business Fundamentals * - ½ History Credit

Offered : Summer 2017, Fall 2017, Spring 2018

Online Lab Fee

Introduction to Business will provide students a foundation of business principles including business operations, business communication, aspects of entrepreneurialism, consumer choices and finance. Students will develop skills and a framework that can support their future business studies and applications for their own pursuits. Opportunities for authentic application to students' personal lives will also create an inherent awareness that business concepts are crucial, supporting any future path for study or self-motivated endeavor.

Comparative Religions* - ½ History Credit

Offered Summer 2017

Online Lab Fee

As a semester-long survey of the world's most influential religions offered in the spring, the class approaches five faiths: Judaism, Christianity, Islam, Hinduism, and Buddhism from an objective, academic perspective. The class is very research-driven. Students are assigned an aspect of a religion, such as doctrine, history, or rituals, present their information to the class,

and generate assessment questions. The instructor functions in an advisory and organizational role for much of the course.

Comparative Religions is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Creative Writing: Creative Nonfiction and the Art of the Essay * - ½ English Credit

Offered Fall 2017

Online lab fee

According to the British writer Lawrence Durrell, "What is a writer's struggle except a struggle to use a medium as precisely as possible, but knowing fully its basic imprecision? A hopeless task, but none the less rewarding for being hopeless." This struggle will serve as our inspiration and challenge in this class. With my firm belief that writing is a craft that can be nurtured and developed, we will endeavor to produce a body of work that illustrates the diligence, variety, and artistry of creative nonfiction in the course of the semester. This class will include substantial reading of essays from in the fields of literature, science, medicine, journalism, travel writing, reviews, memoir, and other areas. The remainder of the class will include writing assignments within these various genres of creative nonfiction. We will have live meetings for online workshops to allow students to share their own writing and to benefit from the opinions and criticism of their classmates and the instructor. The instructor will hold occasional one-on-one sessions with students to discuss their written work as well. The final project will be a long creative essay on a nonfiction topic chosen by each student. The primary texts will be: *Good Prose*, by Tracy Kidder and Richard Todd, and *Touchstone Anthology of Contemporary Creative Nonfiction: Work from 1970 to Present*, edited by Lex Williford and Michael Martone.

Creative Writing: Creative Nonfiction and the Art of the Essay is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Creative Writing: Fiction Writing * - ½ English Credit

Offered Summer 2017

Online lab fee

Stephen King once wrote, "If you want to be a writer, you must do two things above all others: read a lot and write a lot." In this class, students will do both. Writing is a craft. We will proceed step by step through the major elements of basic fiction writing including: Beginnings

and Endings, Setting, Voice, Characterization, Dialogue, Plot, Conflict, Narration, and Style. Students will read short stories, and excerpts from novels to better understand the craft behind some of our favorite stories. The point is to not only analyze the stories, but to identify techniques and devices that can be used in your own creative work. In addition to reading and analysis, students will fulfill the other requirement listed by Stephen King- writing. Students will write every week culminating in a final project that will span the second half of the class. The final project will be a short story or beginning of a novel. The primary text will be *The Art and Craft of Fiction: A Writer's Guide* by Michael Kardos.

Creative Writing: Fiction Writing is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Criminal Law & Criminology

Offered Fall 2017

Online lab fee

In this course we will explore criminal law's foundations and principles. By investigating interesting court cases and specific crimes we will apply the underlying principles to the definition of crime such as the requirements of actus reus and mens rea and general doctrines such as ignorance of fact and ignorance of law, causation, attempt, complicity and conspiracy. Additional areas of study include the criminological enterprise, with attention to crime, criminals, victims and punishment, and special emphasis on understanding the social meaning of crime.

Criminal Law & Criminology is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Essentials of Entrepreneurship* - ½ History Credit

Offered Spring 2018

Online Lab Fee

Essentials of Entrepreneurship will provide students with the practical skills and knowledge necessary to start a business. In this culture of innovation, young entrepreneurs will need business skills to support launching the concepts and products they envision. This semester long class will cover the fundamentals of finance, marketing, management, and promotion. Students will learn how to come up with new business ideas, attract investors, market your business, and manage expenses.

Essentials of Entrepreneurship is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Holocaust Studies* - ½ History Credit

Offered Fall 2017, Spring 2018

Online Lab Fee

Students will study the historical concept of the Holocaust. They will examine the political, social and economic policies which laid the foundation for anti-semitism to grow in Germany. Students will look at the time period 1933–1945 in three different period: 1. the rise of Hitler, 2. the legislation, establishments of ghettos and work camps, and 3. the Final Solution. Concluding the course, students will apply the lessons learned from this genocide to those that have occurred in the years past 1945 -- for example, Kurds in Iraq, Hutus and Tutsis in Rwanda and the Serbs in Bosnia.

Holocaust Studies is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Immigration in American History and Culture * - ½ History Credit

Offered Summer & Fall 2017

Online Lab Fee

There are few issues as timely and important than immigration. America's history is inextricably linked with immigrants and proudly boasts of its rich and diverse history of immigration. At the same time, as our world becomes more globally interconnected, the United States, like many countries struggles with the issue of immigration, secure borders, and its own national identity. This course will explore the immigration issue from a variety of perspectives while providing a solid historical understanding of American immigration from its colonial origins to the present day. Additionally, we will examine films, literature, and popular culture to better understand the shifting views on American immigration throughout the nation's history.

Immigration in American History and Culture is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Many Voices of the Middle East * - ½ History Credit

Offered Spring 2018

Online Lab Fee

Still a mystery to much of the world, the people of the Middle East become familiar to us through their oral and written traditions of powerful storytelling. In order to begin to enter into the cultures of these varied peoples, we will learn about the history, geography, and traditions of different regions of the Middle East. Through the stories, we will learn to know the people and the longstanding conflicts that they have endured. Through discussion and written and spoken projects, students will reach more clarity of understanding the complex yet rich cultures of the Middle East.

Many Voices of the Middle East is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Modern Human Migration* - ½ History Credit

Offered Fall 2017, Spring 2018

Online Lab Fee

The course will examine the phenomenon of human migration in the modern age, particularly in the context of recent mass movements across the Mediterranean Sea into Europe, from Africa and the Middle East. Students will explore the economic, political, and social push and pull factors that drive migration today, and critically review the impact of migration on countries and communities that receive large numbers of migrants. The course will keep a primary focus on the social, cultural, and economic arguments for and against migration; and it will highlight the role of governments in managing migration.

Modern Human Migration is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Museums 101: Behind the Scenes* - ½ History Credit

Offered Fall 2017, Spring 2018

Online Lab Fee

Contemporary museums do more than just preserving old collections of art and artifacts. They are dynamic institutions that reach out to their local and national communities to educate, to engage, and (sometimes) to provoke. In this course, students will engage in hands-on exploration of how and why museums do what they do, how they are organized, the interlocking roles of departments such as education and interpretation, curatorial, exhibition

design and development, and how they interact with the world around them. The course will include museums large and small, institutions with vastly different content areas, backgrounds, and social roles. Students will benefit from a range of guest speakers working in the industry today. They will also have the opportunity to complete major projects based on museums (or similar institutions) in their local communities.

Museums 101: Behind the Scenes is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Philosophies of Justice* - ½ History Credit

Offered Summer of 2017, Spring 2018

Online Lab Fee

Justice is a semester-long course offered in summer, fall, and spring that provides a critical analysis of classical and contemporary theories of justice, including discussion of present-day applications. Topics include affirmative action, income distribution, same-sex marriage, the role of markets, debates about rights (human rights and property rights), arguments for and against equality, and dilemmas of loyalty in public and private life. The course invites students to subject their own views on these controversies to critical examination. The principal readings for the course are texts by Aristotle, John Locke, Immanuel Kant, John Stuart Mill, and John Rawls.

Other assigned readings include writings by contemporary philosophers, court cases, and articles about political controversies that raise philosophical questions.

Philosophies of Justice is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Sport in American Culture* - ½ History Credit

Offered Summer 2017, Spring 2018

Online Lab Fee

This semester-long course offered in summer, fall, and spring is an introduction to and survey of the academic study of sports in the United States. Its interdisciplinary approach uses materials and texts drawn from history, sociology, journalism, fiction, and film. This class uses sport as a starting point to explore topics like ethnicity, gender, nationality, and

race. Students are required to find current materials regarding local, national, and international events throughout the semester.

Sports in American Culture is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Superheroes and Philosophy* - ½ History Credit

Offered Summer & Fall 2017

Online Lab Fee

Why does Superman bother being good? Do the X-Men invite a social justice discussion? Is Batman's justice actually just if he is operating outside of the law? Why do the stories of superheroes engage so many people around the world? Do their extreme situations cast light on the depths of the human condition? Do we learn about our own thinking and limits by imagining superheroes in a larger-than-life narrative? In this course, students will use superheroes to introduce metaphysics, epistemology, political philosophy, and ethics. They will engage great thinkers like Confucius, Sun Tzu, Socrates, Aristotle, Aquinas, Locke, Kant, Mill, and more!

Superheroes and Philosophy is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Vox Populi: Developing Your Voice as a Citizen* - ½ History Credit

Offered Fall 2017, Spring 2018

Online Lab Fee

A message can go viral and in minutes, change the global conversation. This class can help you develop the skills, platform and knowledge to speak truth using technology. No matter where you are from, where you live or where you go to school, you are a citizen of your country and you have rights and responsibilities as citizens of the world. Now more than ever, it is important that people, especially students, speak up about what is important and urgent-this is what it means to be a global citizen. What are the rights and responsibilities of being a citizen? This course borrows from courses on social studies, history, law, philosophy and civic engagement with a focus on personal voice through technology. Our class is all about knowing yourself and your values in order to identify a social cause, problem or issue. In this class, you will (1) define what you believe and value through activities, readings and reflections (2) critically examine what citizenship, leadership and service mean through readings, discussions and texts (3) deeply research

an issue that you care about deeply and (4) craft a clear message using technology (podcast or film) to mobilize action about what think is important. After this class, you will be able to clearly communicate a passion that can be used to organize service projects or social entrepreneurial ventures that can help you stand up, and in helping others, stand out.

Vox Populi: Developing Your Voice as a Citizen is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

ARTS ELECTIVES

Humanities electives can be taken by students as a fifth or sixth credit to complement required study in math, science, and Global Dynamics.

Art History and Design: Art of the World - 1 Credit

Art brings beauty into the world, permeating everything. As students are exposed to the art of various regions and periods, from the prehistoric sculptures to contemporary paintings, they learn to recognize trends and patterns, styles and themes. They create their own versions art masterpieces across time, and investigate design theories through logo design. As they generate work of their own, students develop an appreciation of the work of the great masters of the past, and also improve their own spatial perception, sense of proportion, perspective, visual organization, and awareness of color. Using a variety of sources, students read and write about art, analyzing, comparing, and synthesizing. Trips to local art museums will reinforce classroom study.

Studio Art: Design/Drawing/Painting - 1 Credit

This course provides students who have a serious interest in the visual arts with the opportunity to explore the fundamentals of drawing, painting, and design. Students will work from both observation and their imagination. They will be challenged to communicate their ideas visually. Open to students of all artistic abilities. No homework will be assigned in this class.

Studio Art II: Design/Drawing/Painting - 1 Credit

This course provides students who have completed Studio Art I with a more advanced learning opportunity in the visual arts. They will learn more complex drawing and painting techniques and have increased artistic freedom within each project. Students will continue to work from both observation and their imagination. They will be challenged to communicate their ideas visually

as they develop portfolio pieces. No homework will be assigned in this class, but sketchbook work will be strongly encouraged.

Music Theory and Social Impact - 1 Credit

This course provides an introduction to music theory and analysis through the study of the rudiments of musical literacy, as well as the study of music's role in society. Units of study include Slavery and Spirituals, The Jazz Age and the Roaring 20s, The Composers of the USSR, and RAP Music: The Roots of Rhythm and Poetry. The music theory and literacy covered in the course will correspond with the Associated Board of the Royal Schools of Music (ABRSM) grade 1 curriculum objectives. An eclectic mix of music pedagogical approaches will be used to connect the theory and aural skills to the practical elements of music, including the methods of Kodály, Orff, Suzuki, and Dalcroze. As students perform, aurally analyze, and compose, they develop proficiency with those media and employ the more overarching skills of critical thinking, musical literacy, and aural analysis.

Vocal Performance/Chorus - ½ Credit

Vocal Performance will give students the opportunity to develop their musical understanding via the use of the voice. Incorporating essentials of music theory, this course will involve both rehearsal and performance elements. Students will be required to participate in public concerts at least twice during the year, putting into practice the skills and techniques they have worked on in class.

Instrumental Performance/Ensemble - (½ Credit)

The goal of the Instrumental Performance course is to provide each student with the opportunity to actively participate in the creation of art via the medium of music. This course will incorporate the elements of music theory and repertoire as well as the rehearsal process. The rehearsal process is focused on producing high-level performances that are musically expressive and technically polished. Central to attaining the course's goals is the achievement of performance excellence, through each student's growth in the areas of knowledge, understanding, thoughtful reflection, critical thinking and musical skills. Public performances will take place at least twice during the year.

HLC Courses in the Arts:

2D Foundations: Introduction to Design, Drawing, and Painting* - ½ Art Credit

Offered Fall 2017, Spring 2018

Online Lab Fee

In this interdisciplinary Visual Arts course, we will use a variety of media (gouache, ink, graphite, Photoshop) to explore the world of creating 2-Dimensional Art. Projects will focus on developing compositional skills, proportion, color use, and visual literacy. Working on a range of conceptual problems, we will create exciting visual works that explore mapping, figure drawing, still life, comics, design and more!

2D Foundations: Introduction to Design, Drawing, and Painting is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Art History: Modernism through Abstract Expressionism* - ½ Art Credit

Offered Fall 2017

Online Lab Fee

This class will look at key artists that helped to usher in the Modern era in art and architecture. Through the study of digital reproductions, film, and museum visits students will learn about the art and artists of the modernist tradition and major movements that follow. These include: Impressionism, Post Impressionism Expressionism, Cubism, Futurism, Fauvism, Constructivism, Dada, Bauhaus, Surrealism, and Abstract Expressionism. Students will also examine key texts and events that helped to shape the origins of Modernism. Students will also be expected to make a museum/gallery visit as well as explore collections online.

Art History: Modernism through Abstract Expressionism is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Art History: Pop! through Present* - ½ Art Credit

Offered Spring 2018

Online Lab Fee

Have you ever walked through a modern art wing of a museum or a contemporary gallery and wanted to be able to discuss it? Understand it? Challenge it without feeling guilty? Love it without feeling elitist? Then this class is for you! Through the study of digital reproductions, film

and video students will learn about contemporary art by studying Pop art and the major movements that followed. These include performance art, Fluxus, minimalism, conceptual art, photorealism, video Art, installation art, earthworks, and graffiti art. Students will also examine key texts and explore the impact of 'globalism', the business of art, and the rise of media-related art and events that are shaping the contemporary art landscape. Students will also be expected to make a museum/gallery visit as well as explore collections online.

Art History: Pop! through Present is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Art Now! Social Activism & Global Perspective through Art

Offered Fall 2017 or Spring 2018

Online Lab Fee

Art has the potential to alter the course of history. It provides a visual touchstone that can define major social movements. This course will explore the role of contemporary art in social justice, activism, and politics. Exploring work ranging from Chinese dissident artist Ai Wei Wei to the role of poster art in the Mexican labor movement, students will place art in a historical context. This class will analyze the effect and repercussion of art made in turbulent moments of work history.

ArtNow! Social Activism & Global Perspective through Art is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Art and Practice of Screenwriting* - ½ Art Credit

Offered Spring 2018

Online Lab Fee

This course introduces the concepts of writing for the screen from an analytical and creative viewpoint. Students will learn about screenplay structure and format, explore the creation of character, setting, conflict, theme, tone, dialogue and subtext, and gain an understanding of how to use the tools of the filmmaker to create cinematic language and write visually. Students are also given an introduction to some of the professional aspects of screenwriting and available resources including the art of pitching stories.

Art and Practice of Screenwriting is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Global Perspectives through International Film* - ½ Art Credit

Offered Fall 2017, Spring 2018

Online Lab Fee

The goal of this semester course is to start students down the path to global competence by promoting awareness of and interest in the world and how it works. The content requires students to think about current global issues and to see them from a non-American perspective using international films.

Global Perspectives through International Film is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Global Perspectives through World Music* - ½ Art Credit

Offered Fall 2017, Spring 2018

Online Lab Fee

This course explores world music throughout the context of various ethnic music cultures and the historical and social factors that contribute to each culture's music. Course content will also include discussing and interpreting fundamental musical concepts contained in the music surveyed in class. Students will need to have a Netflix account, a Spotify account and a Pandora account.

Global Perspectives through World Music is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Graphic Design* - ½ Art Credit

Offered Summer & Fall 2017

Online Lab Fee

This introductory course explores the origins, concepts and processes affecting traditional and contemporary graphic design. Assignments will introduce and utilize digital technology for the creation of original design projects. Upon the completion of this course, students will have been introduced to the field of graphic design and have an understanding of the materials that aid in the communication of ideas, know the terminology associated with graphic design, have knowledge of design tools, materials and processes, have an exposure to design history, philosophy and current design practice, and be developing a strong sense of visual balance along with communication skills.

Graphic Design is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

More than a Story: Creating Comics and Animations * - ½ Art Credit

Offered Summer and Fall 2017, Spring 2018

Online Lab Fee

Creating Comics and Animations is an introduction to the multifaceted disciplines of making time-based, narrative artworks. This course will instruct the student, through a series of projects, in the beginning concepts and techniques in telling a story visually within the sequential art formats of animation and comics. We will explore the technical aspects of comics, such as inking, gutters, character design, coloring, lettering, perspective drawing, and narrative arc. Additionally, students will learn to use animation tools such as Photoshop, Adobe Premiere, and iMovie. In taking this class, students will be required to think outside of accustomed disciplinary boundaries and to analyze and experiment with the interaction of both visual and linguistic systems of meaning.

More than a Story: Creating Comics and Animations is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Playwriting * - ½ Art Credit

Offered Fall 2017

Online Lab Fee

This course will introduce writing for the theater. Students will explore range of expression in telling a story, using common story elements such as plot, character, setting and theme, however using the creative opportunity of writing for a live stage. Students will read notable playscripts, often aloud. A primary piece of this course will be students writing their own plays. To support the writing, students will also workshop and discuss their peers' work. Another important layer of learning in this course will be the exposure to professionals in the field of playwriting as guest speakers and advisors on student writing. Students will also be expected to attend and review for the class performances in their local theaters. This class forms a natural complement with Art & Practice of Screenwriting, offered Spring 2018.

Playwriting is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Social Justice, Humanities, and the Arts* - ½ Art Credit

Offered Spring 2018

Online Lab Fee

Social Justice, Humanities, and the Arts is an interdisciplinary, humanities-style course built with the following goal at its heart: to allow students to explore issues related to social justice while honing their skills as thinkers, researchers, writers, and presenters. The course will open with an introductory unit aimed at investigating a complex and charged subject from a variety of perspectives within a range of different media. During this unit, students will read a selection of print pieces (newspaper articles, poems, and academic essays), view works of visual art, listen to a selection of songs and podcasts, and watch a film. At the conclusion of this unit, students will propose a research project they will pursue for the duration of the course. To complete the research project, students will need to identify an issue tied to social justice, evaluate sources addressing the issue, synthesize the information they collect, and present an evidence-based argument on the issue. The culminating project for the course will ask students to craft an artistic creation (a video, a piece of music, a work of visual art...) intended to further the work they have done on their research project. This course is intended to let students dive deeply into important social issues while exploring the arts and practicing key skills of critical thinking, expression, and engagement.

Social Justice, Humanities, and the Arts is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Understanding Film* - ½ Art Credit

Offered Fall 2017

Online Lab Fee

In this class, students will learn key concepts regarding all aspects of filmmaking. Topics will include acting, sound, cinematography, direction, editing, and film criticism. Students will learn about the major eras in film history and become familiar with different forms of cinema. Each week, students will view one to two films, chosen to correspond to the major topics covered in this class. No prior knowledge of filmmaking or film history is required.

Understanding Film is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

THE INTEGRATED STUDIES OF MATH AND SCIENCE

At The Winchendon School, we understand it is essential that all of our students graduate capable of and confident in their ability to:

- * Interpret, manipulate and process numeric data*
- * Use quantitative reasoning to solve problems and support arguments*
- * Express cohesive ideas using numbers and data*
- * Make predictions and extrapolations about future trends and tendencies*

The Winchendon School is committed to an integrated math and science program that supports each student in reaching her/his highest potential while building a strong foundation of skills and a confidence in--if not a love of--working with numbers, graphs, charts, and all forms and varieties of visual data. In order to achieve this, we subscribe to the following principles:

- 1. Students have a better chance of acquiring targeted skills if varied modes of classroom methods are used, ranging from being taught to discovering, individual to group work, traditional tests to project/lab work, kinesthetic to visual to auditory.*
- 2. Concepts need to be presented in relevant, "real world," and interesting context if all students are to be engaged. Concepts also need to be driven by the students from their own lives and observation.*
- 3. Students acquire core reasoning and problem solving skills at individual paces.*
- 4. Technology provides new ways of broadening the learning approaches accessible to students, more effectively assessing mastery for each student, and providing creative and authentic ways of expressing knowledge.*

5. *Courses at The Winchendon School play to different strengths and range from calculus to statistics to finance to solving a wide range of discrete problems.*

6. *With few, if any, exceptions, all students should continue to study math and science throughout their time at The Winchendon School to ensure that they continue to develop skills and confidence.*

In methods and approaches, in assessment, in curriculum, and even in expectations in rate of mastery, differentiation is a critical aspect of all facets of Winchendon's integrated program.

Quantitative Reasoning and Inquiry - 1 Math Credit in Algebra I and 1 Physical Science Credit

Designed for students who will learn best in an integrated class setting, this double-block course earning both a mathematics and science credit investigates real world phenomena and how the most impressive tools of humankind--the ability to observe, think, and reason--can shed light on the most perplexing problems. Students learn to use and convert fundamental units for description and analysis and study force, work, and motion. They develop an understanding about the nature and source of the basic forms of energy, including heat, gravity, electricity, and wave phenomena. Switching to the human body, students explore what is necessary to keep a human body alive, including questions about homeostasis, disease, nutrition, aging, and other stresses to the human body. Engineering projects with specific goals, such as moving a heavy object, designing and building a bridge, cushioning the fall of an egg, and using video to describe motion are just some of the labs conducted by students outside of the classroom.

MATHEMATICS COURSES

Algebra I - 1 Credit

Algebra I is a course designed to provide students with a strong background in quantitative reasoning and inquiry, as well as the more specific algebraic skills and overarching concepts that are necessary to pursue more advanced mathematics courses. A major cornerstone of this course is the introduction and practice of the concept of functions.

Algebra II - 1 Credit

Prerequisite: Quantitative Reasoning and Inquiry or its equivalent, Algebra 1

This interactive class emphasizes different algebraically-based mathematical concepts as they apply to actual real world systems, ranging from free-falling objects in the sky to calculating a smart financial future. This course uses Algebra II, geometry, and trigonometry concepts to solve a plethora of mathematically based problems, students refine deductive and inductive thinking skills in complex situations to determine the most effective ways of problem solving. Gaining the ability to solve standard mathematical problems is the beginning step, but students are motivated to take their knowledge and apply it to working with topics of accounting, engineering, science, finance, statistics, economics, physics, and more.

Geometry - 1 Credit

Prerequisite: Algebra II or its equivalent

This full-year course combines traditional geometry and trigonometry concepts with applications to real-world problems. Students will develop a deeper understanding of surface area and volume of non-standard shapes. Students will learn to use straightedge and compass to formulate geometric principles and apply them to basic surveying. Students will become familiar with compass, theodolite, and modern GPS technology to develop and use different kinds of topographical maps. Students will learn basic geocaching and orienteering techniques. Students will also learn how to use sketchup, a powerful computer-assisted design program, to make maps or 3D diagrams. Each week, students will learn a geometry concept and learn how it is applied in science or engineering. Students will also learn historical techniques for navigation and land surveying.

Precalculus - 1 Credit

Prerequisite: Algebra II or its equivalent

This class teaches fundamental concepts that lead students toward an understanding of the technological and architectural world around them, beginning with a deeper explanation of more advanced algebra concepts from the previous year and encouraging students to understand not just how to solve the problems, but why their solution works. Students begin to understand how functions grow and change over time. Virtual simulations are used to model real world situations involving construction projects and forces of nature on structures. Students produce TED presentations about mathematical applications and how they fit into our everyday lives.

Precalculus with Trigonometry - 1 Credit

Prerequisite: Algebra II or its equivalent, nomination from teacher

This class thoroughly covers traditional precalculus concepts, including functions, conic sections, exponential and logarithmic functions, and trigonometry. Emphasis is placed on graphing, scientific applications, and computer modeling. Sequences and series are studied during the final quarter, leading to the limit definition of derivative and the foundations for differential calculus. It is assumed that students in this course will progress to study calculus and/or physics.

Calculus - 1 Credit

Levels: College Prep, Advanced Placement (AP) AB, Advanced Placement (AP) BC, and Multivariable (HLC)

Prerequisite: Precalculus or with permission from Department Head and Dean of Academics and Student Support

Invented by Isaac Newton in order to assist him in solving problems of matter in motion, calculus has many useful applications, from designing bridges to launching rockets. This class attempts to define abstract concepts such as limits and infinity and begins by reviewing the definition of a function and concepts of trigonometry. Presented with a variety of case studies from different careers and academic disciplines, students put the principles of derivation and integration to work in different, unforeseen, and undetermined venues. From computer simulations to aerospace predictions and three-dimensional graphs, students research situations, analyze data, and construct meaningful data-driven conclusions based upon the many facets of calculus.

Calculus: Advanced Placement (AB / BC) - 1 Credit

Prerequisites: AB - Recommendation from the pre-calculus instructor. BC – Calculus AB or an equivalent Calculus class.

This course gives students the skills and knowledge required in order to pass the AP Calculus test. This class will approach calculus from four perspectives in accordance with the AP Calculus guidelines: graphical, analytical, verbal, and numerical. Students will cover topics like properties and theorems of differentiation and integration, continuity, and applications of single variable calculus. Emphasis in the class will be conceptual, stressing ideas like the

connections between derivatives and antiderivatives (Fundamental Theorem of Calculus), and continuity and differentiability.

For the Advanced Placement BC level, all students must have taken AP Calculus AB or an equivalent calculus class. The BC class is accelerated, focusing mostly on the new topics (slope fields, polar and parametric equations, infinite series, and sequences), while reviewing previously learned material (properties and theorems of differentiation and integration, continuity, and calculus applications) to reinforce conceptual understanding.

Statistics - 1 Credit

Prerequisite: Algebra II or its equivalent

This course explores the amazing world of statistics through athletics, psychology, anthropology, business, forensic science, gambling, world health, and many more avenues. Students learn math skills that they will use in college, business, and their day-to-day lives. Projects are interdisciplinary by nature and include collaborative work with the Forensics and Environmental Science classes. Students analyze crime data from each state and determine the safest and worst places to live based on the data. They draw upon crime scene dates, demographics, geographical location, and climate to make predictions about possible future crime trends.

Statistics: Advanced Placement - 1 Credit

Prerequisite: Statistics or permission by Math Department Coordinator.

This course follows the Advanced Placement requirements for AP Statistics to prepare for the AP Statistics exam. Students are exposed to four broad conceptual themes:

- 1 . Exploring Data: Describing patterns and departures from patterns
- 2 . Sampling and Experimentation: Planning and conducting a study
- 3 . Anticipating Patterns: Exploring random phenomena using probability and simulation
- 4 . Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

Mathenomics - 1 Credit

Prerequisite: Algebra II or its equivalent

Examining the concepts of economics and finance, Mathenomics uses practical applications from real-world situations such as how banks make profits, how interest rates are calculated, and how mortgage schedules are determined. Students explore corporate structure and the different financing strategies used by growing companies as well as basic economic concepts, such as opportunity cost, economies of scale, supply and demand, and comparative advantage. Through a competitive, six-month, virtual stock market game, each student learns about investment strategy and how to fill out several variations of an IRS form 1040. Besides entering the world of stocks through a virtual portfolio, each student investigates the basics of entrepreneurship and creates a startup company. Students also experiment in the commodity markets and currency exchange.

HLC Courses in Mathematics:

Geometry (Accelerated Summer Course) * - 1 Math Credit

Online Lab Fee

Prerequisites: Algebra I

Students will learn a broad understanding of proofs, geometric properties, concepts of measurement, construction, and how to apply these concepts to the real world. Emphasis is placed upon precision in language, proofs by direct and indirect methods and algebraic techniques. Additional topics include three-dimensional geometry and three-dimensional coordinate systems. Students will also complete projects that apply their understanding of these geometric principles.

The accelerated summer course of Geometry is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Algebra II (Accelerated Summer Course) * - 1 Math Credit

Prerequisites: Algebra I and Geometry

Online Lab Fee

Students will learn a broad understanding of proofs, geometric properties, concepts of measurement, construction, and how to apply these concepts to the real world. Emphasis is placed upon precision in language, proofs by direct and indirect methods and algebraic techniques. Additional topics include three-dimensional geometry and three-dimensional coordinate systems. Students will also complete projects that apply their understanding of these geometric principles.

The accelerated summer course of Algebra II is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Graph Theory* - - $\frac{1}{2}$ Math Credit

Online Lab Fee

Graph Theory is a branch of discrete mathematics that is concerned with properties of graphs. The use of the word graph, in this case, does not refer to a graph you would use to compare different variables. In discrete math, a *graph* is a diagram made up of *vertices* and *edges*. Graph theory has numerous real world connections, common uses for graph theory include, but are not limited to: architecture, chemistry, electrical engineering, and sociology. In this course we will discuss properties and the significance of graphs by learning theorems and working through applied, as well as theoretical, problems. By the end of this course, students should be able to prove basic graph properties as well as make real world connections to graph theory.

Graph Theory is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Multivariable Calculus* - 1 Math Credit

Prerequisite: AP Calculus AB/BC

Online lab fee

This course covers differential, integral and vector calculus for functions of more than one variable. These mathematical tools and methods are used extensively in the physical sciences, engineering, economics and computer graphics.

Multivariable Calculus is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

SCIENCE COURSES

Earth Science - 1 Credit

Earth Science is a foundational science course that builds inquiry, observation, experimentation, collaboration, and communication skills in a classroom that strives to leverage the field as its laboratory whenever possible.

Engineering I - 1 Credit

In this course, students learn the language and practices of Engineering, including both mathematical and verbal means of expressing information. Students gain proficiency with the design process over a series of design projects, ranging from immediately practical (an improved crutch for injured athletes) to somewhat fanciful (flinging Earth's garbage into the Sun). They develop and present their designs using 3D modeling software, such as SketchUp, and become adept at both written and oral engineering proposals.

Biology - 1 Credit

Biology focuses on an understanding of key themes essential to a strong foundation in biological sciences as well as skills central to scientific inquiry, research, and development. The course also weaves in other disciplines including chemistry and environmental science to give students a more holistic understanding of the living world in which they exist. Current events, issues, and discoveries are central, and opportunities are found across the curriculum to connect with other courses of study, including those in the humanities and social sciences. In addition to themes and skills typical to a Biology curriculum, Biology places primary emphasis on creative thinking, collaboration, risk-taking, trial and error, and problem solving.

Chemistry - 1 Credit

Prerequisite: Biology (unless special permission is granted by the Dean of Academics and Student Support)

Chemistry focuses on building an understanding of the nature of matter and the interactions of chemicals in the world around us through experimentation, problem solving and inquiry. Some important topics to be investigated throughout the course are atomic structure, bonding,

reaction types, stoichiometry, and thermodynamics. Students will develop their abilities to think clearly, experiment, observe, and communicate scientific information logically and concisely.

Physics - 1 Credit

Prerequisites: Biology and Chemistry

Physics is designed for the junior or senior student and is meant to develop an understanding of the laws of nature from the small scale of the atom to the grand scale of the universe. Topics will include motion, force, energy, thermodynamics, optics, electricity, magnetism, nuclear structure, and planetary forces. Math will be used regularly throughout the course, and a foundational understanding of trigonometry and algebra II are required. By utilizing the world around them, students will gain a practical context of class material through experimentation.

Anatomy and Physiology - 1 Credit

Prerequisites: Biology and Chemistry

Students are introduced to the structures and functions of the major human body systems through a combination of text, multimedia sources, and laboratory and field experiences. They investigate how individual body systems are coordinated in an organized fashion, how lifestyle choices can affect these systems, and how technology has advanced our understanding of each system. Through classroom and hands-on learning, students are able to implement prevention, acute care, and rehabilitation strategies for injury and illness through specific case studies. This course takes students on a tour of the human body and educates them on the benefits of positive living choices.

Coding I: Computer Languages - 1 Credit

Prerequisites: Completion of or current enrollment in Algebra 2, Biology, and Chemistry. This course is not designed for students who are already proficient with computer programming methods or languages.

The central goal of this course is to teach students how to write computer programs that accomplish specific goals. Students learn about the differences among various computers and programming languages. They are taught basic concepts, as well as tools and functions that help build fully functional programs with the popular programming languages such as Java, C++, and Python. Students develop a full understanding of Java SE programming in order to write Java programs with graphical user interfaces that run on PC, Mac or Linux machines. This course introduces students to Objective-C programming language that is used to create

iPhone apps. Students learn how to create HTML5 apps for iPhone, iPad, Android devices, and the Web. Outside speakers, webinars, and projects are interspersed throughout the year, and students are given real-world presentation and database problems to solve. Collaborative work is emphasized.

Coding II: Program Structure and Design - 1 Credit

Prerequisites: Coding I (unless special permission is granted by the Dean of Academics and Student Support)

Coding II builds upon skills learned in coding I by delving deeply into program languages such as Java, C++ and Python in order to develop computer programs. While the course prioritizes the study of computer language and program construction, other topics and skills relevant for budding computer scientists are woven in throughout the year, including data analysis, the use of algorithms, logic, collaboration, and iteration in project development.

Forensic Science - 1 Credit

Prerequisites: Biology and Chemistry

Beginning with famous case studies, students explore the evolution and development of crime-solving tactics and how science has evolved as a key element in modern day law enforcement and prosecution. Focusing on theoretical techniques while simultaneously practicing applications—both in the lab and virtually—students learn how to compare hair and fiber samples, blood typing, fingerprinting, handwriting, DNA, etc. In addition, they explore real world situations through interactions with local law enforcement personnel, from officers at the scene to the investigative units, forensic lab technicians, and eventually the prosecuting attorneys. By the end of the course, students have an understanding of the science needed to solve crime effectively, and they make predictions about cases based on evidence and legal precedence.

Environmental Science - 1 Credit

Prerequisites: Biology and Chemistry

An interdisciplinary study of the natural world, built upon the fundamental concepts of physics, chemistry, biology, ecology, and anthropology, this course develops an understanding and respect for ecological processes functioning in natural systems. Students explore how all life, including humans, depends on these systems, and how people have been directly influencing these systems since the advent of agriculture. Students analyze these processes through

contemporary environmental issues labeled under four general headings: Climate, Energy, Food, and Water. The course will culminate with an investigation into the impact on these four areas as the human population continues to grow beyond seven billion.

HLC Courses in Science and Technology:

Animal Behavior* - ½ Science Credit

Offered Fall 2017, Spring 2018

Online Lab Fee

This course will serve as a survey of topics in animal behavior research. For each topic, students will participate in analysis of experiments and data through two framing lenses: (1) the physiological mechanisms of behavior, with an emphasis on the nervous and endocrine systems, and (2) the evolution of behaviors. A large component of the course will consist of the reading and analysis of primary scientific literature articles. Topics covered include cooperation and altruism, eusocial behavior, aggression, communication, foraging, migration, habitat selection, mating behaviors and mating systems, and parental care. The final portion of the course will consider the evolution of human behaviors.

Animal Behavior is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Biotechnology* - ½ Science Credit

Offered Fall 2017

Prerequisite: Biology

Online Lab Fee

Biotechnology is the field of applied DNA science. Specifically, scientists are able to analyze, manipulate and copy DNA. These advances make improvements to food, crime investigation and medicine. There are ethical implications that must be addressed before realizing the potential of these advances in biotechnology. In this course, we will explore several techniques in biotechnology while discussing the moral considerations of these tools. *Course will require access to a biology lab with supervision and assigned equipment and materials.*

Biotechnology is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

CAD (Computer Aided Design)* - ½ Science Credit

Offered Fall 2017

Online lab fee

This course introduces students to both 2-dimensional and 3-dimensional Computer Aided Design. It covers skills with practical applications in engineering, architecture, and design. Students will learn to use industry-leading CAD software programs and complete a series of ambitious design projects.

CAD (Computer Aided Design) is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP Computer Science A*- 1 Science Credit AP

Prerequisites: Biology and Chemistry

Online lab fee

The AP Computer Science course is a full year introductory course in computer programming with the programming language Java. Learning the skill to develop computer programs that solve problems is fundamental to the study of computer science. Therefore, much of the course revolves around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. This course will also cover other major concepts such as the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms. This course satisfies the recommendations of the College Board for an Advanced Placement course in Computer Science A.

AP Computer Science A is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Current Topics in Science and Technology* - ½ Science Credit

Offered Summer & Fall 2017

Online lab fee

The goal of this course is to expand our knowledge of the scientific and technological issues that affect our daily lives and those that may drastically change our world in the future. We will have open and honest discussions about topics including the ethical implications of

genetic engineering, space privatization, artificial intelligence, and genetically modified organisms. Each week, students will do background research on a topic and engage in multiple online discussions and debates among their peers and their teacher.

Current Topics in Science and Technology is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP Environmental Science *- 1 Science Credit AP

Prerequisites: Biology and Chemistry

Online lab fee

This course is meant to be the equivalent of a laboratory-based introductory college level environmental science course. Students will complete lab work on their own campuses. Topics of study include earth systems and resources, ecosystems and energy flow, population biology, land and water use, energy resources and consumption, pollution, and global change. Laboratory work and field studies are an integral component of this course. This course prepares students to take the AP Environmental Science Exam.

AP Environmental Science is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Marine Science* - ½ Science Credit

Offered Summer & Fall 2017, Spring 2018

Prerequisite: Biology

Online lab fee

Students will learn the major concepts of ocean literacy from a global perspective. The Marine Science class requires both research, laboratory work and field investigations. Topics covered will include essential principles and fundamental concepts about the functioning of the oceans. Students will learn about the chemical and physical properties of water, how oceans shape the earth, how the ocean influences weather and climate, additionally about habitats, biodiversity and interconnections of the marine world. Through this course, students will acquire a clear understanding and mastery of key marine biological concepts and ideas but the overall goal is to allow the students to foster a growing appreciation and interest in our world's oceans.

Marine Science is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP Psychology* - ½ Science Credit

Offered Summer & Fall 2017, Spring 2018

Prerequisites: Biology

Online lab fee

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

AP Psychology is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Science, Ethics, and Public Life* - ½ Science Credit

Offered Spring 2018

Online lab fee

The course will discuss science as a process and situate scientific discoveries in a moral and ethical framework. Students will learn about a variety of topics through the lens of three major understandings: (1) Science is a tool which helps us evaluate questions about ethical behavior in humans; (2) Science is a body of knowledge which can be refined using standardized methods, including debate and evaluation of new evidence, to reduce bias in the data which helps us make decisions; and (3) Science is a human enterprise which reflects human society and morals, as well as human limitations. Topics covered will include evolution of human behavior and morality, environmental ethics (including climate change), medical ethics and biotechnology, neuroethics, and ethical practices for scientists.

Science, Ethics, and Public Life is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Topics in Contemporary Healthcare* - ½ Science Credit

Offered Summer 2017, Spring 2018

Prerequisite: Biology

Online lab fee

So you think you want to work in health care, but not sure if becoming a doctor or nurse is the field you want to be in? Do you want to know what other medical professionals do and how the whole system works together? This course is designed to help you answer that question by immersing you in the world of health care. This course is designed to give you the opportunity to understand your role in health care, explore issues that the healthcare field faces, and learn from guest speakers that are challenged by these issues daily.

Topics in Contemporary Healthcare is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

FOREIGN LANGUAGE

The benefits of effective foreign language instruction focus on the role of the individual in a multilingual, global society. No longer do Americans live in isolation; rather, there is a dynamic, interdependent world in which diverse cultural and linguistic groups converge. To study another language and culture equips one with the skills for successful communication: knowing how, when, and why to say what to whom. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words (National Standards for Foreign Language Learning). The approach to second language instruction found at the Winchendon School is designed to facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighborhood. In addition to reading and writing skills, a social-cultural- historical emphasis is a significant curricular goal in the foreign language classroom.

French I— Beginning French - 1 Credit

At this level, the first two units emphasize speaking and listening to French. Students learn greetings, introducing themselves, talking about friends, ordering in a café, numbers, telling time, days of the week, months and dates, weather, and seasons. The next part of the class is the core material. It provides the linguistic base needed for basic communication skills. Emphasis is on asking and answering questions. Students discuss daily activities and leisure

pastimes, talk about people, possessions, and getting around town, describe where they live, and finally shop for clothes. The next section introduces somewhat more complex language functions. Each class is broken up into different activities, such as reading aloud, dictations, listening to dialogs, watching or listening to pieces of French films, and, of course, conversation. Students work in pairs, groups, individually, or as a whole class, depending on the activity. They also record their own activities on line so they can work on their pronunciation. In this course, students gradually learn most of the basic tenses in the indicative mood, including the present, future, and present perfect. Students also learn how to use stem- changing verbs and reflexive verbs. Finally, they also gain knowledge and understanding of the cultures of the Francophone world.

French II - 1 Credit

Prerequisite: French I or its equivalent.

French II reviews the basic communicative structures contained in the core material of French I. In the first semester, students focus on communication, more precisely on how to ask and answer questions about themselves, their friends, and their daily activities. There is also a review on how to introduce people and invite friends. After the “rappel” is over, students focus on the core material designed to develop more challenging communicative skills. We expect students to narrate past events, orally and in writing, to describe daily activities in more detail and engage in longer communicative exchanges. They read longer texts and stories. The communicative themes cover weekend activities, transportation, fashion, the home, and entertainment. Orally, students continue to record their different verbal activities and homework assignments. At first these reports are only two to four minutes in length (with no written notes), but by the conclusion of the school year, all students deliver verbal reports of 6-8 minutes or longer. Students also listen to audio presentations between five and ten minutes long, taking notes on the information and answering questions afterwards. Students also have the opportunity to reinforce structures and vocabulary while reading one of the classic comic strips of Tintin. In this course, students gradually review most of the basic tenses in the indicative mood, including the present, future, and present perfect, then learn in depth the different forms and uses of the past tense which are “l'imparfait et le passé composé.”

French III - 1 Credit

Prerequisite: French II or its equivalent.

Students in French III continue to build their vocabulary and knowledge of daily life in France and other francophone countries while studying more complex structures and tenses. Topics

include pastimes, housing, traveling, shopping, and the environment. Students also become acquainted with such famous characters as Maurice Richard, Tintin, Asterix et Obelix, by reading a novel, short stories, and plays or watching a movie. They study the important contributions of historical personages from Vercingétorix to Louis XIV. A great emphasis is placed on communicating in the language throughout all class activities and discussions. Students practice their written expression as they construct longer compositions using transition words and conjunctions. In this course, students gradually review in depth the different forms and uses of the past tense which are “l'imparfait et le passé composé.” Then we learn how to use and form the infinitive, imperative and the present participle. A thorough study of how to express hypothetical situations as well as opinions and desires is central to several different contexts. Students make both formal and informal presentations to their classmates and use language-learning websites.

French IV - 1 Credit

Prerequisite: French III or its equivalent.

Students who enroll in French IV should be able to easily use the five basic verb tenses (present, preterit, future, imperfect, and present perfect) and be familiar with the other perfect tenses and the subjunctive mood. Fluent use of common irregular verbs and knowledge of basic everyday vocabulary are required. This class devotes at least fifty percent of class time to speaking and listening in French. Students begin with short questions and answers in French, and work up to discussions about current events and literature. Students in French IV also develop a portfolio of poems and stories in French that they have written either individually or in groups. Grammar topics covered include commands, the present and past subjunctive, the conditional, and the passive voice. In addition to grammar and vocabulary, the class develops a working knowledge of approximately fifteen common idiomatic expressions and fifteen French-language proverbs. During the course of the year, French IV students develop a strong knowledge of the human geography of French countries.

French V - 1 Credit

Prerequisite: French IV or its equivalent.

French V is for students who have successfully completed French IV and wish to continue to develop their fluency. Students in this class are mixed in with the French IV students, but are assessed differently. Over the course of the year, each French V student develops a portfolio of original French-language materials, such as interviews with French-speaking people, essays, poems, French-language newscasts, and other audio or video presentations. In

addition to repeating or expanding on French IV coursework, French V students are expected to develop projects in which they use French in public, for example, giving tours to French-language students visiting the school or posting French-language videos on the class website. In conjunction with their exams, French V students are expected to speak for at least twenty minutes in French and answer questions from the teacher and class. During the course of the year, French V students are expected to study the history and geography of a specific French-speaking country and follow current events as they develop, reporting on them to the class in French.

Spanish I - 1 Credit

Students begin this course by learning the most frequently used words in Spanish, including verbs, articles, nouns, and adjectives. In the first weeks of school, they learn how to use verbs in the present tense and how to combine the articles, nouns, and adjectives using elementary rules of grammar. In this course, students gradually learn most of the basic tenses in the indicative mood, including the present and future. Students also learn how to use stem-changing verbs, reflexive verbs and “backwards verbs” (gustar). Grammar is mastered through constant repetition in both speaking and writing. In this course we use the TPRS (Teaching Proficiency through Reading and Storytelling) methodology to increase confidence and ability to understand and speak Spanish. We also introduce a simple TPRS book to help with reading comprehension and also pronunciation. Students also begin to learn about Hispanic cultures. Readings are taken from living language such as advertisements, newspaper articles, and announcements. By the end of the year, students can hold simple conversations in Spanish.

Spanish II - 1 Credit

Prerequisite: Spanish I or its equivalent.

Spanish II reviews the majority of the material from Spanish I, but students learn each basic tense more quickly and begin to learn the irregular forms of each tense and some of the less common uses. The first trimester also focuses on getting students to be more fluent when speaking in Spanish and pushes them to use the language as much as possible. In the second semester of Spanish II, students focus on learning and mastering the preterite and imperfect tenses through stories, readings, lectures, dialogs, and group projects. The third trimester focuses on Central America and the multifaceted cultures of each country. Students practice their grammar and vocabulary through researching and learning about each of the countries. By the end of the year, students have a strong usable knowledge of at least 150 common verbs in the five most common verb tenses, as well as having a vocabulary of at least 700 basic nouns, adverbs, and adjectives.

Spanish III - 1 Credit

Prerequisite: Spanish II or its equivalent.

In order to succeed in Spanish III, students should start with a strong knowledge of the basic verb tenses and a strong vocabulary of common Spanish words, including at least one hundred basic verbs. Students spend the first semester reviewing the irregular verb forms in each of the major tenses and increasing their active vocabulary through conversation and readings. Students read newspaper articles from *El Nuevo Herald* and other papers, with an emphasis on learning to grasp the meaning of words from context without looking up every new vocabulary word. In addition, students in this course read short stories from Mexico, Puerto Rico, and Spain (*Historias de Puerto Rico, España, y Mexico*, Passport Books, 1980). Spanish III devotes at least one-third of all class-time to listening and speaking exercises, including DePaul University's SPOD audio series and the Learning Like Crazy podcast series. In the second semester of Spanish III, students learn how to use the polite and familiar command forms and the formation and use of the present subjunctive. Students learn about the geography and culture of Central and South America by doing research and oral reports of up to ten minutes in Spanish. Finally, all Spanish III students read the 16th-century picaresque novel *Lazarillo de Tormes* (in a slightly simplified format).

Spanish IV - Credit

Prerequisite: Spanish III or its equivalent.

Students who enroll in Spanish IV should be able to easily use the five basic verb tenses (present, preterit, future, imperfect, and present perfect), and be familiar with the other perfect tenses and the subjunctive mood. Fluent use of common irregular verbs (examples are *ir, ser, estar, tener, hacer*) and knowledge of basic everyday vocabulary are required. This class devotes at least 75% percent of class time to speaking and listening in Spanish. Students frequently give short presentations about current events, themes from movies that we have analyzed, and stories that they create. In Spanish IV, much like the other levels that we teach, we use the TPRS (Teaching Proficiency through Reading and Storytelling) methodology to increase confidence and ability to understand and speak Spanish. Students also improve listening comprehension through listening to Spanish popular music (and transcription of the lyrics) and watching films and youtube clips in Spanish. Students also give PowerPoint presentations about Hispanic and Latino culture. Grammar topics covered include commands, the present and past subjunctive, the conditional, and the passive voice. Students gain the confidence and ability to tell a 20 minute fictional story to the class and teacher and answer

questions after the story is concluded. Students should have the ability to quickly conjugate verbs in a conversation without hesitation and feel confident about their pronunciation.

Spanish V - 1 Credit

Prerequisite: Spanish IV or its equivalent.

Spanish V is for students who have successfully completed Spanish IV but wish to continue to develop their fluency. Students in this class are mixed in with the Spanish IV students, but are assessed differently. Students who are in Spanish V are also encouraged to take the Spanish AP. In addition to repeating or expanding on Spanish IV coursework, Spanish V students are expected to develop projects where they use Spanish in public, for example giving tours to Spanish language students visiting the school. Spanish V students are also involved in teaching aspect of class; they often are asked by the teacher to help explain certain aspects of language or give a more detailed description to the class to help their fellow students understand certain ideas. In conjunction with their exams, Spanish V students are expected to speak for at least twenty minutes in Spanish and answer questions from the teacher and class. During the course of the year, Spanish V students will be responsible for explaining current events from Latin American countries to the class on a bi monthly basis. Students in Spanish V should have the ability to quickly conjugate verbs in a conversation without hesitation and feel confident about their pronunciation.

HLC Courses in Foreign Language:

AP French Language and Culture* - 1 Language Credit

Prerequisite: French IV or its equivalent.

Online lab fee

This course prepares students for the Advanced Placement Exam in French Language. Students will continue expanding their knowledge of French culture and language by reading literary works and magazine/newspaper articles, and by exploring film and other pertinent materials, such as French TV channels, blogs, etc. Students are expected to communicate exclusively in French. They must also write essays in French to demonstrate the ability to discuss and analyze a variety of topics.

AP French Language and Culture is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP Spanish Language and Culture* - 1 Language Credit

Prerequisite: Spanish IV or its equivalent. Online lab fee

This advanced course works under the assumption that students have a firm grasp of essential linguistic concepts and are prepared to delve into the nitty-gritty of grammar. Much of the grammar studies will be independent as we use live meets to build skills for more sophisticated communication and literary analysis. Magazine and newspaper articles, a variety of literary pieces, internet pages, short film clips, and other pertinent materials will provide the essential resources for this class. Students will continue to communicate exclusively in Spanish as they discuss literary works and current events. They will have the opportunity to develop their writing skills in a variety of registers, with the expectation that they will incorporate more sophisticated grammar and vocabulary into their communications. The class will prepare students to enroll in intermediate level college courses.

AP Spanish Language and Culture is taught online with the Hybrid Learning Consortium with support from The Winchendon School.

American Sign Language I* - 1 Language Credit

Online lab fee

This is an introduction to learning and understanding American Sign Language. Students will learn basic vocabulary, letters, numbers, and grammar. Students will also focus on mastering the basics of fingerspelling, colors, and conversational/cultural behaviors necessary to hold a beginning-level conversation in American Sign Language. Introductory information about deaf culture will also be presented, along with deaf humor, to provide students with a broad picture of language and culture.

American Sign Language I is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

American Sign Language II* - 1 Language Credit

*Prerequisite: American Sign Language I
Online lab fee*

This course is a continuation of American Sign Language I and will introduce students to the more commonly used American Sign Language (ASL) by expanding coverage of ASL's basic vocabulary, structure, syntax, and grammar. Students will continue to focus on fingerspelling,

numbers, facial grammar and sentence structure. Students will also further develop the conversational/cultural behaviors necessary to hold a beginning-level conversation.

American Sign Language II is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

American Sign Language III* - 1 Language Credit

Prerequisite: American Sign Language II

Online lab fee

This course is an extension for students who have successfully completed ASL II. Students will be exposed to expressive and receptive vocabulary, glossing of English structured sentences, fingerspelling techniques, grammar skills and Deaf Culture. On successful completion, students will be able to carry out simple conversations on the following topics: locating things around the house, complaining, making suggestions and requests, exchanging personal information, life events, describing and identifying things, talking about the weekend, and continuing the conversation.

American Sign Language III is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Ancient Greek* - 1 Language Credit

Online lab fee

Not to be confused with its modern counterpart, Ancient Greek is the language of a diverse culture that produced great fiction, like the Iliad and Odyssey, that helped create the genres of history and philosophy, that created the scientific method, and that looked to science to explain the universe. Come join me in learning this ancient tongue!

Ancient Greek is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Chinese I* - 1 Language Credit

Online Lab Fee

This course is designed to help beginners develop communicative competence in the four basic skills of listening, speaking, reading, and writing, with special emphasis on Chinese conversation. In the first weeks of Chinese I, the phonetic system called pinyin is mastered. Chinese characters are then introduced, with the goal of mastering 252 characters by the end of the first year. In addition to textbook work, students use Chinese language video and audio materials, and other media to increase proficiency in spoken and written Chinese.

Chinese I is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Chinese II* - 1 Language Credit

Prerequisite: Chinese I or its equivalent

Online lab fee

This intensive course builds on Chinese I, while allowing students an opportunity to review the basic skills to improve both oral and written proficiency. Students learn more complex sentence structures and expressions, and approximately 1000 characters are learned. In addition to the basic textbook, students start to read more extensively on various topics. After eight lessons, students should be able to talk and write about their school lives, leisure activities, health conditions and traveling. By the end of the year, students are able to write short essays and have a working vocabulary of about 1500 words. This course is open to non - native speaking students who have completed Chinese I or to students who pass a competency test.

Chinese II is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Chinese III* - 1 Language Credit

Prerequisite: Chinese II or its equivalent

Online lab fee

To complement the development of communicative competence in the four basic skills of listening, speaking, reading, and writing, Chinese III students will turn increasingly to literature to improve language fluency and aid in the acquisition of new vocabulary. Emphasis will also be placed on gaining knowledge about Chinese culture, with linguistic and cultural differences between Mainland China and Taiwan consistently pointed out. Chinese III students are expected to use Chinese to interact in class. By the end of the year, students will be able to recognize more than 750 frequently used characters.

Chinese III is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Chinese IV* - 1 Language Credit

Prerequisite: Chinese III or its equivalent

Online lab fee

This course lays the foundations for the AP Chinese Language and Culture course and/or college-level Chinese courses. Chinese IV students use literature and electronic media to improve language fluency and aid in the acquisition of new vocabulary. Emphasis will continue to be placed on gaining knowledge about Chinese culture, with linguistic and cultural differences between Mainland China and Taiwan consistently pointed out. Chinese IV students are expected to use Chinese to interact in class. By the end of the year, students will be able to recognize more than 1,000 frequently used characters.

Chinese III is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP Chinese Language and Culture* - 1 Language Credit

Prerequisite: Chinese IV or its equivalent

Online lab fee

This course is designed to be comparable to a fourth semester (or equivalent) college or university course in Mandarin Chinese, and prepares students for the Chinese Language and Culture Advanced Placement Exam. The AP course's main goal is to develop students' inter-related language skills (listening, speaking, reading and writing) within an enriched cultural framework. In their exploration of both contemporary and historical Chinese culture, students will utilize level-appropriate authentic materials designed for native speakers, including newspapers, fiction and nonfiction works, plays, poetry, films, and Chinese educational system textbooks.

AP Chinese Language and Culture is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Latin I* - 1 Language Credit

Online lab fee

The Latin I course introduces Latin grammar and vocabulary, Roman culture, mythology, and history. Students will learn to translate and write simple Latin sentences and to identify Greek

and Roman word roots within English. Students will actively investigate the Greco-Roman world and the connections between it and their own lives through hands-on learning. Latin I is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Latin II* - 1 Language Credit

Prerequisite: Latin I or its equivalent

Online lab fee

The Latin II course builds on the skills and knowledge learned in Latin I. Students will continue to learn Latin grammar and vocabulary and will begin to translate more difficult texts. Students will also continue their exploration of the Classical world. Latin II is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Latin III* - 1 Language Credit

Prerequisite: Latin II or its equivalent

Online lab fee

Students in the Latin III course will finish learning general and advanced Latin grammar and vocabulary. Students will learn and to apply advanced analysis techniques as well as essay writing strategies. Students will then begin to read and analyze native Latin texts from authors such as Catullus, Plautus, Caesar or Medieval texts.

Latin III is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Latin IV* - 1 Language Credit

Latin III or its equivalent

Online lab fee

Students in Latin IV will read, analyze, and discuss Latin texts from authors such as Cicero, Tacitus, Ovid, and Lucretius. Students will be expected to be competent in Latin grammar, scansion, and figures of speech. Also, students will choose and research topics of personal interest to research, write about, and present on throughout the year as a major project. A placement test may be required for new students. Latin IV is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

AP Latin* - 1 Language Credit

Prerequisite: Latin IV or its equivalent

Online lab fee

Students in Advanced Placement Latin will prepare for the AP exam given in May. The current exam covers approximately 1700 lines of Latin from Caesar's *Commentaries on the Gallic Wars* and Vergil's *Aeneid*. Students will be expected to translate all of the lines, write essays, and discuss and analyze topics. Students in the course are expected to have advanced knowledge of Latin grammar, Roman history, literature, and culture. A placement test may be required for new students.

AP Latin is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

Exploring Latino and Spanish Cultures through Film* - ½ Language Credit

Offered Spring 2018

Prerequisite: Spanish 3 or equivalent or permission by instructor. Native/heritage speakers and well as students learning Spanish are welcome.

Online lab fee

In this course we will explore many essential themes to Latino and Spanish cultures, history, and current events, such as immigration, war, dictatorships, family structure, human rights, among many others through film. Most of our films are in Spanish with Spanish subtitles and are ranging between PG-13 and R. We focus on listening, speaking, reading, writing as well as intercultural communication in this film-based course.

Exploring Latino and Spanish Cultures through Film is taught online with the Hybrid Learning Consortium with support from the Winchendon School.

ACADEMIC SUPPORT

The Winchendon School faculty is committed to helping students achieve academic success. All teachers participate in ongoing professional development about the teenage brain and current methodologies about learning both in and out of the classroom. We believe that student self-reflection is a part of this process and we work on this weekly in all classes. Teachers use this self-reflection to have coaching conversations with their students.

In classes averaging eight students, teachers quickly can determine, through dialogue and observation, if a student understands the material being taught. If a student is struggling, the teacher may suggest or require the student to attend the teacher's Daily Conference Period to get extra help. If more than one teacher requires attendance at a conference period, the teachers will coordinate scheduling the time with the student.

At the end of the school day (for day students), or the beginning of nightly study hall (for boarders), students receive their Daily Slips, completed by their teachers. These indicate how students performed in their classes and what areas need their attention as they study. These slips contain effort marks (3 = Exceeds Expectations, 2 = Meets Expectations, and 1 = Doesn't Meet Expectations), as well as comments to guide students in their evening study. Each dorm floor is supervised by the dorm parent or another teacher five nights a week -- Sunday through Thursday. Daily assignments and helpful hints for completing homework can be found on our Website when students and parents log on to their account. In addition, teachers complete Weekly Reports, which include effort marks, grades, and bi-weekly comments (or weekly comments, if a student is earning a C- or lower in a specific class).

Parents and students can log on to our Website to obtain these weekly reports.

The Evening Study Program (ESP) is another excellent way for students to receive additional support. When students are doing their homework in their rooms in the evening, they might have trouble breaking down an assignment to find a start point or need some support in working through some editing and revisions. They may forget what a teacher explained in class or conference period, even though it made perfect sense at the time. For this reason, we have created ESP, a five-nights a week, supervised study hall in an academic building. ESP is staffed by a team of experienced tutors, including some local teachers, who can help students with reading comprehension, writing, organization, time management, math, and science. The fee for this program is based on the individual needs of the students enrolled. Students who participate in ESP find their effort marks, grades, and confidence improving

quickly, because of the guided expertise of these teachers. They develop compensatory skills and become more effective and efficient in their study habits. For more information about ESP, please contact Mrs. Kelly Harris, Dean of Academics and Student Support, at kharris@winchendon.org or 978-297-7925.

AWARDS

At Winchendon, we believe in rewarding students for their effort and grades. In addition to these awards, we also recognize academic endeavors at baccalaureate and graduation.

WEEKLY AWARDS:

Student of the Week Award

This award is calculated by mathematical formula, based on the highest number of points combining grades and effort marks. It is offered to a student who has not previously received it.

Most Improved Student Award

This award is given to a student, nominated by his or her advisor or teachers, for overall academic improvement over a period of time.

SEMESTER AWARDS:

High Honor Roll

This award is given to students who have earned at least an A- average for the trimester.

Honor Roll

This award is given to students who have earned at least a B average for the trimester.

Merit Category

This award is given to students based on student achievement in the following areas: Academic effort and attitude, dorm life and citizenship, and effort and attitude in extracurricular activities.