



ACADEMIC COURSE CATALOG

2022-2023



COURSES OF INSTRUCTION

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OUR MISSION

Walnut Hill School for the Arts educates and trains creative and intellectually curious young artists to make an enduring impact in the world.

OUR VALUES

COMMUNITY

At Walnut Hill School for the Arts, you are welcome as you are. Our strength as a community comes from the different people, places, and ideas that inform our work.

We strive to accept and celebrate each member's unique contributions, and we draw on our collective experiences in order to live as more compassionate global citizens.

CREATIVITY

We believe that art and creative thinking are essential to promoting a more tolerant, mindful, and beautiful world. We thrive on curiosity and discovering answers to questions that have not yet been asked. Through imagination, fresh ideas, and innovation, we push ourselves to think differently, embrace challenges, and try again.

EXCELLENCE

We strive toward excellence in everything we do. Excellence in any endeavor—artistic, academic, or personal—is not an end. It requires sustained effort, recognizes the possibility of failure, and encourages engagement with the ongoing process of achieving success.

GROWTH

Growth is an evolving process of awakening and renewal that happens when we are mindful of where we are and where we want to be. It requires self-awareness, resilience, and the courage to embrace the unfamiliar. This journey begins with the idea that we grow with every experience we encounter and the understanding that curiosity engenders lifelong learning.

RESPECT

Personal conduct and accountability are expressions of the esteem with which we hold ourselves and others. We act with integrity to cultivate an environment where we treat one another, our work, and our physical space with deep respect. At Walnut Hill, respect is maintained through trust, honesty, and mutual understanding.



ACADEMIC PROGRAM

The academic program at Walnut Hill School for the Arts is designed to leverage and foster the habits of a young artist's mind—careful observation, critical thinking, and a desire for deep and enduring understanding. Through a process-oriented approach that emphasizes hands-on and project-based learning, our comprehensive curriculum encourages students to recognize and value multiple perspectives and embrace complex challenges while gaining valuable context for their art-making and their growing appreciation of the world around them.

In accordance with the School's mission, the academic program teaches student-artists to observe closely, engage, persist, solve, create, and find their voices in the world. Core to our mission is building in our graduates:

HABITS OF ATTENTION AND PERCEPTION

Critical perception / reading / seeing

SKILLS OF ANALYSIS AND PROBLEM-SOLVING

Curiosity, pursuit, analysis, truth-seeking, problem-solving, drive, process

VOICE AND TOOLS OF EXPRESSION

Development of a strong and distinctive voice, and the skills of written and spoken expression—analytical, personal, and artistic

UNDERSTANDING OF THE WORLD

Natural systems and dynamics, and the history and culture of its people

All students commit to a full-time, college-preparatory curriculum, in addition to studies in their arts major. The academic schedule allows students to focus on fewer courses at a time, resulting in meaningful engagement with subject matter, promoting natural curiosity, and solidifying learning. Students master both the subject matter and the skills necessary for future academic success.

COURSE REGISTRATION

In addition to the courses and credits required for graduation, students are expected to complete the standard course sequences in each department or transfer equivalent credits via transcript from prior schools.

The courses in the standard sequences cannot be skipped, taken through our partnership with Global Online Academy (GOA), or taken for credit outside of Walnut Hill. Exceptions to these standard sequences require specific permission from the Director of Academic Studies.

Each April, all current students in grades 9, 10, and 11 meet with their advisors to plan their programs of study for the following year. Course choice for all students is dependent upon placement examination results and/or previous coursework.

DIPLOMA REQUIREMENTS

A minimum of 16 academic credits is required for graduation from Walnut Hill, with a minimum of four academic credits to be completed each year at the School in order for a student to be eligible to advance to the next grade level. Each semester-length academic course yields one academic credit. Each year-long math course yields one academic credit. Academic requirements are as follows:

ENGLISH

4 credits, one in each of four years
ELL students must take ENGLISH in addition to ELL classes

MATH

3 credits through MATH 2 or the equivalent

HISTORY

2 credits, one of which must be in United States (U.S.) History. Incoming students in grade 9 who are not enrolled in ELL courses are required to take THE EARLY MODERN WORLD.

SCIENCE

2 credits, which must be fulfilled through laboratory science courses (BIOLOGY, CHEMISTRY, PHYSICS, BIOLOGY 2, or CHEMISTRY 2)

WORLD LANGUAGES

3 credits in the same world language or equivalent*

*Walnut Hill welcomes students from all over the world and from many different school backgrounds. This means that students come to us with many variations in language learning and language credits. Incoming students with previous experience in French or Spanish are placed in language classes based on their previous grades and credits as well as written and oral placement tests. For specific World Language requirements for graduation, please refer to their department course offerings section.

MUSIC HISTORY and MUSIC THEORY confer one academic credit each upon completion. MUSIC THEORY classes may be repeated on the recommendation of the Music faculty. Repeated MUSIC THEORY classes do fulfill the Music Curriculum requirement, but do not receive any additional academic credit.

Students entering Walnut Hill from other secondary schools may have their prior credits applied toward Walnut Hill diploma requirements upon admission to the School, pending approval of the Director of Academic Studies.

A Walnut Hill diploma is awarded to students in good standing upon completion of a four-year high school program with at least the senior or postgraduate year being completed at Walnut Hill. Because of the unique nature of the arts program, enrolled students are not permitted to take semesters or years abroad or participate in other alternative programs during the academic year. A senior may not be permitted to graduate if they fail a course in their final semester or if they do not complete a minimum of four academic credits in their senior year.

POSTGRADUATES (PG)

As with all students at Walnut Hill, postgraduate students must complete a minimum of 4 academic credits, including English, in order to receive a diploma. PG Music students may count Music History and/or Music Theory toward fulfillment of this requirement, though they must still carry at least one academic course during the academic day. If an appropriate English or writing elective is available, PG students may apply it toward their English requirement.

GRADING

At Walnut Hill, grades are issued on a semester basis (January and June) for all courses except math. The Math Department will share interim grades in January, and final grades in June. The grading system is as follows:

| | | | |
|----|--------|-----|------------|
| A | 94-100 | D+ | 67-69 |
| A- | 90-93 | D | 64-66 |
| B+ | 87-89 | D- | 60-63 |
| B | 84-86 | F | BELOW 60 |
| B- | 80-83 | INC | INCOMPLETE |
| C+ | 77-79 | | |
| C | 74-76 | | |
| C- | 70-73 | | |



HUMANITIES

The mission of the Humanities Department is to teach skills and habits of attention, critical thinking, intellectual persistence, and reflection through careful reading and writing in the study of history and literature. In teaching these skills and habits, the department plays a central role in students' education as artists, as intellectuals, and as engaged citizens.

ENGLISH

ENGLISH 9—FRESHMAN WRITING & THINKING

We come to Walnut Hill to be meaning-makers. Creating art is one powerful way to make meaning. Just as important, we make meaning when we think critically about literature, art, and history. Doing this allows us to look within ourselves and beyond ourselves. This course aims to guide students in the patient crafting of precise observations on which to build inferences and arguable claims for fresh, persuasive analytical prose.

This course is for all freshmen not enrolled in ELL INTERMEDIATE.

ELL WRITING & THINKING

This course helps English Language Learners develop their skills as readers, writers, and critical thinkers while they build English language proficiency. By reading and discussing a variety of poems, stories, and other texts, students learn to use OIA (observation, inference, analysis) to think more deeply about texts, and they practice writing formally and informally in English.

This course is for students enrolled in ELL INTERMEDIATE.

ENGLISH 10—CREATIVITY, COMMUNITY, AND PLACE

We all come from different places. Whether these places are urban or rural, near Walnut Hill or far away, the places in which we've lived influence our identities, our thinking, and our art. In this course, as we study literature and develop our writing skills, we'll pay close attention to the ways in which place influences who we are, and who we will become. Along the way, we'll ask questions such as: How do the places in which we live shape our lives and our art? What does it mean to be displaced, and how does displacement impact experience? What types of places "delight" us, and how can we help create, sustain, and maintain those kinds of spaces?

This course is for new and returning students in grade 10 who are not enrolled in ELL INTERMEDIATE.

ENGLISH 11/12—UPPER-SCHOOL WRITING & THINKING

Through writing, discussion, and close examination of written and visual texts, this class exposes students to a diverse array of voices and explores the value of listening to other people's perspectives. The class presents a focused course of training and practice in the skills and habits of the department's core skills curriculum, including close reading, critical thinking, analytical writing, and reflection. The course aims to guide students in the patient crafting of precise observations on which to build inferences and arguable claims for fresh, persuasive analytical prose.

Incoming juniors and seniors must take ENGLISH 11/12—UPPER-SCHOOL WRITING & THINKING during their first year at Walnut Hill.



ENGLISH II—WRITING & EXPERIENCE

Stories are a way we present characters—real or imagined—to the world. And they are a way for readers to see the world through someone else’s eyes. Students in this course will explore texts that present a self. We’ll read and write nonfiction essays to explore how we can artfully tell our own stories. We’ll examine poems that present an experience (and create an experience for the reader). And we’ll encounter fiction to puzzle out the ways authors make imagined characters real. In this course, students will also gain more experience in applying the skills that lead to accomplished reading and writing: patient observation, careful drawing of inferences from observations, and thoughtful development of claims. We’ll end the semester by curating and revising collections of student writing. This course is designed for students returning to Walnut Hill in grade II.

Prerequisite: ENGLISH IO at Walnut Hill.

ENGLISH I2—ART & RESPONSE

How do artists respond to works of art? Students in ENGLISH I2 examine poetry, fiction, and drama as well as images and examples of their own art in order to explore this question. Writing is central to the course, not only as a means of communicating conclusions about a text, but also as an aid to their discoveries. Practicing skills they have obtained throughout their high school career, students complete assignments that call on them to think both critically and creatively.

Prerequisite: ENGLISH II or ENGLISH II/I2—UPPER-SCHOOL WRITING & THINKING

ENGLISH ELECTIVES

SENIOR SEMINAR IN LITERATURE (GRADE I2)

Students in the seminar engage in college-level literary discussion and analysis. Through their essays, collaborative projects, and a variety of other “experiments,” students explore how language creates meanings and how to best articulate an understanding in speech and writing.

The seminar is open to grade I2 students by application to the Humanities Department.

INTRODUCTION TO CREATIVE WRITING (ELECTIVE)

In this course, students will explore techniques for writing poetry and fiction. Creative assignments help the students expand their imaginations, discover a process of invention, shape an original voice, and tackle the discipline of revision. Through workshops, students will learn to respond critically to the work of others and apply feedback to their own work in healthy and productive ways. Additional coursework will include assigned readings and short responses. A commitment to active and thoughtful participation is essential for success in this course. No previous creative writing experience necessary!

This seminar is open to non-WFMA seniors. Sophomores and juniors may be allowed by permission of the Humanities Department. This course is limited to 14 students.

HISTORY

THE EARLY MODERN WORLD: ENCOUNTER & REVOLUTION, 1500-1800

Our contemporary challenges have roots in the encounters and revolutions of the early modern era. This course offers students an understanding of this era, including the origins, nature, and consequences of colonialism, mercantilism, ecological exchange, and political revolution. Writing is central to the work of the course, and students will practice historical writing, traditional historical research, and the skills of close textual observation and analysis.

Required for all grade 9 students

THE MODERN WORLD: INDUSTRIALIZATION AND THE RISE OF NATIONS, 1800-2000

We live in a world where governments and powerful corporations shape the lives of billions of people. Everyday items that we've come to rely on could be made on the other side of the globe. But how did this world come to be? In this course, students will explore the effects of colonialism, industrialization, globalism, nationalism, and socialism throughout the 19th and 20th centuries in order to better understand the forces that shape the world we live in. Our work includes examining primary sources in context, critiquing secondary sources, and collaborating on group presentations.

Recommended for all grade 10 students and open to grade 11 students by permission

U.S. HISTORY: THE EVOLUTION OF CULTURE AND IDENTITY IN AMERICA

How have American culture and identity been shaped through the years? Is there such a thing as a true American identity? In this course, students will explore these questions and the many dimensions of the American experience from the colonial period through the 20th century. Our studies of American identity will be richly informed by close readings of primary and secondary texts and careful attention to select images and films. This course is in the standard history sequence and is most often taken in grade 11.

This course fulfills the graduation requirement for U.S. History.

CREATING AMERICA: U.S. HISTORY FOR ELL STUDENTS

This course is designed for international students with little or no background in the history of the United States. Exploring essential questions, students will examine a range of factors that shaped America's economy, politics, and culture. In addition to providing a rich introduction to America's past, this course focuses on developing skills of reading comprehension, academic writing, and classroom participation that will support students as they pursue further study in mainstream English-speaking settings.

This course fulfills the graduation requirement for U.S. History.

HISTORY LAB

In this course, we'll explore the art and science of telling stories about the past. We will investigate texts and artifacts to discover what stories they can tell about the world. Finally, armed with key theories and tools of the historian, students will pursue individual historical research projects that matter most to them. Equal parts playful and rigorous, this course is for students excited to drive their own historical inquiry in a supportive environment.



HISTORY ELECTIVES

The following elective courses are open to all seniors, and to juniors by permission:

TWENTIETH-CENTURY U.S. HISTORY THROUGH ART AND MEDIA

How did Americans understand, shape, and participate in their society in the 20th century? Students in this course will examine 20th-century U.S. history through the lens of art and media, discovering how these reveal vital information about American culture across different decades. Careful consideration will be given to the power of the arts and the media to both influence and reflect upon social movements, politics, and the shaping of various American identities.

DEVELOPMENT AND GLOBAL JUSTICE

Global problems require global solutions. Disease, migration, climate change, institutional racism, ethnic violence, poverty, labor rights—we cannot address these issues, even at a local level, without some understanding of the deep patterns of economic, social, and political development that drive them.

In this course, students will choose a global justice issue as a focus and explore its origins, current dynamics, and potential solutions. This is not an economics course, but this course will empower students to view some of our world's most challenging global issues through an economic lens.

QUEER HISTORY IN THE 20TH AND 21ST CENTURIES IN AMERICA

This course centers voices from one of the communities often omitted from the story of U.S. history. Together, we will examine the Queer activist movements of the twentieth and twenty-first centuries as shaped by others such as the Civil Rights and Women's Movements, and as influences on our contemporary moment. We will explore the ways in which the Queer community has grown and has become internally fragmented—while at the same time contributing tremendously to the rich texture of the nation's cultural and political discourse.

Our work will include the study of primary and secondary documents, including essays, narratives, podcasts, and films. We will write our own stories of Queer American History steeped in research, and develop projects that celebrate and amplify the voices that have been silenced for too long.

MATH & SCIENCE

The mission of the Math & Science Department is to provide young artists with the skills and knowledge needed to be informed, numerate citizens, prepared to critically evaluate new ideas in a rapidly changing world. In math and science classes, students learn to effectively solve problems by examining the facts, choosing appropriate methods to find suitable solutions, and working collaboratively. Faculty strive to meet students where they are and help them to grow and improve by providing continual feedback and support.

MATH

MATH 1

This course covers the foundations for algebra, which include a study of the real number system and its properties as well as the operations on real numbers. Also included in this course are topics on solving equations and inequalities, proportions, percents, working with functions, right triangle geometry and trigonometry, and an introduction to linear functions. This course also includes solving systems of linear equations and inequalities, properties of exponents, and exponential functions. When time permits, the student will be introduced to polynomials, factoring, and quadratic functions.

MATH 2

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as transformations, linear systems, quadratic functions and equations, polynomials, and matrices. It also introduces geometric content such as quadrilaterals, circles, area, volume, and angle relationships. Technology will be used to introduce and expand upon the areas of study listed above. Use of computers and online graphing calculators will be incorporated into each chapter.

Prerequisite: MATH 1 or equivalent

MATH 3

This course is designed to build on the understanding of functions, sequences and series, and geometric concepts. It develops advanced algebra skills such as polynomials and polynomial functions, radical functions and rational exponents, exponential and logarithmic functions, rational functions, and sequences & series. This course explores the intricate links between these topics and geometric content such as quadrilaterals, area, volume, and angle relationships. Technology will be used to introduce and expand upon the areas of study listed above. Use of computers and online graphing calculators will be incorporated into each chapter.

Prerequisite: Completion of MATH 2 or equivalent with a grade of B or better

PRECALCULUS

This course provides foundational skills necessary for success in the Calculus course. It includes the study of basic functions, both algebraic and transcendental. The behavior of these functions is discussed in greater depth than encountered in prior courses. Students also complete a comprehensive study of trigonometry as part of the curriculum. Applications of the mathematics studied are seen throughout the course.

Prerequisite: Completion of MATH 3 or equivalent with a grade of B or better

CALCULUS

This course covers the foundations for calculus, which include studying the rate of change of quantities (which can be interpreted as slopes of curves) and the length, area, and volume of objects. This applied course includes a study of the limit as it pertains to functions, as well as the continuity theorems, and leads to the study of differentiation. The derivative is presented algebraically, geometrically, and numerically so that students can see how the various differentiation formulae are derived. These are then applied to polynomial, rational, implicit, exponential, trigonometric, and logarithmic functions in an effort to more deeply address their behavior. Application topics include using extrema to form accurate graphs, as well as numerous examples from science, business, and economics.

Students learn about integration and the area under a curve, following the Fundamental Theorem of Calculus. Students compute the antiderivatives of functions previously studied in differentiation and apply antidifferentiation to their study of areas of irregular regions, volume of solids of revolution, finding the average value of a function, and observing many applications to real-world phenomena. Riemann's sums and solids of rotations will also be covered.

Prerequisite: Completion of PRECALCULUS or equivalent with a grade of B or better

STATISTICS

This course is a practical hands-on approach to the study of statistics and probability. The topics include the use of Excel to construct graphs such as histograms, box plots, and scatter plots to display data, using numbers such as median, mean, and standard deviation to describe and evaluate data distributions. Students examine normal, binomial, and other distributions, as well as hypothesis testing and confidence intervals. They learn to estimate with confidence as well as to explore tests of significance, and to evaluate the validity of statistics contained within published reports. They calculate the probability of simple and compound events, and apply probability to real-world situations.

Prerequisite: MATH 2 or equivalent

MATH APPLICATIONS: FINANCE

This elective course is designed for juniors and seniors who have completed the math requirements through Math 2 and would like an additional course in math with applications in the real world. The goal is to help students gain mathematical literacy by showing them how mathematics can be applied to their lives in interesting, enjoyable, and meaningful ways. Topics include investing, accounting, and loans.

Prerequisite: MATH 2 or equivalent



BIOLOGY

BIOLOGY

Biology is an introductory laboratory science course exploring life and living systems. Although the course may be organized into discrete units of study such as cell biology, genetics, evolution, energy, and ecology, the overall goal of the course is to impart upon students an appreciation for the techniques and methods scientists use to observe and describe the natural world. This course is in the standard sequence for students in grade 9.

BIOLOGY 2: ANATOMY AND PHYSIOLOGY

This elective course expands students' knowledge and appreciation of the natural world through focus on the structures and functions of human physiology. Using the scientific method, lab activities, and dissection, we cover the structure and function of major systems of the body. In addition to a college-level approach to traditional topics, students research and discuss current medical topics, disease processes, and disorders.

Prerequisites: Completion of BIOLOGY and CHEMISTRY. It is recommended that students complete the standard sequence in science (BIOLOGY, CHEMISTRY, PHYSICS) before electing this class.

BIOLOGY 2: ENVIRONMENTAL SCIENCE

This elective course draws on students' prior knowledge of biology and chemistry to build a refined understanding of the Earth and its systems, including the geosphere, hydrosphere, atmosphere, and biosphere. Additional topics include ecology, energy, cycles, natural resources, global change, and our environmental future. The course links key social, political, and policy issues to the science that informs them. Students will be expected to perform labs, write papers, present projects, and read articles for this class, as well as journal, collaborate, and discuss environmental issues.

Prerequisites: Completion of BIOLOGY and CHEMISTRY. It is recommended that students complete the standard sequence in science (BIOLOGY, CHEMISTRY, PHYSICS) before electing this class.

BIOLOGY 2: FOOD SCIENCE

In this elective course, students explore the entire food cycle from the creation of food to its terminal state, building an understanding of how we perceive and interact with food as well as how it interacts with our bodies. The overall goal of the course is to empower students to be informed food consumers in both senses of the word—as buyers and as eaters.

Prerequisites: Completion of BIOLOGY and CHEMISTRY. It is recommended that students complete the standard sequence in science (BIOLOGY, CHEMISTRY, PHYSICS) before electing this class.

CHEMISTRY

CHEMISTRY

This course offers students a basic introduction to the study of matter. Major topics covered include the classification of matter, atomic structure, bonding, and chemical reactions. Students will perform approximately 30 laboratory experiments during the semester. They will also have the opportunity to collect and analyze the data for at least one experiment they design and implement. This course is in the standard science sequence and most often taken in grade 10.

Prerequisites: Completion of MATH I or equivalent and completion or concurrent enrollment in MATH 2 are recommended.



CHEMISTRY 2

This course offers students the opportunity for further study in chemistry beyond what is typically covered in the first-year course. Students in this class will explore topics from both a mathematical and a theoretical approach. The development and execution of experiments is central to the work of the course, as is the composition of comprehensive laboratory reports.

Prerequisites: Completion of CHEMISTRY and MATH 2 or equivalent. It is recommended that students complete the standard sequence in science (BIOLOGY, CHEMISTRY, PHYSICS) before electing this class.

PHYSICS

PHYSICS

This course introduces fundamental concepts in physics while developing in students the reasoning skills required to apply these concepts. Emphasis is placed on “discovering” the laws of physics using a hands-on approach. Physics will also introduce various forms of science writing, and enrolled students should feel comfortable composing a lab report. Course materials may cover the basics of Newtonian mechanics, work, energy, electricity and magnetism, and wave phenomena (including sound and light).

This course is in the standard science sequence and most often taken in grade 11. The concurrent enrollment in or prior completion of MATH 2 or equivalent is recommended.

WORLD LANGUAGES

The World Languages Department teaches language and encourages communication and cross-cultural exploration by celebrating language, culture, and personal growth. Through creative and rigorous instruction in a full-immersion environment, we prepare students to be empathetic and curious citizens of an increasingly small global community. The ELL program has the additional goal of providing a strong foundation of English language skills for the students' successful participation in the academic and arts programs.

Requirements for incoming grade 9 and 10 students:

- Complete 3 consecutive courses in the same world language.
- Complete at least FRENCH 3 or SPANISH 3.

Requirements for incoming grade 11 students:

- Students with no credits in language must complete 2 consecutive courses in either French or Spanish.
- Students with one credit in either French or Spanish must complete at least one additional course in the same language.
- Students with one credit in another language must complete two consecutive courses in either French or Spanish.
- Students with two or more consecutive credits in any language may take French or Spanish as an elective but are not required to do so.

Requirements for incoming grade 12 students:

- Students with no language credits or one credit in a language other than French or Spanish may apply to the Director of Academic Studies for special consideration.
- Students with one credit in French or Spanish must complete one additional course in the same language.
- Students with two or more consecutive credits in any language may take French or Spanish as an elective but are not required to do so.

REQUIREMENTS IN ENGLISH LANGUAGE LEARNING

All non-native English speakers are required to take an English Language Learning (ELL) placement test upon arrival at school. The test results, in conjunction with writing samples, interviews, and placement materials, determine placement in or out of the ELL program. ELL courses count toward Walnut Hill's four-year English graduation requirement.

Students placed in ELL Intermediate cannot have a grade placement higher than grade 11, as they must spend a majority of their academic time studying English in order to prepare for other coursework in the program. Between semesters, a student may be able to advance in their ELL level through a strong performance and with the recommendation of the department, the Director of Academic Studies, and the student's advisor.

Students who demonstrate appropriate skills in English and place out of the ELL program will take a regular grade-level English course as offered by the Humanities Department, and must also complete the World Language graduation requirement.

FRENCH AND SPANISH

FRENCH 1 / SPANISH 1

This introductory course is the first step into the world of language immersion classes at Walnut Hill. It is designed for students who have had little or no previous language experience. Upon completion of this course, students can hold basic conversations in the present tense on a wide variety of topics. Targeted readings and grammar exercises cement students' understanding of basic sentence structures and vocabulary.

FRENCH 2 / SPANISH 2

In this course, students continue to develop the four communication skills of speaking, listening, reading, and writing in the target language as they learn new verb tenses and begin expressing themselves in paragraphs. Students widen their vocabulary and knowledge of basic grammar structures through film and discussions. Students are encouraged to speak in more detail using short narratives in the present and past tenses. Students also begin to explore culture and history in more depth by reading simplified texts that highlight Francophone and Hispanic culture and that simultaneously grow students' linguistic skills.

FRENCH 3 / SPANISH 3

This course completes the study of the basics of the language and begins to focus on the more advanced study of the target language with particular attention to grammar, vocabulary growth, conversation, and reading comprehension. In this course, students transition from specially designed readings for students of French to authentic material. Students should be able to communicate effectively and creatively about the past, present, and future. Upon completion of this course, students will have fulfilled the Walnut Hill requirement in world languages.

FRENCH 4 / SPANISH 4

This elective course completes the study of the basics of the language and pushes students to increase their proficiency through the study of authentic literary texts and films. In addition to work that reinforces all of the basic grammatical elements of the language, the course engages students in work on ever more advanced linguistic constructions. The students will add to their foundation in the target language, and improve their ability to understand what they hear, to read fictional and nonfictional texts, and to express themselves in writing.

FRENCH 5 / SPANISH 5

This elective course pushes students to develop close reading and analytical skills through the study of modern literature and films in the target language. Themes studied may include, but are not limited to, societal dynamics and oppression, relationships, and social justice. This course also provides a review of grammar. Grammatical structures and vocabulary acquisition are developed through discussions, writing, and reading about literary works. Students are also required to work on their presentation skills, through the study and discussion of current events.

FRENCH 6 / SPANISH 6

Throughout this elective course, students learn to hone their critical thinking skills and analytical work through reading varied texts and through writing about literature, music, and film in the target language. Students also continue to engage with current events through presentations and debate.

ENGLISH LANGUAGE LEARNING

ELL INTERMEDIATE

This two-semester course focuses on building a strong foundation in grammar in order to improve overall English language skills. Through a series of intensive grammar exercises, vocabulary development, and writing practice, the students will become more proficient at producing a wider variety of language in both their speaking and their writing. Classroom tasks are designed to promote active language use through group work that requires collaboration and participation. Course materials include news articles, short stories, novels, and a variety of listening materials to promote better reading and aural comprehension.

ELL READING AND WRITING

Taken in conjunction with the ELL Intermediate course, this one-semester course is designed to build a strong foundation of English reading and writing skills necessary for future academic classes. Students will expand vocabulary use and progress from writing grammatically correct sentences to crafting structured paragraphs and essays. Additionally, they will read a variety of fiction and nonfiction. The goal of the class is to provide students with opportunities to further develop their reading and writing skills needed to comprehend material in higher-level courses.

ELL ADVANCED A

This one-semester course is designed to expand upon the skills and language proficiency acquired in previous studies and to further develop skills for academic expression in oral and written presentations. A particular emphasis is on academic writing and analysis, utilizing different artistic works, including novels, plays, articles, films, audio recordings, images, and personal interviews. Classroom tasks are designed to promote active use of the English language in small and large groups where students are expected to defend and challenge ideas meaningfully.

ELL ADVANCED B

This one-semester course is designed to continue the development of the reading and writing skills necessary for future mainstream academic classes. Students will learn to read and write in English in a more complete and nuanced way through intensive exercise in both areas. Students will acquire and be required to employ a wider array of grammatical concepts and vocabulary in order to broaden their expressions. Students will read English literature and develop close reading and analytical skills in order to be able to interpret increasingly complex texts and write about them. Students will concurrently take a mainstream English class.

GLOBAL ONLINE ACADEMY

Walnut Hill is a member of Global Online Academy (GOA), a consortium of more than 120 independent schools from around the world dedicated to creating and sharing high-quality online courses.

GOA expands academic elective offerings for our students. All GOA courses are taken for credit, which is granted from Walnut Hill. GOA courses are usually taken in place of a regular academic or elective course that Walnut Hill does not currently offer. Each online class is limited to 20 students, and the courses are predominantly taught by the faculty at GOA member schools.

GOA courses emphasize engagement, interaction, and collaboration among students and faculty. These electives create opportunities for students to share their local and personal perspectives on global issues through stimulating discussions, ongoing feedback, and thought-provoking coursework. Throughout each 14-week course, we expect students to commit an average of five to seven hours of study per week.

GOA is accredited by the New England Association of Schools and Colleges (NEASC) and the Western Association of Schools and Colleges (WASC). Please note that additional costs may apply for GOA coursework as outlined in the Student Handbook.

WALNUT HILL OFFICIAL POLICIES FOR GLOBAL ONLINE ACADEMY

To extend and enrich the Walnut Hill academic experience:

- WH seniors (sophomores, juniors, and postgraduates by permission of the Director of Academic Studies) may enroll in a GOA elective that isn't offered on campus.
- GOA courses count toward the requirement that students take a minimum of four academic courses in a year. Students may take no more than five courses at Walnut Hill each year. A GOA course may be taken in addition to these five, making six the maximum number of academic courses a student can take in a year.
- GOA courses and course grades will appear on Walnut Hill's official transcript, identified as GOA courses. GOA course grades will not be included in calculating student academic GPAs.
- All classes contain both synchronous and asynchronous components, giving students the opportunity to connect in real time while also providing them with the flexibility to work when and how they like. Students considering GOA courses should be prepared to manage this flexibility and the requirements of a GOA course on their own, while also upholding all Walnut Hill obligations.



NON-CREDIT-BEARING COURSES

FOUNDATIONS

During the fall semester, all freshmen are enrolled in a weekly workshop designed to support the transition to high school and acclimate first-year students to the Walnut Hill culture and intensive arts experience. The focus is on developing social and emotional skills, promoting personal well-being and responsibility, as well as making connections within the freshman class and the larger Walnut Hill community.

BRIDGE TO THE HILL

This seminar series provides an extended orientation program for all new international students. Students will meet weekly in small groups during their first semester to get to know the School and the local community better and to discuss issues of cultural adjustment. Topics will include practical information such as checking a bank account, setting up and checking voicemail, traveling alone safely, and completing a request to leave campus. Students will also discuss culturally specific information such as classroom and community expectations, approaches to health and wellness, navigating friendships, time management, self-care, and communication.



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PHOTOGRAPHY BY TOM KATES