

THE WINCHENDON SCHOOL
2017-2018
Curriculum Guide and
Course Descriptions



THE WINCHENDON SCHOOL

Because a nonstop world needs unstoppable minds

Mission Statement

The Winchendon School was founded in 1926 on the core belief that a “custom education - with a scholastical program fitted to the needs and aims of each student.” This philosophy guides us over 90 years later.

Caring, and highly trained teachers provide each student with a dynamic and forward-thinking environment in which to develop strong character, study skills, learning strategies, and confidence. The heart of The Winchendon School experience is rooted in our approach to meeting the needs of each individual student. Our graduates leave as well-rounded, confident, and self-reliant young adults.

The Winchendon School is a coeducational college preparatory school serving students in grades 9-12 and post-graduate. The school serves boarding and day students from its main campus located outside Boston, MA. Winchendon will open a second location to serve day students in New York City in September 2018.

“Great 8” - C²AR³E²:

At Winchendon, we are committed to supporting the development of each of our students into engaged, responsible and ethical young adults. To do this, we focus on what we refer to as the “Great 8” - eight values and attributes that will be critical to each of our students achieving his or her very best:

**Collaborative | Courageous | Adaptable
Resourceful | Responsible | Resilient | Empathetic | Ethical**

Without reasonable foundational strength in each of these areas, a young person entering college, the workplace or the complex breadth of being a responsible adult will be at a disadvantage. There are many educators, including most of us at The Winchendon School, who would advocate that the development of these attributes is at least as important as the mastery of any traditional academic skill. Our commitment to the growth of these attributes in each of our students pervades all that we do in the development of programs and curriculum.

In recent years, we have chosen to focus on one or more of the attributes as a theme of the year. We will focus on “Courageous” for the 2017-18 year - while continuing to foster the development of the full Great 8. Many of these are interdependent, and many smart people would argue that success in any of the other seven can not be achieved without courage. None of us can consistently make the right decisions and take the most appropriate action, to take risks and try new things, to be sensitive to and work well with others, or to solve the most important issues without the regular exhibition of courage.

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“The design of our curriculum reflects our commitment to ensure 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 delineated sequences of skill development learned through engaging and compelling topics and projects.

...or to make it simple - my job is to make sure that the learning of critical skills and habits is interesting, important and even fun wherever possible. ”

Laurie Lambert, Associate Head of School

ACADEMIC REQUIREMENTS

The Honor Code

“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.”

The Academic Calendar

The Academic Calendar is organized on a semester system; with ColLAB immersives in January and May. Most students take 5 or 6 courses and two ColLAB immersives in a given year. With our rotating schedule, each class meets approximately three times per week for 185 minutes. In addition to the academic schedule, students are required to participate in the Afternoon Program offerings during each season.

The Curriculum (overview)

At The Winchendon School, 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.

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.)

Yearly Course Requirements

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

- Global Dynamics - 2 Credits OR English Electives - 3 Credits
- Mathematics - 1 Credit
- Science - 1 Credit
- ColLAB - 1 Credit
- 1 Additional Credit in Foreign Language, Art, or core subject area

Grade Point Average (GPA) and Effort

Grade point averages and effort are calculated at the end of each semester. The following scales are used to determine grades.

GPA Scale

We use the following grading scale at the Winchendon School:

A+	4.0	100-96.5	B+	3.33	89.49-86.5	C+	2.33	79.49-76.5	D+	1.33	69.49-66.5
A	4.0	96.49-92.5	B	3.00	86.49-82.5	C	2.00	76.49-72.5	D	1.00	66.49-62.5
A-	3.67	92.49-89.5	B-	2.67	82.49-79.5	C-	1.67	72.49-69.5	D-	0.67	62.49-59.5
									F	0.00	59-49-50

Effort Scale

The effort grade is used to describe effort in the classroom and on assignments.

3 - Excellent

2 - Meets Expectations

1 - Needs Improvement

Report Cards and Comments

Weekly Reports and comments are a key aspect of our program. Students actively participate in self-reflection on an ongoing basis, this is the backbone of our feedback system. Report cards are delivered weekly to all students and are reviewed with their advisor to help with goal setting.

Examinations

Students sit for exams or complete an alternate assessment at the end of each semester. Students enrolled in either an AP or HLC course may be exempt from the exam at the discretion of the teacher.

Academic Honors

Academic Honor Roll: 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.

Graduation Awards: 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).

Academic Prizes: The School recognizes outstanding effort and achievement by naming various prizes at the end of the year. Awards and prizes fall into three categories: major school prizes, named academic and athletic awards, and book prizes.

AP Offerings

Students, with the permission of the Department Chair and Academic Dean, may elect Advanced Placement (AP) courses. All AP students must complete the AP exam.

Learning Advocacy

The Learning Advocate team (a group of teachers specially trained to help students with their academics) will work with students and their teachers to support their learning by improving their study habits and fostering their strategy development. At times a member of the Learning Advocacy team will observe students in their classes, so that they can give suggestions to students about how to function more effectively as learners. They will talk weekly with students in the program about how to study more efficiently, how to be more involved in their classes, how to approach their education in ways that will lead to greater success. The Learning Advocate also serves as a conduit for team discussions about student progress and success.

Evening Skills Program

The Evening Skills 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.

Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:10 - 7:40	Breakfast	Breakfast	Breakfast	Sleep	Breakfast
7:55 - 8:15	Community Meeting	Advisor Meeting	Community Meeting	Fac / Dept Meeting Breakfast	Community Meeting
8:20 - 9:15	A	F	D	8:00 - 9:00	E
9:20 - 10:35	B	G	E 9:20 - 10:15	A 9:15 - 10:30	F
10:35 - 10:45	BREAK	BREAK	F 10:20 - 11:15	BREAK	BREAK
10:45 - 11:40	C	A	Service Learning 11:20 - 12:15	B	CoLAB Meeting
11:45 - 1:10	L1 - 11:45 - 12:15 D - 12:15 - 1:10	L1 - 11:45 - 12:15 B - 12:15 - 1:10	Conference 12:20 - 12:50	L1 - 11:45 - 12:15 C - 12:15 - 1:10	L1 - 11:45 - 12:15 G - 12:15 - 1:10
	D - 11:45 - 12:40 L2 - 12:40 - 1:10	B - 11:45 - 12:40 L2 - 12:40 - 1:10	Lunch 12:00 - 1:15	C - 11:45 - 12:40 L2 - 12:40 - 1:10	G - 11:45 - 12:40 L2 - 12:40 - 1:10
1:15 - 2:30	E	C	Games/ Practice / Creative Programs	G 1:15 - 2:10	D
2:30 - 3:00	Conference	Conference	Games/ Practice / Creative Programs	Conference 2:15 - 3:00	Conference
3:15 - 6:15	Practice / Creative Programs	Practice / Creative Programs	Games/ Practice / Creative Programs	Practice / Creative Programs	Practice / Creative Programs
5:30 - 6:45	Dinner	Dinner	Dinner	Dinner	Dinner
7:30 - 10:00	In Dorm / SH	No Study Hall			
10:30	Lights Out	Lights Out	Lights Out	Lights Out	11:30 Lights Out

DEPARTMENTS AND COURSES

Global Dynamics

Global Dynamics I

Asia

2 Credits

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

Prerequisite: Global Dynamics I or equivalent

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

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 stu-

dent of defining the American experience for him- or herself, through research, presentation, writing, or individual portfolio projects of choice.

Global Dynamics IV

2 Credits

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 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 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

1 Credit

European Literature is designed for the Level IV/Senior level English scholar and 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

1 Credit

In this course of study offering a broad range of experience in World Literature, students focus on a range of works 20th 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

1 Credit

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

1 Credit

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 compe-

tence-- 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 I

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.

Service Learning and Leadership

1/2 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!

Math

Quantitative Reasoning and Inquiry

2 Credits

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.

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

This class 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

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

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, geo-

graphical location, and climate to make predictions about possible future crime trends.

Statistics: Advanced Placement

1 Credit

Prerequisite: Algebra II or its equivalent

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.

Science

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.

AP Physics 1

1 Credit

Prerequisites: Biology, Chemistry and Algebra II

AP physics 1 students will explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. These ideas will further our understanding of movement around us and will then be used for applications in project form.

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

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, and functions that help build fully functional programs with the 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

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.

AP Environmental Science

1 Credit

Prerequisites: Biology, Chemistry and Algebra II

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.

World Languages

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 Franco-phone 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 devel-

op 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 learn-

ing 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

1 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.

Fine and Performing Arts

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, stu-

dents 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 or 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.

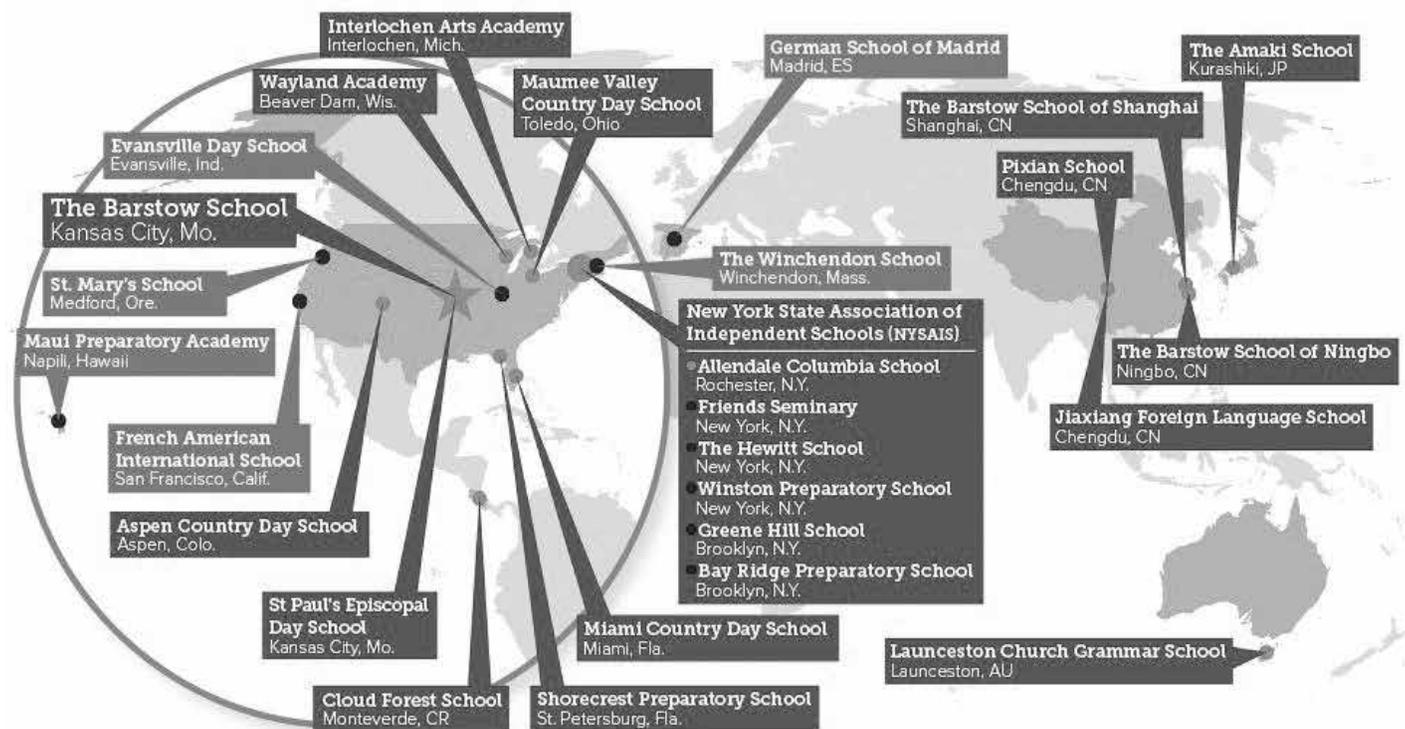
Instrumental Performance/Ensemble

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.

Hybrid Learning Consortium



● – New member schools 2016–2017

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.

Classes taught online with the Hybrid Learning Consortium (with support from The Winchendon School). This is a representative list for the 2017/18 school year, all course descriptions can be found on the Hybrid Learning Consortium's website: <https://www.hybridlearningconsortium.org/page/courses>.

HLC Humanities

AP Comparative Government and Politics*

1 Credit AP

AP European History*

1 Credit AP

AP Literature and Composition*

1 Credit AP

AP United States Government and Politics*

½ Credit

AP United States History*

1 Credit

Asian Studies: Yesterday and Tomorrow*

½ Credit

Business Fundamentals *

½ Credit

Comparative Religions*

½ Credit

Creative Writing: Nonfiction and the Art of the Essay*

½ Credit

Creative Writing: Fiction Writing*

½ Credit

Criminal Law & Criminology

½ Credit

*require additional costs

Essentials of Entrepreneurship*

½ History Credit

Holocaust Studies*

½ Credit

Immigration in American History and Culture *

½ Credit

Many Voices of the Middle East*

½ Credit

Modern Human Migration*

½ Credit

Museums 101: Behind the Scenes*

½ Credit

Philosophies of Justice*

½ Credit

Sport in American Culture*

½ Credit

Superheroes and Philosophy*

½ Credit

The American Imagination*

½ Credit

Thought for Food*

½ Credit

HLC Mathematics

Vox Populi: Developing Your Voice as a Citizen*

½ Credit

Algebra II (Accelerated Summer Course) *

1 Credit

Geometry (Accelerated Summer Course) *

1 Credit

Graph Theory*

½ Credit

Multivariable Calculus*

1 Credit

HLC Science and Technology

Animal Behavior*

½ Credit

AP Computer Science A*

1 Credit AP

AP Environmental Science*

1 Credit AP

AP Psychology*

½ Credit

Biotechnology*

½ Science Credit

CAD

(Computer Aided Design)*

½ Credit

Current Topics in Science and Technology*

½ Credit

Marine Science*

½ Credit

Science, Ethics, and Public Life*

½ Credit

Topics in Contemporary Healthcare*

½ Credit

HLC Languages

American Sign Language I*

1 Credit

American Sign Language II*

1 Credit

American Sign Language III*

1 Credit

AP Chinese Language and Culture*

1 Credit

AP French Language and Culture*

1 Credit

AP Latin*

1 Language Credit

Exploring Latino and Spanish Cultures through Film*

½ Credit

AP Spanish Language and Culture*

1 Credit

Ancient Greek*

1 Credit

Chinese I*

1 Credit

Chinese II*

1 Credit Chinese III*

1 Credit Chinese IV*

1 Credit

Latin I*

1 Credit

Latin II*

1 Credit

Latin III*

1 Credit

Latin IV*

1 Credit

HLC Arts

2D Foundations: Introduction to Design, Drawing, and Painting*

½ Credit

Art History: Modernism through Abstract Expressionism*

½ Credit

Art History: Pop! through Present*

½ Credit

Art Now! Social Activism & Global Perspective through Art

½ Credit

Art and Practice of Screenwriting*

½ Credit

Global Perspectives through International Film*

½ Credit

Global Perspectives through World Music*

½ Credit

Graphic Design*

½ Credit

More than a Story: Creating Comics and Animations *

½ Credit

Playwriting*

½ Credit

Social Justice, Humanities, and the Arts*

½ Credit

Understanding Film*

½ Credit

*require additional costs



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