

CURRICULUM GUIDE

2019 - 2020



THE WINCHENDON SCHOOL

THE WINCHENDON SCHOOL

“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 - our job is to make sure that the learning of critical skills and habits is interesting, important and even fun wherever possible.”

Laurie Lambert, Head of School, MA Campus

Sean Duncan, Head of School, NYC Campus

Kelly Harris, Director of Teaching and Learning, MA Campus

Jared Magee, Director of Teaching and Learning, NYC Campus

Academic Philosophy

The Winchendon School was founded in 1926 on the premise that the best secondary education is based on “a scholastic program fitted to the needs and aims of each student.” This philosophy continues to guide us over 90 years later.

Caring, 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 - currently attending many of the country’s finest colleges and universities.

The Winchendon School is a coeducational college preparatory school.

Core Values - “Great 8” - We 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**

At the Winchendon School, we recognize the skills students need to achieve success are evolving rapidly, and change is constant. Here, our students receive the foundational skills they need layered with our signature programs to transform their learning experience. The Winchendon School graduates embody our core values and are collaborative, courageous, adaptable, resourceful, responsible, resilient, empathetic, and ethical. A Winchendon School graduate is a self-reliant, young adult able to tackle real-world issues.

Each year, students and faculty take an in-depth look at one of our core values. This year, as a school we are exploring what it means to be resilient.

TABLE OF CONTENTS

Academic Requirements

The Honor Code	6
The Academic Calendar	6
The Curriculum (overview)	6
Yearly Course Requirements	7
Grading and Credits	9
GPA and Effort	9
GPA Scale	9
Self Reflection & Feedback	10
Examinations	10
Advanced Placement Courses	10
Honor Roll & Merit	11
Graduation Awards	12
Academic Prizes	12
CollABorative Learning at The Winchendon School:	
Education Beyond the Classroom	12-13
Winchendon School Service Learning & Leadership Program	13-14
Class Attendance	14-16
College & University Visits	16-17
Winchendon Skills and Habits 101	17
Academic Support	18-21
Evening Skills Program	21
Schedules NYC & MA	22-23
Academic Integrity	24

Departments and Courses

Global Dynamics	25-30
Math	30-33
Science	33-36
Computer Science	36-37
World Languages	38-42
Fine and Performing Arts	42-45
Hybrid Learning Consortium	46

IT STARTS WITH YOU.

Your accomplishments, your challenges, and your interests.

The following are a set of questions to think about as we craft your plan for a meaningful high school experience. You can work on this on your own, with your parents, or wait to do it with one of our Winchendon team members. Remember, there are no wrong answers. This is not a quiz or an application. It is fine not to answer all of the questions. This is about you, not your parents' ideas about you!

What are your favorite classes and why?

What are your least favorite classes and why?

Do you have a sense of how you learn best? (Listening, seeing, experiencing/doing?)

What are your passions? ... favorite things to do?...favorite way to spend time outside of class?

What are your goals for the next year?...the next three or four years?

If you could go anywhere, where would you like to go and why?

Do you like to study world languages? Which ones have you studied or would you like to learn in the future?

What are the most important things that you want to try or learn before you graduate?

Do you have any sense of what kind of college or university you might want to go to? ...major?

Have you thought of careers that interest you?

Are your parents' goals for you different than your own?

Are there any extra supports that you think would be helpful in being more successful?

CREATE A PLAN

It will almost always evolve as you move through your high school career, but it provides a starting point - so that you, your parent and your teachers have a view of what the next several years of your learning experience might look like. You can fill this out with courses and activities that you have already completed - or work with one our teachers to complete this.

	8th	9th	10th	11th	12th
Quantitative Reasoning/ Math					
Science					
Humanities (English, Language Arts, History, Political Science, ESL.)					
Foreign/Modern Language					
Arts (Fine or performing)					
Technology					
Other					
Athletics					
Service					
Work					
ColLABs					

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, I will not lie, cheat, plagiarize, or steal. This Honor Code underlies the integrity of the whole Winchendon community.

Cheating, plagiarism, and other forms of academic or other 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 honestly 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.

The Academic Calendar

The Academic Calendar is organized on a semester system with CoLAB in January and May. Most students take 5 or 6 courses and two CoLAB 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. View a copy of our yearly calendar on our website by logging into WIS and going to the Resource Board.

The Curriculum (overview)

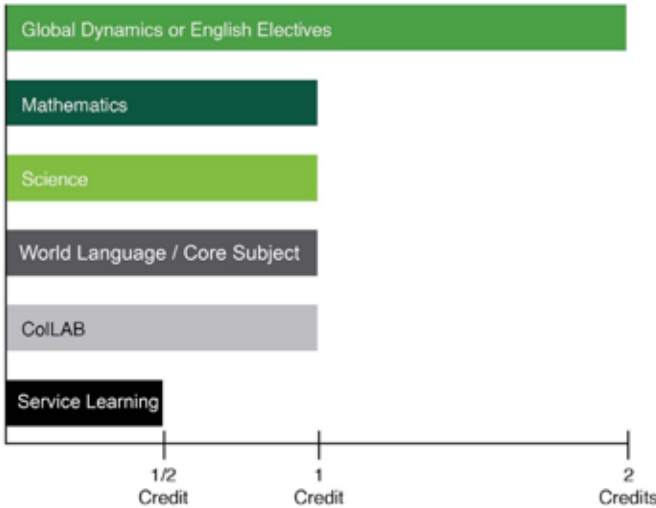
The Director of Teaching and Learning, with the assistance of the Registrar, works with each returning student and reviews the file of each new student to develop an appropriate course of study based on performance, individual goals, teacher recommendations, and graduation requirements. This schedule 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 to foster English language fluency through the development of comprehension reading, writing, and speaking skills. In addition, we incorporate beyond-the-classroom learning in classes and particularly in CoLABs and seek to develop our students' character through our school-wide Service Learning program.

A total of 24 academic credits taken while in high school, including five courses and two CoLABs per year at our School (except for the senior year), is required to earn a diploma from The Winchendon School.* (Since CoLABs count for a credit each year, students who attend The Winchendon School for fewer than four years will need only five credits per year 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
- Mathematics - 1 Credit
- Science - 1 Credit
- CoLAB - 1 Credit or .5 Credit year of graduation
- Service Learning .5 credit per year
- 1 Additional Credit in World Language, English elective, or core subject area

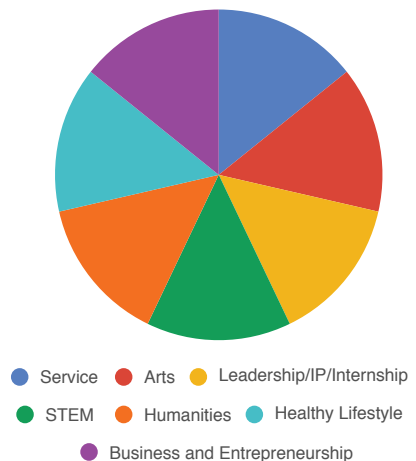


Students must carry five core academic credits in each school year. No student may carry more than five core credits at once unless approved by the Head of School and Director of Teaching and Learning. Due to Winchendon’s commitment to very small classes, there is a \$2500 charge for taking a sixth core course. This fee is not applied to arts courses.

Beginning in the 2019/20 academic year, all students will be required to take CoLAB courses that span 5 of the following categories, with one of those being in service.

- Service immersive
- Arts
- Leadership/Independent Projects/ Internships
- STEM
- Humanities
- Healthy Lifestyle
- Entrepreneurship and Business

CoLABorative Requirements:



Athletics/Arts/Co-curricular Programs

Students must earn a passing grade in their required afternoon activities for each athletic season during the period of enrollment in the School.

Fall	Winter	Spring
Boys' JV Soccer	Boys' Varsity Basketball	Boys' Varsity Baseball
Boys' Varsity Soccer	Boys' JV Basketball	Boys' Varsity Lacrosse
Coed Varsity Soccer	Intramural Basketball	Girls' Varsity Lacrosse
Girls' Varsity Soccer	Girls' Varsity Basketball	Varsity Golf
Intramural Tennis	Boys' Varsity Hockey	Boys' Varsity Tennis
Varsity Volleyball	Boys' VB Hockey	Girls' Varsity Tennis
Community Outreach Team (C.O.T.)	Girls' Varsity Hockey	Girls' Varsity Softball
Yearbook	Girls' JV Hockey	Community Outreach Team (C.O.T.)
Intramural Golf	Swimming	Ultimate Frisbee
Outdoor Basketball	Recreational Skiing	Badminton
Outdoor Skills	General Exercise I	Hiking
Art Portfolio	General Exercise II	Triathlete Training
Ceramics	Yearbook	Outdoor Activities
Farm Service	Art Portfolio/Studio Art	Yearbook
Play	Sculpture	Art Portfolio
Play Tech	Mind, Body, Nutrition	Ceramics/Sculpture
A Capella	One Acts	A Capella
	Digital Media	Musical
	A Capella	Musical Tech
	Robotics	Model UN (Part-time only)
	Community Outreach Team (C.O.T.)	

These offerings change each season and include a variety of athletics, creative programs and activity groups. All questions about this program expectation should be directed to the Athletic Director or Director of Fine and Performing Arts. Please note that all students are required to participate in 2 team activities during each year of attendance.

Grading and Credits

The Winchendon School Collaboratives, Independent Projects, and Internships are graded, for-credit courses that appear on a student’s transcript alongside core-curriculum in classical academic disciplines such as math, science, and humanities.

1. 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 Director of Teaching and Learning. Parents are encouraged to contact the Director of Teaching and Learning or the Head of School about their student’s course selections.
2. Make-Up Work: Students may make up required courses at an accredited summer school or pre-approved alternate program.
 - The Director of Teaching and Learning must pre-approve alternate program.
 - The School will grant credit or advancement in a discipline for summer work at the discretion of the Director of Teaching and Learning.
3. Policy for classes completed after graduation: In the event that a student does not complete the coursework required to earn a diploma by the time of his/her scheduled graduation, or wishes to graduate before the year originally anticipated, he or she may take up to two course(s) at an accredited institution or online. These courses must be pre-approved by the Director of Teaching and Learning and must include an officially proctored final exam acceptable to The Winchendon School, again approved by the Director of Teaching and Learning. The coursework and the exam(s) must be completed by August 1 in the year of the original graduation date. A \$2500 fee per credit will be charged. If these conditions are not met, the student will be unable from that time on to receive a diploma from The Winchendon School. The student may request his/her transcripts be forwarded to another school that may grant a diploma upon completion of its requirements.

Transcripts:

Academic transcripts are the property of the School. They will be issued only with the permission of the Head of School. Official transcripts will not be released to students or parents/guardians. Overdue balances must be paid before transcripts will be issued. Transcripts should be formally requested in writing from the Registrar by emailing: registrar@winchendon.org. Due to the work required to process an official transcript request, please allow 7 - 10 business days for completion.

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	59.49-49.5

Effort Scale

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

3 - Excellent

2 - Meets Expectations

1 - Needs Improvement

Self-Reflection & Feedback

At Winchendon, we believe that regular and ongoing self-reflection is a critical element of students being able to achieve their greatest potential. We create time in each class each week for students to assess their progress and teachers will provide consistent feedback so that students know what to work on.

Daily Effort: Each day teachers can post feedback comments in an on-line grade book - with "1" representing "needs improvement", "2" meaning that you met expectations, and "3" reflecting great effort. Teachers will add notes to help provide guidance. This feedback is readily available to each students and the individuals teachers ans parents through the Winchendon Information System (WIS).

Examinations

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

Advanced Placement Courses

Students, with the permission of the Department Head and the Director of Teaching and Learning, may elect to take AP courses as a part of their course of study. A few guidelines are in place to support students as they are taking these courses. Students may not take more than 2 AP courses in a given year.

Students choosing to enroll in an AP course will take the AP exam; exceptions will only be allowed under extraordinary circumstances by the Director of Teaching and Learning. Teachers reserve the right to assign work over the summer, school breaks, and during ColLAB periods.

A teacher may determine that a student is not putting forth a consistent level of effort and therefore make a recommendation that the student is moved to another class, particularly during the drop/add time at the beginning of the year.

For students taking AP courses, the AP exam serves as their final exam grade. As a result, the final grade in an AP course will not be available until after the scores are received from the College Board in July. The following scale will be used at the end of the year in order to calculate the student's Semester 2 average:

Score	Grade	Score	Grade
5	A+	2	C-
4	A-	1	F
3	B		

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, every student is evaluated in five areas of school life and then assigned an overall Merit Category rating. The areas of evaluation are academic effort and attitude, dorm life and citizenship, and effort and attitude in extracurricular activities such as sports, arts and Service Learning. 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, whereas restrictions may be placed on the activities of those who display poor 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. 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.
- d. High Honor Roll students and Merit Category 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 PM-7:45 PM room inspection (except if they sign out overnight on a weekend and return late on Sunday night), but they may leave the dorm (with permission from dorm parent) any time after 7:45 PM. However, to minimize disruption of the study hall, students who leave the floor are required to return by 9:30 PM.
- e. 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 p.m. The student must indicate this plan on the weekend slip before he or she leaves campus. Honor Roll, High Honor Roll, and Merit Category privileges will be suspended or revoked if a student's effort or achievement grades deteriorate during a semester or if a student is placed on Dean's Warning or Probation for a violation of a major school rule.

National Honor Society (NHS) at The Winchendon School

The Winchendon School has its own chapter of the National Honor Society (NHS) on campus. The NHS website describes the society as the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Membership in the NHS provides allows additional opportunities to take on leadership roles in this internationally recognized organization. Additionally, national and international scholarships are available for students that go above and beyond in their NHS membership.

Candidates eligible for selection to this chapter must be members of the junior or senior class or be an eligible post-graduate. Rising juniors will be invited for candidacy the second semester of their sophomore year to begin their membership their junior year. Candidates must have been enrolled for a period of four semesters at The Winchendon School. In the case of one year seniors or postgraduates, the candidate must have been enrolled for a period equivalent to one semester at The Winchendon School. Candidates eligible for election to the chapter shall have a minimum cumulative grade point average of 3.5 GPA. Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on their service, leadership, and character. Both the GPA and good standing in all four pillars of NHS must be maintained to retain NHS membership.

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.

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.

CoLABorative Learning at The Winchendon School: Education Beyond the Classroom

Central to The Winchendon School academic experience are our ***CoLABorative Courses, **Independent Projects, and ***Internships**, 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 CoLAB 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 CoLAB terms, students meet with small project teams and faculty advisors to prepare for the work to be done during the CoLAB terms. The CoLAB 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 CoLAB period culminates in our Symposium, 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 apply for 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 soon follows.

***CoLLABorative Courses:** CoLLABorative courses can be best understood as teacher-led electives that culminate in interdisciplinary, immersive, collaborative presentations that emphasize hands-on and field-based study.

****Independent Projects:** Independent Projects are largely self-directed opportunities for students to design and execute projects in the areas and subjects that most interest them and in which they are most passionate. Prior to the CoLLABorative term that takes place at the end of each semester (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 must apply for permission and will work with peers pursuing similar internships and a faculty advisor to develop a strong foundation in that field, so as to better understand and capitalize on the upcoming experience. Often, internships during the academic year result in further opportunities during the summer while students are at home.

The Winchendon School Service Learning & Leadership Program

The Service Learning & Leadership program engages 100% of our students in developing themselves as successful and effective global citizens by collaborating with local and global communities to create a more equitable and sustainable world for all. Through making a tangible difference in our local communities, students develop many of the intangible essential character attributes encapsulated in TWS “Great Eight” that cannot be taught, but must be acquired through practice, including empathy, courage, responsibility and collaboration.

Engaging in year-long Community Initiatives, speaker series, workshops and leadership development opportunities, students explore critical local and global issues, participate in hands-on service with our “glocal” partners, and grow through purposeful reflection. Different from community service, Service Learning & Leadership is part of our academic program, is student led, and seeks to understand and address root causes of injustice through long term sustainable change rather than one-off volunteer experiences. All of our Community Initiatives are done mutually beneficial partnership with community organizations and citizens.

Throughout the year students meet once a week during the service-learning course block to investigate root causes of community problems, set goals, develop project proposals, create and manage budgets, and implement their initiatives in real time to make a real difference. Each student is given the opportunity to select their preference from twenty different Community Initiatives that are offered in the areas of ***Community Health, Youth Empowerment, Environmental Justice & Sustainability, Social & Economic Justice and Diversity Equity and Inclusion.***

Leading this entire process are Service Learning Leaders: fifty students who are selected to design and lead the Community Initiatives. The Service Learning Leaders receive leadership and facilitation training throughout the year in a one credit elective course.

The core values that shape our program and guide our work in supporting our community and students are:

- **Understanding before Action:** Understanding the community defined needs, researching root causes and symptoms of community issues, and investigating what is already being done.
- **Partnership not Pity:** Collaborating from a place of empathy and mutual respect with out community partners to support and empower them.
- **Process not Projects:** Fostering long-term change through Community Initiatives to create sustainable change
- **Student Voice, Choice & Leadership:** Engaging students in leadership trainings and opportunities to allow them to take the reins by selecting, designing, and implementing their Community Initiatives.
- **Disrupting Injustice:** Critically analyzing root causes of injustice and seeking to make profound changes in ourselves, our community, and our world.

Class Attendance, Punctuality, and Absences

Philosophical underpinnings

- Classes at The Winchendon School are defined as core courses, Service Learning, and ColLABs.
- Absences don't just affect the student who is missing class. Student absences have considerable impact on collaborative projects, teacher prep, labs, presentations, extended assignments - as well as the interruption of, and negative effects on, the student's learning and success.
- Often, catching the student up is more work for the teacher than the student, and it can add anxiety and undue pressure to the student's life.

Learning at The Winchendon School happens in many different ways each day in the classroom. Individual assignments and tests can be made up, but these represent only a portion of the way that students learn and are assessed. Much of the most important learning occurs through class interaction: group discussion, collaborative projects, labs, shared field experiences, and presentations. When a student is away for just a day, he/she misses a significant portion of that week's team opportunity for learning, growth, and progress, as well as disrupting other students' learning.

Bereavement Leave

The Director of Teaching and Learning will grant "bereavement leave" for the passing of or significant, hospitalized illness of an immediate family member.

Health Related Absences

Health Services must provide prior approval for excused absences for specific illnesses, unavoidable appointments and procedures. In both cases, either the Director of Teaching and Learning or Health Services must be contacted prior to the obligations being missed. In the case of illness for boarding students, students who are not feeling ill must report to Health Services prior to 7:45 AM or the absences

will be considered unexcused. Day student parents/guardians must contact Health Services before 7:45 AM if a day student will be missing school for the day.

Late to Class

A student arriving 15 minutes or less after the scheduled start of class is considered tardy. A student will receive an hour of Sunday Study Hall for the fourth tardy for the same class. Repeated tardiness will result in additional consequences to be determined by the Dean of Students.

Unexcused Absence

A student that is more than fifteen minutes late or does not have an acceptable excuse and misses class, will be considered unexcused and will receive two hours of Sunday Study Hall. All work due to be turned in or missed during the period is not eligible to get credit from the teacher. Four unexcused absences equals 1 week restriction to campus. Repeat offenders will face additional consequences as decided by the Dean of Students and Director of Teaching and Learning. If a student accumulates 10 unexcused absences in a semester, they will be placed on Dean's Warning. The individual could face dismissal.

Dismissal from Class

A student who is dismissed from a class for disrupting the learning process of others is charged with an unexcused absence. Any students dismissed from a class should see the Dean of Students, the Director of Teaching and Learning, or the Director of Curriculum immediately.

Accumulated Unexcused Absences

If a student receives ten (10) class absences on an unexcused basis during any semester, this will be considered a violation of a major school rule, the individual will be placed on final probation through the following term and would remain on specific probation for a second term. If the student is already on final probation or breaks another major school rule while on final probation, the individual would face dismissal.

Student Responsibilities for Absences

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

Parents/guardians are advised to consider carefully any request for absences from classes. The decision of the School in this regard is final. It is the parent/guardian's responsibility to contact the Director of Teaching and Learning to discuss the reason for any absence prior to the event.

Students are eligible for up to **seven (7) total absences** (single class) during each semester. After seven accumulated absences, the school reserves the right not to assign credit for the semester in that course.

CoLAB absences are a bit different in that class time is not on a regular rotation. Students that miss more than 25% of CoLAB class time may need to make up working another time period of complete another CoLAB. The school reserves the right not to assign credit for CoLABs.

Discretionary Absences

Possible Acceptable Reasons for Discretionary Absences:

1. Unavoidable family commitments (weddings, religious observances...)
2. Unavoidable appointments
3. Off-campus testing (SAT, TOEFL, other educational...) as approved by the
4. College visits* (Please see specific section on page 9 below.)
5. Athletic tournaments or art portfolio events* that can be demonstrated to have a clear potential impact on the student's opportunities for college placement.

*Any request for an excused absence for a discretionary absence falling into categories #4 and #5 above (or similar events) will require that the student be in "good academic standing." To be considered in "good academic standing," a student will have to meet the following requirements:

- 2.0 average for prior semester
- 2.0 average and no more than one "1" for effort during the two weeks leading up to departure or start of event/absence

A student will be disqualified from "good academic standing" and unable to request discretionary absences if he or she is not sustaining the requirements as outlined above.

Prior to departure, students must meet with the Director of Teaching and Learning to discuss their plan. This face to face meeting must happen before a Boardingware request can be approved.

In no case other than bereavement may any student receive an excused absence that will result in the student's missing a final assessment for the semester.

The School retains the sole authority to determine whether an absence is excused.

College and University Visits

We strongly encourage students to visit colleges only during vacations or on weekends. ***Please note that for the 2019-2020 year, specific breaks have been provided from October 4th–October 8th to visit colleges without missing commitments or incurring consequences for absences. This very important process should begin during the summer after the junior year.*** Any visit to a college resulting in a class absence must be pre-approved by both Director of College Counseling and the Director of Teaching and Learning, 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.

Vacation Departures and Returns

The Academic Calendar for the School is published well in advance and is available to parents/guardians and students (see reference on page 5). 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/guardians 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 may not be honored. We understand that this may be inconvenient, but we also consider it a necessity. Please see the section above for additional details on unexcused absences.

English-Only Policy

A primary goal of our international students is to gain proficiency in the English language. "English Only" is a requirement in all academic and co-curricular programs and in all key public areas (including the academic and dining commons, the main floor of Ford Hall, the new performance and lecture hall, all classroom buildings and athletic facilities, both indoors and out) from 8 AM to 5 PM during the school week. When students pass from one building to another during the academic day, they are permitted to speak their first language. On the weekends, students are free to speak their first language in all buildings without consequence. Violations could result in a potential disciplinary response.

What is Winch Skills and Habits 101?

Winch Skills and Habits 101 (WiSH101) is a workshop for all new underclassmen each fall. The once-a-week seminars introduce students quickly to our systems, tools, strategies, and habits that will help them be most successful and productive as a student at The Winchendon School. It can be a big jump moving to a new high school, and WiSH101 allows students to think about how things are going and ask questions in a supportive peer environment. The workshops may include the following topics:

- Accessing WIS - the Winchendon Information System where all assignments, grades and other important information resides
- Time and schedule management
- Making the best use of conference
- Advocacy - how to contact, talk, and work with your teachers - seeking help
- Organizing for study hall and other independent study
- Setting personal goals
- How best to leverage the powerful tools in Goggle Chrome and other widely used applications
- ColLABs - understanding the options and making the most of the opportunity
- Collaborating and tackling group projects - working effectively on teams
- Grit 2.0 - how to persevere and overcome obstacles
- Preparing for exams and other assessments

WiSH101 is the perfect place for new students to learn more about themselves and their new school. The class meets weekly for the first eight weeks of the year, and is specially designed in week 1 to promote bonding and becoming a support system for each other that spans outside of the class as well.

Academic Support — It starts with you, the student.

We believe an innovative education begins with the student. If you believe that you will benefit from more than the individualization inherent in our micro-classes and specially trained teachers, the guidance of your advisor, and normal evening study period, we offer the additional support of working with a Learning Advocate as well as an Evening Skills Program (ESP).

At Winchendon, we take a different approach to providing academic support compared to our peer schools. If you're looking for the "Learning Center" at The Winchendon School, you'll find it in every classroom and every dorm floor throughout the campus. Our Learning Center is intentionally spread throughout the campus (but yes, there is an Learning Center in Ford Hall). Faculty at The Winchendon School are purposely trained in teaching to a variety of learning styles. In this way students spend more time in the classroom.

It Starts With Your Blueprint For Success. In Learning Advocacy, you'll be paired with an academic coach (we say Learning Advocate) who will work with you to start developing your own distinctive Individual Success Plan. Your Learning Advocate will collaborate with other team members-including teachers, coaches, and mentors. Learning Advocacy builds upon your strengths. Our goal is to put you on track to independent performance.

A Partner In Learning. Your Learning Advocate is here to be sure you're on task and well organized. With you, your Advocate's goal is to assist you to develop the skills and processes that will work best for you. Time management, study skills, organization, and writing skills can all be nurtured, making you a more efficient learner. Your Learning Advocate will help you to internalize active reading and note taking strategies and help you prep for exams with a test-taking game plan. By partnering with your Learning Advocate, you'll develop the tools necessary to become a confident, independent learner moving you toward sustainable academic success.

How Often Will You Meet With Your Learning Advocate? That depends on your individual needs. You may meet with your Learning Advocate once a week, or it may be daily. And whether you are actually meeting or not, we can promise that your Advocate not only knows how you are doing all of the time, but is also communicating on your behalf with your teachers, coaches, and parents. Students often begin the program in their freshman or sophomore year at The Winchendon School. Learning Advocacy is built into your daily schedule. As you gain skills and confidence, you utilize fewer services. The fee for Learning Advocacy is determined by the amount of support needed taking into account your individual and family needs.

The School reserves the right to alter individual education plans to meet the curriculum and design needed at The Winchendon School.

Learning Advocacy Level

FOUNDATIONAL SUPPORT

Four class period meetings with the Learning Advocate per week. During admissions, a thorough review of previous school records and testing combined with parental input forms the basis of a tailored learning plan ensuring we have the full picture of each student as a whole person - where they need support, and how they learn. The student is assisted in identifying strengths and barriers to learning. Accommodations, learning strategies, and the communication plan are reviewed by parents, the student, and faculty. The student then begins with his/her **Individual Success Plan**. This is where most new participants begin.

INTERMEDIATE SUPPORT

Two class period meetings with your Learning Advocate per week. A modified continuation of Foundational Support for students who are mastering some skills, or for those who need ongoing scaffolding. For students entering the program at this level, an **Individual Success Plan** is developed after a review of the student's past performance. The plan is reviewed with the student and family then shared with the faculty, dorm parents, and coaches who work with the student.

TRANSITIONAL SUPPORT

A once a week class with the student's Learning Advocate, this level is for the student who can use assistance in planning and organizing time in a fast-paced environment. The Learning Advocate and the student collaborate, review past performance, and make updates to the **Individual Success Plan**. The Learning Advocate assists the student in identifying his/her personal learning style, developing and practicing weekly time management, and assists the student in practicing self-advocacy.

College Counseling

The College Counseling Program at The Winchendon School assists through the college process with the goal of students in gaining admission to colleges where they 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.

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:

- Individual guidance conferences for juniors, seniors, and post-graduates.
- Numerous on-campus meetings with representatives of a wide variety of colleges, as well as transportation to college fairs. Approximately ninety colleges visit the school annually.
- Academic transcripts to accompany all student applications.
- Supporting each student with a carefully written recommendation.
- Helping students prepare for, register for, and understand college admissions testing. We offer the ACT on campus and provide transportation to the SAT. The College Counseling office arranges reservations to take the TOEFL and provides transportation to the test. This policy benefits our students by providing validity of test scores. Students, with only rare exceptions, are required to take the TOEFL in the school-arranged setting.
- Counseling students on applying for need-based financial aid and merit-based scholarships.
- Assisting each student with the application process, from helping to understand on-line forms to giving editing advice for college essays.

In brief, here is a college counseling timetable:

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.

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.

JUNIOR YEAR: Students should continue to maintain good 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 Maia Learning, our college counseling software system. During the third trimester, each junior will spend at least one free period (as assigned) each week working with College Counseling. The goal in meeting weekly is to provide every junior with the opportunity to develop a list of colleges to research and visit in the spring and over the summer. Juniors should take the ACT in April and the SAT 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 applications materials. They should research and visit colleges, work on college essays, and prepare for college admissions testing.

SENIOR/PG 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, busy, 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, with many applying by the first major deadline, 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 beginning in October of the senior year and the CSS PROFILE form for those colleges that require it. During the fall and winter semesters, (until they have completed the process as stipulated by the Director of College Counseling), seniors and PGs will spend at least one free period (as assigned) each week working with College Counseling.

Throughout the process, it is vital for students to work hard academically, giving their very best effort and understand the emphasis colleges place on good grades.

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 confident that every student will have this opportunity.

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. Students need to be disciplined in the process and pay attention to announcements 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 our 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. All seniors and PGs 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. Students missing an appointment are expected to be proactive about seeing their counselor in order to set up an alternate time to meet.

Evening Skills Program

Whereas many students are comfortable studying independently during the day and the evening, a number of students recognize that they will benefit from having extra support during evening study hall. If you would benefit from any of the following:

- A distraction-free place to do your work
- Someone who can help you plan out your assignments
- A sounding board to help you get started - often a challenge for many of us
- Having an experienced teacher on hand to answer questions and provide guidance
- A person to help you establish priorities and strategies for assignments, projects and upcoming assessments
- Another set of eyes to help review your work when done and make sure that it is well organized before you submit it or present it to class

The Winchendon School's Evening Skills Program may be a good resource for you. In ESP, you will work in a small, quiet group setting with an experienced teacher for approximately one and three quarter hours each school night as you tackle that night's assignments and get ready for the week ahead. Your Evening Skills Coach will help you plot out your strategy for the evening, review feedback from your teachers, and make sure that you understand how to tackle assignments and projects. And, if you hit a roadblock in your work or something that you don't understand, your Evening Skills Coach will be there to help navigate around it. The goal for each student in the program is to progress to the point that extra support is no longer needed.

Is there extra cost to having an Evening Skills Coach and participating in the Evening Skills Program? Yes. Evening Skills Coaches provide special, individualized supports that are not available to all students. As with Learning Advocacy, the goal of the Evening Skills is to help you develop the skills and habits to work your way out of the program and to be studying independently as quickly as you are comfortable doing so. Many students achieve this after a year or two in the program.

Daily Schedule

MA Campus 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 - 7:45	Breakfast	Breakfast	Breakfast	Sleep	Breakfast
8:00 - 8:20	Advisor Meeting	Community Meeting	Advisor Meeting	Fac/Dept Meeting Breakfast	Community Meeting
8:25 - 9:20	A	F	D	8:00 - 9:15	E
9:25 - 10:40	B	G	E 9:25 - 10:20	A 9:30 - 10:45	9:25 - 10:20 CollAB Student Life
10:45 - 11:40	C	A	F 10:25 - 11:20	B 10:50 - 11:45	10:30 - 11:45 F
11:45 - 1:10	L1 11:45 - 12:15 D 12:15 - 1:10	L1 11:45 - 12:15 B 12:15 - 1:10	Service Learning 11:25 - 12:20	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 11:50 - 12:45 L2 12:45 - 1:15	G 11:45 - 12:40 L2 12:40 - 1:10
1:15 - 2:30	E	C	Games & Co-Curricular Programs	G	D
2:30 - 3:00	Conference	Conference 2:30 - 3:15		Conference 2:15 - 3:00	Conference
3:30 - 5:00	Co-Curricular Program-Block 1	Co-Curricular Program-Block 1		Co-Curricular Program-Block 1	Co-Curricular Program-Block 1
5:00 - 6:30	Co-Curricular Program-Block 2	Co-Curricular Program-Block 2		Co-Curricular Program-Block 2	Co-Curricular Program-Block 2
6:30 - 7:00	Dinner	Dinner	Dinner	Dinner	Dinner
7:30 - 10:00	In Dorm / SH	In Dorm / SH	In Dorm / SH	In Dorm / SH	No Study Hall
10:30	Lights Out	Lights Out	Lights Out	Lights Out	11:30 Lights Out

Daily Schedule

NYC Campus 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 - 10:30	A	Immersive 1	C	Immersive 2	ColLab
10:35 - 11:35	B	Immersive 2	D	Immersive 1	D
11:40 - 12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 1:30	C	Immersive 2	A	Immersive 1	A
1:35 - 2:35	D	Immersive 2	B	Immersive 1	B
2:40 - 4:00	Art/Projects/club (Required Exporatory)	Faculty Meeting/Speaker Series/Health & Wellness curriculum	Service Learning	Arts/Project/Club (Required Exporatory)	C 2:40 - 3:40
4:00 - 5:00	Conference	Conference	Conference	Conference	Conference & Housekeeping 3:45 - 5:00

Academic Integrity

Cheating, plagiarism, or any form of academic dishonesty is taken very seriously at The Winchendon School. The following are examples but are not all encompassing: sharing and copying homework assignments, bringing cheat sheets, failure to give proper and complete credit to any and all source material, misrepresentation of others' work as one's own, misuse of Google Translator, consulting phones, or copying from another student's work during assessments.

Academic Integrity Means:

- Doing your own thinking and writing on any assignment
- Completing your work carefully
- Citing all sources from which you took words, ideas, or graphics
- Not getting unauthorized help from a tutor, relative, friend or anyone else

Examples of academic integrity violations:

- Copying another student's work
- Sharing/Seeking information about a test with/from other students
- Working with other students on an assignment when not allowed
- Getting too much unauthorized help
- Claiming credit for group work when the work was done by others
- Talking during a test
- Using an electronic aid during a test
- Using a "cheat sheet" (notes) during a test
- Leaving a test to use the restroom to access notes or other help
- Looking at another student's paper during a test

Plagiarism Means:

- Intentionally or accidentally representing another's work or ideas as your own
- Using quotes, phrases, or ideas of another person without citation
- Buying papers online or from another source
- Giving your work to other to use
- Citing sources that you did not use
- Self-plagiarizing by resubmitting your own work from another class

DEPARTMENTS AND COURSES

Global Dynamics

Global Dynamics 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. In this double-block integrated course 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 haikus, and participate in Socratic seminars.

Global Dynamics Africa & The Middle East

2 Credits

Prerequisite: Global Dynamics Asia or equivalent

All humans trace their ultimate roots to the cradle of civilization, the Middle East and the African continent. In this double-block integrated course 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, resources, and other factors have played in these conflicts.

Global Dynamics 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 embedded 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 Electives

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.

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, and experience French, Irish, Russian, British, German, and Italian works.

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 placed on the development of excellent writing and communication skills.

20th Century Literature

1 Credit

Designed for the Level IV/Senior level English scholar and is centered on the study of more contemporary movements in literature and artistic expression. Students will read short stories, poetry, novels, and plays from some of the greatest authors of the past century. Reading works such as *Metamorphosis*, *Love in the Time of Cholera*, *A Portrait of the Artist as a Young Man* and several more, students will explore the ideas and identities that make up the 20th century experience. The course concentrates on critical thinking and reading skills, myriad

schools of literary criticism, and introductions to Film as Literature Critical Schools of Thought.

Transatlantic Literature

1 Credit

This course focuses on the complex relationships and power dynamics between the colonizer and the colonized, the destruction and incorporation of disparate cultures and religions, and how the mingled voices of the past continue to shape the present.

Cases in Global Dynamics

1 Credit

An interdisciplinary academic experience, this course analyzes globalization across time and place including the impact and intersection of cultural, social, and political perspectives. As a class for seniors and post-grads (PGs), the primary goal is to assist each student's development into a responsible and independent scholar, well prepared for the rigors and challenges of college and beyond. The structure of this class also supports this goal. Larger class environments are more indicative of college-level classes. While this class still maintains the Winchendon student-teacher ratio, Globalization classes are purposely two to three times the size of other typical Winchendon courses.

Foundational Courses for Students Studying English as a second language

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 begin to evaluate the reliability of their online resources with the RADAR (Relevant – Authority - Date - Appearance - Reason) technique.

Literature II

Reading

1 Credit

Prerequisite: Literature I or equivalent

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 continue 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

Prerequisite: Literature I or equivalent

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 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

Prerequisite: English 1 or equivalent

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

Prerequisite: English II or equivalent

In order to organize their thoughts into successful five-paragraph essays, students review sentences and varied paragraph structures, repeatedly practice creating thesis statements, develop supportive ideas and details, and learn to effectively conclude 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

Taken with English I & Literature I

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

Taken with English II & Literature II

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

Taken with English III & Literature III

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, 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

Can be taken concurrently with GD I

An intensive communication skills tutorial that purposefully aims to further develop student ability in public speaking and writing. The objective for the class is the student mastery of the English language. Designed to supplement the curriculum of Global Dynamics I, this course focuses on helping students become effective communicators— specifically with the skills of writing and speaking — in order to allow them to clearly convey their own thoughts to others. On a weekly basis, the students will learn, practice, and demonstrate the core skills of GD while focusing on topics revolving around current events, history, and literature in Asia (GD I).

Composition and Rhetoric II

1 English Credit

Can be taken concurrently with GD II

An intensive communication skills tutorial that purposefully aims to further develop student ability in public speaking and writing. The objective for the class is the student mastery of the English language. Designed to supplement the curriculum of Global Dynamics II (in C&R II), this course focuses on helping students become effective communicators— specifically with the skills of writing and speaking — in order to allow them to clearly convey

their own thoughts to others. On a weekly basis, the students will learn, practice, and demonstrate the core skills of GD while focusing on topics revolving around current events, history, and literature in Africa/the Middle East (GD II).

Composition and Rhetoric III

1 Credit

Can be taken concurrently with GD III

Designed to allow students to continue to refine their use of meta-cognitive reading strategies. Students will read nonfiction and informational texts, emphasizing the content of American literature and history, including understanding the structure of textbooks and digital print conventions, using literature and nonfiction to make relevant connections to current events, and using analysis and synthesis of ideas through written summaries, essays, journaling, and open response (Level 1, 2, 3 Questions).

Core Skills at appropriate GD curriculum levels: reading, writing (Artful Expression), grammar, reinforcement of vocabulary, public speaking, recitation, listening and speaking (Socratic Seminar) and textbook analysis.

Composition and Rhetoric IV

1 Credit

Can be taken concurrently GD IV

Introduces students to the various rhetorical strategies involved in Expository Writing, enabling them to express their opinions on societal issues through clear, convincing composition. Through studying various styles of authors via short stories, essays, and poetry, students learn to alter their compositions to fit their audience and purpose. Prewriting, brainstorming, citing sources, and annotations help students produce effective essays in a variety of styles. Special emphasis is made on development of sentence style through intense attention to syntax: varied sentence openings, word count, rhythm, and more

sophisticated use of grammar, including cumulatives.

Service Learning and Leadership

1 Credit

With permission of the instructor, Service Learning is a teaching and learning program 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: Algebra 1, teacher recommendation

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.

Algebra II Honors

1 Credit

Prerequisite: Algebra 1, teacher recommendation

Students will be expected to complete additional assignments, and projects to advance to Precalculus. 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, to calculating a smart financial future.

Geometry

1 Credit

Prerequisite: Algebra I, teacher recommendation

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

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 Honors

1 Credit

Prerequisite: Algebra II Honors or equivalent, teacher recommendation

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.

Discrete Math

1 Credit

Prerequisite: Algebra II or equivalent

Combinatorics is the art of counting possibilities: for instance, how many different ways are there to distribute 20 apples to 10 kids? Graph theory is the study of connected networks of objects. In Discrete Math, students will learn about many interesting topics within discrete math that have important applications to many areas of mathematics, computer science, economics, and business. This course will be taught emphasizing creative problem-solving as well as real-life applications. Topics include: basic probability, combinatorics, graph theory, matrices, analytic geometry, navigation, basic computer programming, and game theory.

Calculus

1 Credit

Prerequisite: Precalculus or equivalent

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.

Statistics

1 Credit

Prerequisite: Algebra II or 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.

Mathenomics

1 Credit

Prerequisite: Algebra II or 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.

AP Calculus (AB/BC)

1 Credit

Prerequisite: Precalculus Honors and teacher recommendation

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 anti derivatives (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.

AP Statistics

1 Credit

Prerequisite: Algebra II Honors and teacher recommendation

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.

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. This class is typically taken as students learn English as a second language.

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 or equivalent

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.

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.

Engineering 2

1 Credit

Prerequisite: Engineering 1 or equivalent

Engineering 2 is an extension of the foundations built in Engineering 1. We will focus on different types of engineering throughout the year and will use project-based learning to explore different laws of physics, from gravity and motion to specific principles. This is a hands-on course where students are expected to have a base knowledge of engineering, and their skills will be assessed through regular write-ups, lab reports, and presentations. Students will use technology and innovation to accomplish tasks and design their own inventions throughout the year.

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.

Astronomy

1 Credit

Prerequisites: Biology and Chemistry

Every civilization has studied the stars and tried to learn the reason for their complex behaviors. In this course, we

will investigate how ancient astronomers studied the universe and investigate the scientific principles that have helped to build the modern field of astronomy. This course will emphasize the history of our solar system, including our sun, planets, comets, and meteors and the basic physics that determine their positions in space. The prerequisites of life will also be discussed and applied to the many different planetary conditions within our solar system. We will cap our course by digging into modern astronomy including gravity waves, radio interferometry, and exoplanetary detection by multi-fractal spectral analysis. Throughout the year students will also be developing practical research skills including data analysis, experimental design, and scientific writing. Students will conduct a yearlong scientific research project and present their findings at a spring symposium. Students will also have access to cutting-edge research tools including 3d printers, digital telescopes, and robotics.

Psychology

1 Credit

Prerequisites: Biology and Chemistry

Most of society's challenging problems—including crime, poverty, prejudice, violence, and environmental sustainability—are related to human attitudes, values, and behavior. Psychological science, in collaboration with other scientific fields, informs our understanding of these problems and their solutions. Considering that psychology has the potential to benefit society and improve people's lives, an introduction to psychological science merits inclusion in the high school curriculum. Students may apply knowledge gained from an introductory psychology course to their daily lives. Psychology is defined as the scientific study of the mind and behavior. In this high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain

an understanding of the complexities and diversity of human thought and behavior.

AP Environmental Science

1 Credit

Prerequisites: Biology, Chemistry, Algebra II, and teacher recommendation

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 Physics 1

1 Credit

Prerequisites: Biology, Chemistry, Algebra II, teacher recommendation

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.

AP Biology

1 Credit

Prerequisites: Biology, Chemistry, and teacher recommendation

Given the speed with which scientific discoveries and research continuously expand scientific knowledge, many educators are faced with the challenge of balancing breadth of content coverage with depth of understanding. The revised AP Biology course addresses this challenge by shifting from a traditional “content coverage” model of instruction to one that focuses on enduring, conceptual

understandings and the content that supports them. This approach will enable students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of biology. To foster this deeper level of learning, the breadth of content coverage in AP Biology is defined in a way that distinguishes content essential to support the enduring understandings from the many examples or applications that can overburden the course. Illustrative examples are provided that offer teachers a variety of optional instructional contexts to help their students achieve deeper understanding. Additionally, content that is outside the scope of the course and exam is also identified.

AP Psychology

1 Credit

Prerequisites: Biology and Chemistry

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

Computer Science

Coding I

Computer Languages

½ Credit

The central goal of this one-semester 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

½ 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 this one-semester 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.

Game Design

½ Credit

Prerequisites: Coding I

This one-semester course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it's on to a series of increasingly challenging hands-on projects

that teach all the elements of successful game development. This course provides a solid foundation in the essentials of game design.

Application Development,

½ Credit

Prerequisites: Coding I

Have you ever wondered how all of those great 'apps' you download and use everyday are created? Does the idea of 'making' an app sound fun or perhaps difficult? Students will embark on an interactive learning journey where they will learn that it's not so difficult to make their own mobile apps, and they will understand the core functions that go into programming an application. They will learn how to develop apps without writing any code as well as basic programming concepts in this short but powerful course using a program called AppInventor2. They will follow text and video lessons to walk them through making simple computer apps. This is a visual and hands-on approach to computer programming. These invaluable skills will help ensure that students are ready not only for more advanced programming, but also for learning great strategies to problem-solve and share some real-world solutions with others.

Computer Science

1 Credit

This course introduces students to the concept of object-oriented programming. The basic and some advanced features of Java are studied including designing and building applications such as web applets. Core topics in the context of the Java programming language: fundamental data structures such as arrays and algorithms (especially those for sorting and searching) and the relationship between computer hardware and a compiled program. Much of the course is project based, with assignments stressing the design of classes and algorithms appropriate to a

problem. Students are also introduced to standard Java libraries and features such as error handling, threads, networking, and designing and building graphical user interface using Abstract Windows Toolkit (AWT) and Swing libraries.

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 online, 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 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 “rappe” 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 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 by 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 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 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.

AP French Language and Culture

1 Credit

Prerequisite: Current teacher recommendation or equivalent

The AP French Language and Culture

course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

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 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 semester 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 second semester 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 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 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 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 bimonthly basis. Students in Spanish V should have the ability to quickly conjugate verbs in a conversation without hesitation and feel confident about their pronunciation.

AP Spanish Language and Culture

1 Credit

Prerequisite: Current teacher recommendation or equivalent

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. In addition, the AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

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, 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 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.

Introduction to Theatre

½ Credit

This one-semester course teaches the basics of acting through the development and interpretation of a character using the body, voice, and imagination. Course work also includes the presentation of wide-ranging performance projects with emphasis on scene work. Memorization and careful, consistent collaboration will be expected of all students.

Acting I

½ Credit

Explore the magic of acting! This class is designed to introduce students to the entire dramatic work-shopping process. No prior experience needed. Through theatre games, activities, imaginative exercises and collaborative work with classmates, students will create original performance material. Units may include objective and actions, open scenes, monologue writing, scene writing, scene structure, short form improv and different acting methods and performance material. Units may include objective and actions, open scenes, monologue writing, scene writing, scene structure, short form improv and different acting methods.

Advanced Theatre

½ Credit

Prerequisite: Acting I or equivalent

This course will explore advanced dramatic structures, themes, and styles. Acting I is a Prerequisite for this course and it is recommended that students have prior drama or performance experience. Units may include script analysis, long form improv and acting through history. Students will be held to a high standard of both presentation and performance. An excellent choice for those interested in pursuing theatre at a college level.

Theatre History and Performance

½ Credit

This one-semester course allows students to explore and improve their performance techniques through the development and interpretation of character as a result of scene analysis. Reading assignments include a wide range of performance pieces from classical to modern. Students will develop an understanding of thousands of years of theatrical traditions and create personal preferences and connections.

Speech and Debate

½ Credit

This one-semester course covers a variety of styles of public speaking and formal debate. Through research and practice students will become familiar with different speeches and debate methods through instruction, research, and practice. Memorization and careful, consistent collaboration will be expected of all students.

Photography

½ Credit

A picture can say a thousand words. In this one-semester course, students learn the fundamental skills necessary to expose

and process negatives, print images, and bring a snap shot story to life. They also learn how to optimize aperture and shutter speed, and how these variables affect images. Finally, students will experiment with different contrast filters and burning/dodging techniques to produce the most expressive prints.

Film Making

½ Credit

In this one-semester course, students will challenge their knowledge of this medium and master the skills needed to make effective and engaging films. Students learn to direct, shoot and edit through hands-on training. They will learn how cinematic techniques significantly impact a viewer's perception. Mies-en-scene, camera movement, lighting, sound design, and editing are all ways to tell stories on screen.

Fine Art (Painting, Sculpture, Ceramics, Drawing, Printing)

½ Credit

Students will experiment with a range of media, including painting, drawing, sculpture, ceramics and printing, and will explore image-making and personal interpretation through both observation and imagination. In this one-semester course, students will develop studio habits and experience fundamentals of fine art.

Illustration and Sequential Art: Comic, Cartooning and Book Making

½ Credit

Students will learn the art of storytelling through sequential art. We will study the art of combining language and image and translating ideas in pictures as a communication tool. This course will include creating comic strips, storyboarding, cartooning, book making

and even puppet making! students will explore the works of famous illustrators, and comic artist, past and present. Through in-class demonstrations and studio work time, students will learn the art of illustration and how to develop concepts into visual images. They will have a comprehensive portfolio by the end of the term. Open to students of all artistic abilities.

Digital Image Creation: Stories Through Software

½ Credit

Learn to tell stories through images, footage, and animations. Students will learn to create across Photoshop, Premiere, and After Effects. No prior knowledge needed. All skill levels welcome. Each Student will develop their technical understanding in the Adobe suite. In a project based learning environment, students will hone their creativity and learn basic design principles, Through prototypes and lab work time, students will be given the opportunity to tell a story that speaks to them and will develop a refined piece (final project) by the end of the semester.

Hybrid Learning Consortium

The Winchendon School is part of 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. The Winchendon School students will benefit from this 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 are taught online with the Hybrid Learning Consortium (with support from The Winchendon School).

All course descriptions can be found on the Hybrid Learning Consortium's website:

www.hybridlearningconsortium.org

KEY CONTACTS

Admissions Office

Director of Admissions, John Toffey
Phone: 978-297-4476
Email: admissions@winchendon.org

Business Office

Phone: 978-297-7932
Email: dcatalano@winchendon.org

Health Services & Health Office

Director of Health Services, Marypat Velasco
Phone: 978-297-7916
Email: nurse@winchendon.org

Alumni & Parents

Kelly Desgroseilliers
Phone: 978-297-7919
Email: kdesgroseilliers@winchendon.org

College Counseling

Director of College Counseling,
Anthony Lambert
Phone: 978-297-7915
Email: tlambert@winchendon.org

Registrar

MJ Galat
Phone: 978-297-7901
Email: registrar@winchendon.org

Massachusetts

Emergency Contact

Before 10 PM: 978-297-1223
After 10 PM: 978-895-9579

Head of School

Laurie Lambert
Phone: 978-297-7902
Email: llambert@winchendon.org

Dean of Teaching and Learning

Kelly Harris
Phone: 978-297-7925
Email: kharris@winchendon.org

New York City

School Main Number

347-328-5653

Head of School

Sean Duncan
Phone: 347-328-5653
Email: sduncan@winchendon.org

Dean of Teaching and Learning

Jared Magee
Phone: 347-328-5653
Email: jmagee@winchendon.org



THE WINCHENDON SCHOOL

A better way to do high school - since 1926.