Upper School Curriculum Guide
Grades 9-12

2025-2026

Middle and Upper School
11811 Olympic Boulevard
Los Angeles, CA 90064
(310) 478-7189

Wildwood School

Table of Contents

- Introduction 3
- Graduation Requirements 4
  - Course and Graduation Requirement Tracking Tool
- Adding/Dropping Courses 5
- Independent Study 6
- Honors and Advanced Studies 7
- Humanities 9
  - Humanities
  - Literature
  - History
- Mathematics 12
- Science 15
- World Languages 19
  - Mandarin
  - Spanish
- Institutes 22
- Electives 24
  - College-Prep Electives
  - Visual Arts Electives
  - Music and Performing Arts Electives
- Physical Education 31
  - Athletics
  - Fitness Training and Meditation
- Community Involvement and Internships 32
  - Community Involvement
  - Internships
  - International Community Involvement

Wildwood School cultivates reflective scholars, bold innovators and compassionate leaders equipped with the skills, ethics and inspiration to transform their world.

Upper School Curriculum: Introduction

Wildwood's upper school is the pinnacle of the K-12 journey, where knowledge gleaned throughout students' time at Wildwood is synthesized, and the resources and support provided throughout their time at Wildwood come together to successfully launch students into the world of higher education, careers, and life beyond.

Synthesizing Knowledge and Expertise

Essential questions spark dialogue that requires every student to think deeply and participate. Rather than accept one source as an answer, students approach learning through various lenses and perspectives, studying critical theory and conflicting primary sources, gathering their own data, and then comparing it to others. It's through original research and an interdisciplinary approach that they arrive not just at the answer, but their own understanding for why the answer is what it is, a destination that isn't reached via short answer or multiple choice.

Launching Prepared Graduates

Wildwood coaches students to become experts in their areas of interest and responsible for their intellectual and creative pursuits. The goal? Independent thinkers who know how to collaborate. Confident public speakers who are also good listeners. Each is prepared to take the next steps to college and life.

Wildwood's upper school curriculum engages maturing intellects with core courses and electives. Honors courses and advanced studies are offered for students who wish to pursue additional coursework areas of special interest and abilities, and further their academic record. Our Institutes and upper school arts and academic electives invite students to explore their creativity and nurture talents on campus and in the community.

Advisory meets three to four times per week throughout the upper school. Students also enjoy opportunities to build and strengthen relationships with peers on competitive sports teams, in the performing arts, social action clubs, and science clubs and competitions.

Upper school programs may include off-site internships and local and international community involvement, which test student initiative while engaging students in a variety of experiences beyond the classroom.

We invite you to read on and discover what Wildwood students and families know and expect: intellectual rigor and infinite doorways to knowledge and creativity for every mind.

Graduation Requirements

Upper school students are required to take a rigorous core curriculum of academic courses in Humanities, Literature, History, Mathematics, Science, World Languages, and Electives and Institutes to meet the requirements for graduation.

Humanities	2 years (9th and 10th grades)
Literature	2 years (11th and 12th grades)
History	2 years (11th and 12th grades)
Mathematics	3 years (including Geometry and Algebra 2)
Science	3 years (including Conceptual Physics and Biology)
World Languages	3 years (at least two years of the same language through Level 2)
Physical Education	1 year (9th grade)
Electives and Institutes	4 years (1 year must be a UC-approved Visual/Performing Arts)
Community Involvement/Internship	3 years (10th, 11th, and 12th grades)
Advisory	4 years

Required Course Load By Year

9th grade: (8 credits)	10th grade: (8 credits)	11th grade: (8 credits)	12th grade: (7-8 credits)
Humanities (2)	Humanities (2)	Literature (1)	Literature (1)
		Modern U.S. History (1)	Senior Seminar (1)
Mathematics (1)	Mathematics (1)	Mathematics (1)	Choice (1)*
Science (1)	Science (1)	Science (1)	Choice (1)*
World Language (1)	World Language (1)	World Language (1)	Choice (1)*
Elective or Institute (1)	Elective or Institute (1)	Elective or Institute (1)	Elective or Institute (1)
Physical Education (1)	Community Involvement (1)	Internship/Community Involvement (1)	Internship (1)
Advisory (1)	Advisory (1)	Advisory (1)	Advisory (1)

*NOTE: Seniors who have completed their graduation requirements for Mathematics, Science, and World Languages may choose to take a free period by dropping either Mathematics, Science, **or** World Language from their course of study. They must, however, maintain a minimum of seven credits, including World Literature, Senior Seminar, Elective or Institute, Advisory, and Internship completed either over the summer or during the school year. Decisions to drop academic courses should always be made in consultation with the college counselor and the director of upper school.

University of California Freshman Admission Requirements

All of our Humanities, Mathematics, Science, and World Languages courses as well as most of our Elective and Institute courses meet UC approval. Please visit the UC admission website for UC A-G Subject Requirements: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/.

Summer School and Courses Taken Outside of Wildwood

Students enrolled at Wildwood who are interested in taking courses at institutions outside of Wildwood may do so for enrichment purposes. Certain institutions (for example, community colleges) may require approval from the Director of Upper School before the student is allowed to enroll in the course. Such approval may take several weeks to obtain, so students and parents/guardians interested in this option should contact the Director of Upper School well in advance of any external deadlines.

Summer School courses and courses taken at institutions outside of Wildwood:

- Are not included in the Wildwood transcript
- Are not reflected in the student's Wildwood GPA
- Do not fulfill Wildwood graduation requirements
- Do not reduce the minimum number of required courses at Wildwood each year
- Do not allow a student to skip a Wildwood course in a particular course sequence

In very rare circumstances, a student may need to complete a graduation requirement at an institution outside of Wildwood. In such circumstances, special approval must be sought and obtained from the Director of Upper School prior to the student's enrollment in the course. Special approval is contingent upon the following:

- The purpose of completing a graduation requirement outside of Wildwood.
    - Please note that students cannot take outside courses to skip a Wildwood course in a particular sequence or to reduce the minimum number of required courses at Wildwood each year unless approved by the Division Director.
- The course must be offered by an accredited institution (not a curriculum publisher).
- The course must offer a year-long credit.

If special approval is granted, the student also must provide Wildwood School with a transcript from the outside institution confirming the student's successful completion of the course. Without a transcript, Wildwood will not consider the graduation requirement completed. Special approval is a lengthy process, so students and parents/guardians interested in this option should contact the Director of Upper School well in advance of any external deadlines.

Course and Graduation Requirement Tracker

This document is a tool to help students plan their course progression over their time in upper school (grades 9-12). The tracker outlines Wildwood's graduation requirements for each major subject area, and includes spaces to note electives, P.E./athletics, Community Involvement, internships, and Advisory. Students also have space to include the activities they participate in outside of Wildwood so that they have a holistic view of the learning lives each year so they can seek to maximize and balance their experiences. Students are encouraged to consult with their advisor and college counselor as they register for courses each spring so that they meet graduation requirements, can explore passions and areas of interest, and prepare to apply to/attend college or university.

Adding/Dropping Courses

The student may request to add or drop a course for a limited number of days at the beginning of the school year. The Upper School Course Change Request Form (available in August) will be used when adding/dropping elective courses and changing a course from Honors to core.

Course changes from core to Honors can only be completed by the teacher of the course. Please see the teacher to make a change from core to Honors.

Requests to add or drop a course may be made for the following reasons:

- Graduation requirements
- Gaps in the required course load
- Correction due to system errors
- Level placement for Mathematics, Science, or World Languages
    - Note: Level placement is contingent on departmental approval, placement diagnostic, completion of prerequisite courses, and/or space in the other level class.
- Desire to take a different elective or join an Institute

Requests to add or drop a course cannot be made for the following reasons:

- Requests for a specific teacher
- Requests for a specific block or section
- Requests for a class with specific peer

Open Add/Drop Period: Up to end of week 3 of the school year

During this period, the student may request to add or drop courses in their schedule without impact to their transcript. Any course that has been dropped or swapped will not appear on the student's transcript; no credit towards graduation will be awarded for the dropped or swapped course; the dropped or swapped course will not be included in the calculation of the student's overall GPA translation. The open period is the only time during the school year when a student may add a new course to their schedule. **Honors Exception:** Students enrolled in an Honors course may request to drop Honors and return to core without penalty through the end of Week 5.

Late Drop Period: Week 4 to end of week 12 of the school year

During this period, the student may request to drop a course in their schedule with some impact to their transcript. The dropped course will remain on the student's transcript with a "W" (Withdrawn); no credit towards graduation will be awarded for the dropped course; the dropped course will not be included in the calculation of the student's overall GPA. **Honors Exception:** Students enrolled in an Honors course may request to drop Honors and return to core without penalty through the end of Week 5.

Week 13 and On

After the Late Period closes at the end of Week 12, no courses may be dropped. The school may make exceptions in the following circumstances:

- Extended illness or injury resulting in medical leave from school
- Appropriate placement of new students

Students are encouraged to consider schedule changes carefully. Changes may not be reversed after they have been finalized or may require shifts in the student's other classes to different sections/blocks and/or different teachers. Additionally, the student is responsible for completing work assigned before their arrival in the new class.

Independent Study

An independent study at Wildwood School is intended to allow a 12th-grade student the opportunity to pursue an area of interest in greater depth or detail than the curriculum currently provides.

The independent study is formally proposed by the student with oversight by a current Wildwood faculty member or administrator with experience in the proposed field of study who is willing to serve as the independent study supervisor. If approved, the student will be expected to design a comprehensive outline of the study, including a bibliography of readings and sources, units of study, a schedule of meetings with the study's supervisor, a culminating project that synthesizes the learning of the year, and a minimum of six clearly-defined standards by which the student's work will be assessed. Like other courses at Wildwood, the mastery levels in the course standards are converted to letter grades at the end of the year that appear on the student's transcript.

An independent study may be proposed under the following circumstances:

- The student is a rising 12th grader with a demonstrated ability and/or investment in the proposed field of study as well as demonstrated strengths in time management, collaboration, and independence.
- No other courses or Institutes afford the student a comparable opportunity for depth or focus of study.
- The independent study identifies a current Wildwood faculty member or administrator with experience in the proposed field of study who has approved the student's proposal and is willing to serve as the year-long independent study supervisor and assessor.
- The independent study is intended to satisfy the elective graduation requirement for 12th grade and does not replace a Humanities, Mathematics, Science, or World Language requirement.

The Director of Upper School will make a decision on approving the proposal based on input from the independent study supervisor and the relevant Department Team Leader.

Rising 12th graders interested in proposing an independent study are strongly encouraged to carefully read the Independent Study Overview and Process Document and submit the proposal to the Director of Upper School no later than the third Friday of April.

Honors and Advanced Studies

Honors Program

The Honors program challenges students with passion for and strengths in a subject to go deeper with their work and their thinking. Honors students engage with more sophisticated material and concepts, work on more complex assignments, and are challenged to demonstrate greater independence and responsibility for their learning. Honors courses are embedded within core sections, which allow opportunities for diverse perspectives and opportunities for leadership and differentiated learning experiences. Students who choose Honors-level work receive honors designation on their transcripts. Honors-level classes are noted with the course descriptions.

Students apply for Honors enrollment at the beginning of the school year and usually after completing required additional Honors summer work. With their teacher's approval, they are then enrolled in that Honors course on a temporary basis. Permanent enrollment in Honors course(s) is determined by the student's demonstration of growth in Honors course standards and skills, the student's desire to remain in the honors course(s), and the teacher's approval of the student's honors course enrollment.

Students may drop Honors without impact to their transcript through the end of week 5 of the school year. Students may drop Honors with some impact to their transcript between the start of week 5 and the end of week 12. When the honors course is dropped at the start of week 5 through the end of week 12, the honors course will remain on the student's transcript with a "W" (Withdrawn); no credit towards graduation will be awarded for the dropped course; the dropped course will not be included in the calculation of the student's overall GPA. Students may not drop Honors courses from the start of week 13 and forward into the school year.

Advanced Studies

Several of our highest level courses are advanced studies, with students engaging with college-level material. These courses do not offer Honors options but are marked on the transcript as advanced with an asterisk. (*)

Humanities

The Humanities department encompasses three interconnected but distinct areas of study: Humanities, Literature, and History.

Ninth and 10th grade Humanities courses are designed to bring historic time and place to life through literature and the arts. A strong social-justice component is highlighted as students begin to wrestle with issues beyond their daily lives and lean into the complex adult world. Students often work in small cooperative groups to exchange ideas, peer edit, and debate and discuss critical ideas.

After 10th grade, Humanities classes split into separate literature and history courses to allow students to fine tune discipline-specific skills.

The senior history class provides students with an opportunity to choose between four seminar classes focusing on a particular area of social science including global environmental change and policy, philosophy, ethics and law, politics and government, and media, culture, and society.

Courses such as Creative Writing, Cinema, and Law do not meet the Humanities requirement but do meet the electives requirement.

HUMANITIES

Humanities 9: Global Change and the Modern World (9th grade)

Prerequisite: N/A
Honors Option: Yes
Global Change and the Modern World is an interdisciplinary Humanities course connecting literature and history. Through the exploration of historical events that resulted in global paradigm shifts, this course seeks to address the year-long essential question: "What does it mean to be human in a changing world?" Students will develop tools to critically evaluate historical events and engage with literature, arts, and philosophy to better understand their impacts on current systems, social structures, and challenges. Major texts include Marjane Satrapi's *Persepolis*, Mary Shelley's *Frankenstein,* Jamaica Kincaid's *A Small Place*, and student-selected world literature pieces during our study of colonialism and World War II. The discussion and project-based curriculum focuses on developing reading, writing, research, presentation, and analytical skills and is designed to cultivate reflective thinkers and actors ready to meet the complex challenges of today.

Humanities 10: American Experience (10th grade)

Prerequisite: Humanities 9
Honors Option: Yes
Through an analysis of the essential question "What does it mean to be an 'American'?" students launch into a year-long inquiry through American history and literature, which includes reading novels, poetry, plays, essays, and primary and secondary historical texts. Students consider how the struggle for power and aspiration for rights has shaped the American experience since the founding era. Student projects, essays, and seminar discussions illuminate core questions that impact American lives and shape our collective past. Readings include chapters from Stanford's "Massively Open Collaborative US History Textbook," *American Yawp*, the classic American novel *The Great Gatsby* by F. Scott Fitzgerald, and the contemporary works *There There* by Tommy Orange and *The Piano Lesson* by August Wilson.

LITERATURE

Stories & Self: Global Identities and Perspectives (formerly Modern American Literature) (11th grade)

Prerequisite: Humanities 10
Honors Option: Yes
Eleventh grade literature invites students to consider how narrative both expresses and shapes identity. Exploring perspectives ranging from rural 20th century Ohio from Toni Morrison to Haruki Murakami's portrayal of contemporary Tokyo, students will encounter a wide range of experiences that address the intersections of numerous markers of identity, including gender, class, immigration and refugee status, race, queerness, and nationality, among others. Throughout these stories by U.S. and international authors, what is universal is the relationships people build with family, friends, partners, their communities, and themselves. Foundational to this work is an understanding of our own identities and positionalities and how those factors contribute to the way we each "show up"—whether that is when we are approaching a text or the way that we approach one another and the wider world. Using a variety of critical lenses, we will analyze literature through discussions, writings, and projects. Texts include novels, short stories, plays, poems, and essays from primarily contemporary voices offering global perspectives. This course also asks students to consider what it means to be a critical consumer of media in the 21st century.

World Literature (12th grade)

Prerequisite: Literature: Modern American Literature
Honors Option: Yes

World Literature: Ancient to Modern Classics tackles one essential question: How can we interpret meaning in literature on its own terms, in dialogue with a text? Students explore the epic, lyric, and tragic modes across a wide range of texts from the earliest recorded imaginative chronicles to modern classics and contemporary global fiction. The goal is to encourage students to set aside the notion that texts reflect the lived experiences of their authors or should be read with our own interests, priorities, and personalities in mind; instead, we approach the structures, designs, and themes of these texts as a dynamic, multi-voiced dialogue, celebrating the interaction of complex ideas and perspectives across time and space. Students first build their "literary competence" by reading Homer's *Odyssey*, Sophocles' *Antigone,* and excerpts from Dante's *Inferno*. They then spend time with texts from the 19th and 20th centuries that question the construction and deconstruction of the modern subject. Key skills to be honed include close reading and critical thinking as practiced in daily seminar discussions and captured in analytical writing. Students electing the "honors" option will read additional critical and theoretical scholarly sources in conversation with the core texts.

HISTORY

Modern U.S. History (11th grade)

Prerequisite: Humanities: American Experience
Honors Option: Yes

Beginning with the essential question "How does the past influence the present?" Modern U.S. History (MUSH) students read, discuss, and interpret primary documents. Units include the post-WWII world exploring political and military history, social history from the 1960s to 2000, civil rights, and economics. Units culminate in projects that range from the creation of a comic book, a video documentary, research-based writing, and a talk show. Daily writing informs multiple perspectives which lead to student understanding of historical thinking skills like chronological reasoning, cause-and-effect relationships, analyzing documents to make and support arguments, and synthesis.

Senior Seminar (12th grade)

Prerequisite: Modern U.S. History
Honors Option: No
Students explore multiple perspectives, clarify their thinking through reading, research, and class discourse with the aim of creating evidence-based solutions to local and global problems. The course emphasizes critical reading and writing, Socratic discussions, independent research, and oral and multimedia presentation. Students will apply all these methods to daily coursework and activities and a year-long project that engages them in searching for solutions to real-world problems. The separate student-selected sections of Senior Seminar, while retaining the same emphases listed above, investigates the world through four different lenses. Students in different sections have structured exchanges and interactions with students in other sections to share their different perspectives and learnings. These offerings may change, depending on personnel shifts.

- **Global Environmental Change and Policy**
  The Global Environmental Change and Policy Senior Seminar will aim to explore the interconnectedness of complex, multi-dimensional environmental issues plaguing our planet. Many of the topics and questions being explored do not have simple solutions and this will allow students to gain a new perspective on the difficulties that scientists, politicians and environmentalists encounter when attempting to induce positive change in the world. Students will also explore the moral and ethical dilemmas that often hinder progress and change. This course follows a path of student-led direction and therefore topics of study are generally dictated by the choices you make as seminar leaders.

- **Media, Culture, and Society**
  This Senior Seminar synthesizes essential concepts from sociology and anthropology to understand how societies both create and are shaped by their popular and material cultures, including film, television, music, gaming, social media, fashion, and personal technology. Students will use critical theories to curate seminars and write and present arguments about the influence of popular and material culture on important contemporary national and global issues—and vice versa.

- **Philosophy, Ethics, and Law**
  Everything done in Philosophy, Ethics, and Law, or PEL, is done for the love of wisdom. But what does that mean specifically? Poetically, PEL follows the dictum: Observe the Outer Radiance and Contemplate the Inner Marvel. More technically, the word “philosophy” derives from the Greek words “philo” and “sophia.” “Philo” means “love” and “sophia” means “wisdom.” Thus, “philosophy” means “love of wisdom.” And, like all true love, love doesn’t imply possession here. The philosopher doesn’t possess wisdom. The philosopher loves wisdom. This means that the philosopher is curious about and open to the varieties of philosophical experience or, in other words, the multifarious wisdoms that have been thought, spoken, and written throughout human history.

  Accordingly, PEL proceeds historically to consider hunter-gatherer societies, ancient civilizations, modern states, and the contemporary globally connected world, studying the cultures and systems they have developed. Thus, we will read thinkers ranging from Lao-Tzu to Confucius to Gautama to Plato to Hobbes to Marx to Nietzsche to de Beauvoir to MacKinnon to Sen to Anderson to Zizek. Along the way, the course will cover essential skills, concepts, and areas of philosophy, such as conceptual analysis and logical argumentation, subjectivity, objectivity, and intersubjectivity, and ontology, epistemology, ethics, and aesthetics.

  Students will select the topics and readings for projects and papers. A primary goal of the course will be to write an academic paper, give a presentation on it, and lead a seminar related to it. Finally, the course employs a variety of seminar forms, from small-group to large-group, from

topic-directed to open discussion, and from student-led to leaderless. By the end of the course, the student will be prepared to take a college-level seminar and engage in informed and meaningful discussions in the discipline of philosophy.

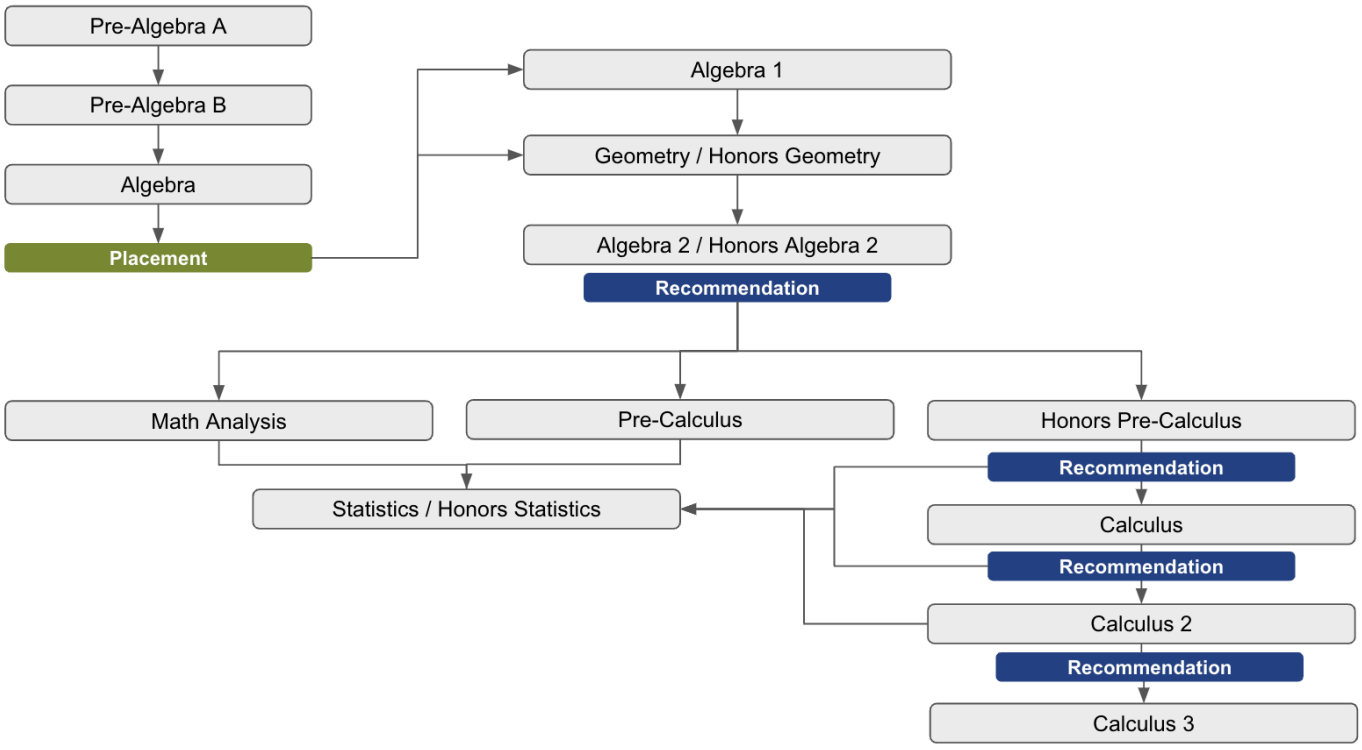
Mathematics

The upper school math program moves sequentially, from geometry to advanced algebra and through calculus courses. Students progress through the program based on their mastery of skills and individual strengths. Through direct instruction and cooperative group work, students are guided in creative problem-solving and finding multiple means to solve problems. Technology is integrated throughout, including Geometer's Sketchpad, Microsoft Graph, and programmable calculators. Students gain confidence by mastering concepts through multiple forms of assessment, including peer and teacher feedback, demonstrations of knowledge, and projects.

Math classes emphasize investigations of concepts that range from two-column proofs in geometry to trigonometric relationships of triangles and single-variable calculus problems. Students learn through experiential activities. Working in small groups, students create business profit models with statistical theories and construct the face of a working clock. Project-based learning provides real-world connections to the abstract concepts of Pre-Calculus and Math Analysis. From there, more advanced mathematics courses include Statistics, Calculus, Calculus 2, and Calculus 3.

A minimum of three (3) years of Mathematics are required to graduate from Wildwood School, including Geometry and Algebra 2. After Algebra 2, students enroll in higher mathematics courses based on interest, skill level, successful completion of prerequisite courses, and teacher recommendation. Placement for rising 9th graders is determined by a placement diagnostic and teacher recommendation. Note: many 12th graders choose to take a fourth math course in their senior year. Decisions about continuing in math should be guided by the student's interest and strengths as well as future college or professional plans.

UPPER SCHOOL MATHEMATICS COURSE PROGRESSION



Algebra 1

Prerequisites: N/A
Honors Option: No
This course builds on foundations students have to evaluate expressions, combine like terms, use order of operations, and solve multiple-step equations to interpret patterns in tables and graphs. Working with slope intercept and standard forms of lines, students graph lines from an equation. Students demonstrate dexterity in writing equations. Students explore multiple algebraic methods to solve systems of equations. Students learn the basic rules of exponents and of exponential functions. Working with polynomials and quadratics, students gain confidence in multiplying binomials and factoring quadratic equations. Finally, students learn to write an equation from the graph of a parabola.

Geometry

Prerequisite: Algebra 1
Honors Option: Yes
Students will investigate logical proofs and critical thinking when solving problems or evaluating arguments. Geometry provides the necessary mathematical tools for complex reasoning and solving problems in the sciences, technology, engineering, and many skilled trades and professions. Geometry includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulatives, such as a compass and straightedge, to discover and explain much of the course content.

Algebra 2

Prerequisite: Geometry
Honors Option: Yes
Algebra 2 builds on the skills acquired in Algebra 1 and Geometry and prepares students for either Math Analysis or Pre-Calculus. Functions and the use of geometric transformations (reflections, rotations, scale changes, and translations) to relate algebraic and geometric concepts are core components of this course. Transformations are emphasized for the creation of polynomial, rational, exponential, and logarithmic functions. Students will discover how to construct and algebraically manipulate linear, quadratic, and higher degree polynomials in order to develop insight into the key features of these functions, such as finding their x and y-intercepts, minimums and maximums, and end behavior. Students will discover complex numbers through an introduction to polar coordinates, the unit circle, and trigonometry in order to find and understand the complex solutions to higher order polynomials. Students will also explore key features of rational and transcendental functions, such as asymptotes, as well as the concept of a limit and infinity. The use of technology, especially online graphing utilities and graphing calculators, is integrated throughout the course to promote a greater understanding of all the course topics. Students will complete this course having gained mastery and mathematical depth over intermediate to advanced algebraic concepts.

Math Analysis

Prerequisite: Algebra 2
Honors Option: No
Math Analysis builds on the skills acquired in Algebra 2 (and overlaps with Pre-Calculus content) in order to prepare students for understanding the applications of the mathematics they have learned thus far in high school. The course starts with a continuation of the work in Algebra 2 on exponential and logarithmic functions and uses them to explore the mathematics of finance or statistics. Functions and the use of geometric transformations (reflections, rotations, scale changes, and translations) to relate algebraic and geometric concepts are also continued from Algebra 2. Students will construct and

algebraically manipulate more complex linear, quadratic, and higher degree polynomials in order to develop deeper insight into the key features of these functions. Students will study in-depth trigonometric topics such as the unit circle, conic sections, polar coordinates, vectors, and parametric equations. In addition, we will explore sequences and series, limits, the foundations of the derivative, and extrema. Students successfully completing this class will have gained mastery and mathematical depth over many of the topics required for an understanding of how mathematics applies to real-world situations.

Pre-Calculus

Prerequisite: Algebra 2
Honors Option: Yes
Pre-Calculus focuses on the study of functions in preparation for Calculus. Students rigorously examine and analyze a variety of functions — conic sections, exponential, logarithmic, and trigonometric — and their properties, graphs, algebra, and applications. The course places equal emphasis on theoretical (proofs) and applied mathematics. Successful completion of Core Pre-Calculus prepares students for Statistics. Successful completion of Honors Pre-Calculus prepares students for Calculus*.

Statistics

Prerequisite: Pre-Calculus or Math Analysis
Honors Option: Yes
Fundamental principles and applications of statistics are explored as students learn how to measure data and/or use data to predict future outcomes. Students learn decision strategies, survey techniques, margin-of-error levels, and normal and standard deviations. They define and use probability, permutations, and combinations. Projects use real-world statistical problems in science, government, business, and economics. In special cases, students completing Algebra 2 junior year may request a teacher's recommendation to enroll in Statistics senior year.

Calculus*

Prerequisite: Honors Pre-Calculus
Honors Option: No
An introduction to the principles and applications of differential and integral calculus includes how functions change with time in real-life problems related to business, sports, science, and more. Students increase agility in applying skills calculating derivatives to a function and graph. Emphasis is placed on solving real-world problems in engineering. This course is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

Calculus 2*

Prerequisite: Calculus
Honors Option: No
This course is a continuation of Calculus that includes differentiation, integration, and infinite series. The course is designed for students working toward a college degree in science, mathematics, physics, computer science, and more. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students who sign up for this course must have completed Calculus successfully.

Calculus 3* *Prerequisite: Calculus 2**

Honors Option: No
This course extends the calculus of single-variable functions to multivariable functions. To begin, students study vectors in Euclidean space and then expand the concept of a single-variable function to

a function of several variables, learning partial differentiation and directional derivatives and applying those techniques to optimization problems using numerical methods and Lagrange multipliers. Next, they extend single integrals along the x-axis to line integrals along a curve, double integrals over a surface, and triple integrals through a volume, emphasizing Green's Theorem, the Divergence Theorem, and Stokes' Theorem. Throughout the course, the students apply these mathematical methods to practical problems in mechanics, fluid dynamics, electromagnetism, plasma physics, and other scientific fields.

Science

The Wildwood Science program aims to develop each student's knowledge base, skill level, and interest in science through a sequence of courses and other opportunities that increasingly challenge each student. These challenges occur in five main areas: mathematical technique, experimental method, theoretical understanding, problem-solving strategy, and scientific communication.

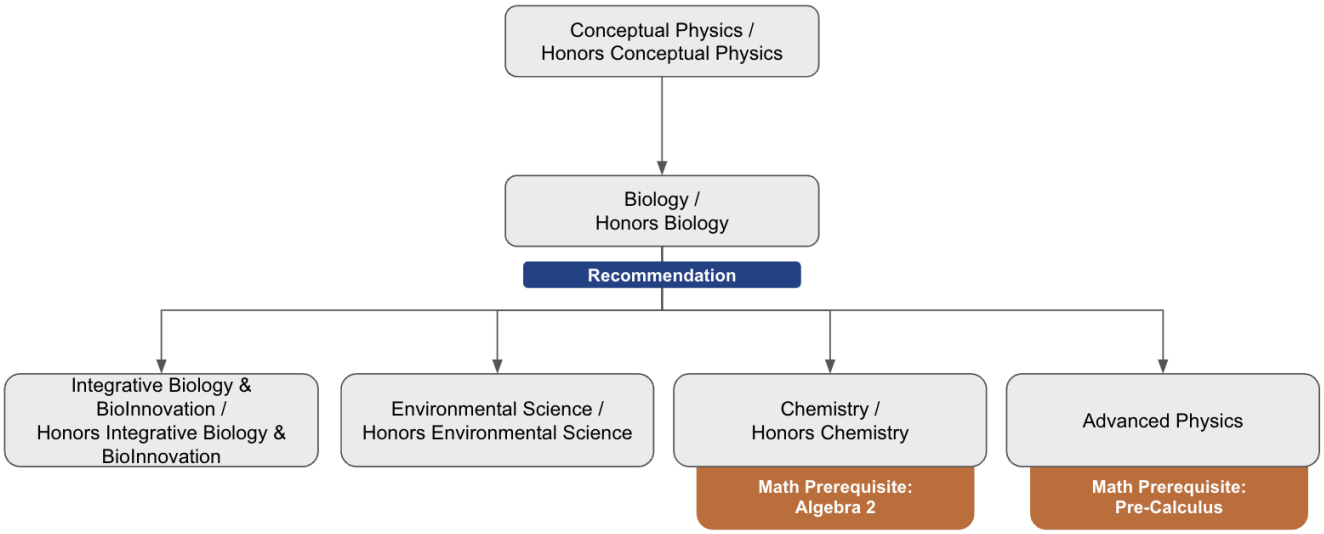
As students move through the program, each course builds on prior courses to offer students the chance to further develop their mathematical sophistication, experimental expertise, conceptual understanding, problem-solving skills, and science-writing ability. Specifically, the program fosters these goals by providing progressive practice with incremental challenges, encouraging and supporting student struggle with scientific problems, and guiding students to make explicit connections with other disciplines, their lives, and the larger world. Through this approach, students take ownership over their learning, become self-starting investigators comfortable with tackling difficult scientific problems, and develop into young scientists who can communicate their findings and insights to the scientific and broader communities.

In essence, each year in the program students move closer to being able to comprehend, critique, and create scientific contributions and leave the program better prepared to continue this development either on their own or through further study in college.

A minimum of three (3) years of Science are required to graduate from Wildwood School, including Conceptual Physics and Biology. After Biology, students enroll in science courses based on interest, math readiness, successful completion of prerequisite courses, and teacher recommendation. Note: many 12th graders choose to take a science course in their senior year. Decisions about continuing in science should be guided by the student's interest and strengths as well as future college or professional plans.

One additional Science course, Neuroscience, is not part of the course progression below and can be found in our Electives section.

UPPER SCHOOL SCIENCE COURSE PROGRESSION



Conceptual Physics

Prerequisite: N/A
Honors Option: Yes
In Conceptual Physics, students will engage with this question through the study of motion, exploring the concepts and mathematical expressions used to describe forms of motion. This course emphasizes conceptual understanding of the material. In order to further students' understanding, we will use some mathematical techniques such as slopes of lines and solving for a single variable in an equation. We will also introduce basic trigonometry. Science as a process is explored through experimentation: i.e., asking the right questions, defining variables, designing procedures, and drawing conclusions. Lab work is a central part of this course. Students engage in hands-on labs and write reports describing their results. Some of our labs have short, focused written reports and some will have complete, formal written reports.

Biology

Prerequisite: Conceptual Physics
Honors Option: Yes
Understanding life in all its complexity is the main focus of Biology. This course provides an overview of the main micro and macro topics within the subject: experimental basics, biochemistry, cellular biology, biological systems, cellular processes, genetics, evolution, and ecology. Students in this course will continue to develop their critical thinking skills as they discover connections between what they learn in class and their own lives. Mastering course standards will include safely conducting and writing up lab activities, demonstrating understanding through formal and informal assessments, as well as making use of scientific publications and online resources.

Integrative Biology and BioInnovation (formerly Advanced Biology)

Prerequisite: Biology
Honors Option: Yes
Integrative Biology and BioInnovation is a lab-based, research-driven course that immerses students in specialized fields of biology while emphasizing experimentation, scientific communication, and innovation. Through hands-on experiment design and execution, students will engage deeply with

biological concepts while developing skills in scientific writing, data analysis, and creative expression through mediums such as art, presentations, and journal-style reports. The course follows the narrative of Deep Time, tracing the evolutionary history of life on Earth. As students progress through evolutionary history, they will explore disciplines including evolutionary biology, aquatic biology, and soil biology, gaining a broader understanding of how life has adapted over time. Beyond content knowledge, this course prioritizes scientific research practices. Students will design and complete independent research projects, analyze their findings, and formally present their work using professional scientific conventions. Honors students will extend their learning by delivering a formal research presentation and developing an independent bioart project, integrating biology, technology, and artistic expression into their scientific exploration.

Environmental Science

Prerequisite: Biology
Honors Option: Yes
Environmental Science is designed to address the interconnectedness and complexity of Earth systems and how anthropogenic (human) impacts may play a role in altering these cycles. This hands-on, investigative curriculum brings together biology, physics, chemistry and earth science in an effort to look at environmental problems caused by human interaction and how sustainable problem-solving and awareness can be used to develop long-term solutions. The management and exploitation of Earth's natural resources will be a main focus of this course allowing students the opportunity to learn through research, laboratory investigation and year-long experimental design components.

Chemistry

Prerequisites: Biology and Algebra 2
Honors Option: Yes
Chemistry is an introductory course preparing students for further studies in chemistry in college while connecting to previous course content from Biology and Conceptual Physics. It is directed toward explaining the composition of matter, chemical principles, energy and essentially investigating how the world functions at the molecular and atomic levels. Students will gain experience in laboratory situations, problem-solving, scientific writing, data analysis and experimental design while building a base-level of knowledge allowing for further study in subsequent courses at Wildwood and beyond. The course relies heavily upon mathematical computation and data collection and analysis in a collaborative environment.

Advanced Physics

Prerequisites: Biology and Honors Pre-Calculus
Honors Option: No
In Advanced Physics, students study the basic laws of nature through the use of physical concepts, mathematical principles, and experimental techniques with the goal of developing physical understanding and scientific skills while instilling curiosity in the natural world and generating interest in how it works. More specifically, during the course, students accomplish the following:

(1) Set up and use standard laboratory equipment;
(2) Design, run, and analyze experiments;
(3) Develop physical theories and explanations;
(4) Apply concepts, theories, and mathematical techniques to solving problems and drawing conclusions; and
(5) Create new concepts, ideas, and theories.

Moreover, and significantly, in Advanced Physics, emphasis is placed on the word "Advanced." Therefore, students develop advanced skills and content concerning scientific and physical concepts, mathematical methods, data analysis, and report writing. In addition, they develop advanced

independence with regard to solving problems, running experiments, conducting research, and communicating results.

World Languages

The ultimate goal of the World Language study is to acquire linguistic, communicative, and cultural competence in a target language. At Wildwood, our world language program prepares students to build these competencies by integrating the four language skills: listening, reading, writing, and speaking. Throughout their language journey, students engage in activities and tasks that require them to accurately and creatively apply their content knowledge and skills as they develop a cultural understanding.

Wildwood's world language program offers courses in two languages: Mandarin and Spanish. Our program emphasizes effective communication in real-life situations through project-based learning, the use of authentic resources, and the three modes of communication: interpretive, interpersonal, and presentational.

Three years in a language are required for graduation, with at least two years in the same language.

MANDARIN

Mandarin 1

Prerequisite: Not required
Honors Option: No
In Mandarin 1, students start their upper school journey focusing on proficiency in the four key language skills: speaking, listening, reading, and writing. Students engage in interactive activities, developing the ability to communicate effectively through mini-dialogues, role-playing, and video projects. Mandarin 1 focuses on the Chinese Pinyin system: tones, rules of phonetic spelling, and pronunciation drills. As students develop their reading and writing skills they compose simple passages using basic Chinese characters to discuss greetings, family, daily routines, and hobbies. As students explore the similarities and differences between different Chinese celebrations, they develop cultural awareness through projects such as the Mid-Autumn Festival and Thanksgiving, Chinese calligraphy, and cuisine. By the end of the first year, students can introduce themselves using their authentic Chinese names and talk about their families and daily lives.

Mandarin 2

Prerequisite: Mandarin 1
Honors Option: Yes
Mandarin 2 and Mandarin 2 Honors feature a variety of activities that mimic real-life situations. The course familiarizes students with the vocabulary used in greetings and everyday classroom needs. It continues to develop cultural awareness by learning the origin of the Chinese New Year celebration and the related legendary story, the significance of the Lunar New Year, and the zodiac story. As students explore these celebrations, they develop projects such as fans and lanterns, write picture essays, and learn the blessing words in Chinese, as they receive Red envelopes. As the year progresses, topics will prompt students to use the target language to engage in different real-life scenarios. They learn how to make appointments and phone calls, initiate a phone conversation, and talk about school life and learning Chinese. Students explore typical scenes from a Chinese language class and comment on different aspects of the language acquisition process. By the end of the year, students can write a simple diary entry, a schedule, and a brief letter to a penpal in the proper format about a student's life on campus.

Mandarin 3

Prerequisite: Mandarin 2
Honors Option: Yes
Mandarin 3 and Mandarin 3 Honors students broaden their vocabulary as they learn to use Mandarin to discuss shopping for clothes and shoes, learn about the specificity of color, size, price, and exchanges,

and recognize Chinese currency. Students then learn about transportation and means of transportation, use Mandarin to describe a traffic route, express gratitude after receiving a personal favor, and offer New Year's wishes. As the year progresses, students learn about weather patterns and phenomena, compare the weather of two places, and present a simple weather forecast. By the end of the year; students learn to use Mandarin to order food in a restaurant, ask for recommendations, rush their orders, pay for their meals, and get the correct change after their payment. The course seeks to develop cultural awareness by reflecting on the origin of the Chinese New Year celebration, the related legendary story, and the Lunar calendar. As students explore these celebrations, they are encouraged to use Mandarin to develop projects such as making mooncakes, handcrafts, and calligraphy. Students learn the symbolic meaning of different foods through the language and use them in language practice and presentation. During the Lunar New Year, students write a picture essay for each food they taste in the class. During the Lantern Festival, they make handcraft reflecting the current year of the zodiac. Likewise, students observe American celebrations through language activities such as writing gratitude letters in Chinese.

Mandarin 4

Prerequisite: Mandarin 3
Honors Option: Yes
Mandarin 4 and Honors Mandarin 4 reinforce vocabulary and language skills with an emphasis on communication in real-life situations. Reading and writing skills become increasingly complex to enhance language production and comprehension skills. Mandarin 4 and Mandarin 4 Honors feature a variety of activities. Each unit introduces two sets of vocabulary with the same theme and grammar concepts. Students learn to use Chinese to ask for and give directions and identify locations by using landmarks as references. Students learn to use Chinese to describe whether two places are close to or far away from one another, and to state where they are headed and the purpose of going there. Students learn to use Chinese to ask a friend to go to a party with them and to suggest things to take to a get-together. Students learn to use Chinese to offer someone a ride, arrange a time and place to meet, and thank people for their gifts. Students learn to use Chinese to describe a duration of time and to talk about the year of their birth and their Chinese zodiac signs. Students learn to give a simple description of someone's facial features, describe how long they've known someone, and make the necessary arrangements to go out with friends.

Mandarin 5*

Prerequisite: Mandarin 4
Honors Option: No
Students who have completed Mandarin 4 enroll in Mandarin 5. This course provides students with the opportunity to gain greater fluency and a stronger command of reading, writing, speaking, and listening in the target language. Students continue to learn strategies to communicate effectively in Mandarin at a more advanced level. Students engage in a variety of activities and experiences to develop their skills. All units introduce two sets of thematic vocabulary and new concepts in grammar with focus on topics like health/wellness, homes and furniture, and sports and exercise. The course concludes with units on travel, including talking about modes of transportation, travel itineraries, and more.

SPANISH

Spanish 1

Prerequisite: N/A
Honors Option: No
In Spanish 1, students start their upper school Spanish journey with an introduction to essential topics relating to their daily lives. They begin to explore how to communicate effectively in Spanish in the three linguistic modes of communication. They develop their linguistic competence through reading a variety of comprehensible texts, listening to authentic sources like songs and videos, writing creative stories and skits, and presenting about themselves and their communities. They also foster their cultural

competence through exposure to the perspectives, products, and practices of the Spanish-speaking world, including music, art, food, and the lives of famous figures. Students reflect upon the following essential question: How does language impact and inform our identities? By the end of Spanish 1, students are able to communicate about diverse topics that comprise their daily lives.

Spanish 2

Prerequisite: Spanish 1
Honors Option: Yes
In Spanish 2, students deepen their development of the four foundational skills of world language acquisition: listening, speaking, reading, and writing. In Spanish 2, students are encouraged to take risks when communicating and learn the structures to express their wants and needs in situations that mimic real life. By the end of the course, students discuss events happening in the present, their plans for the future, and events from the past. Students reflect upon the following essential question: How can the Spanish language enable me to broaden my ability to communicate with others and expand my understanding of the Spanish-speaking world? Throughout the course, students have many opportunities to learn about the Spanish-speaking world and reflect on the many different non-verbal and cultural cues that Spanish speakers use. Students read and discuss two short novels, including a biography to support the next stages of their language progression. During all units, students demonstrate their comprehension of vocabulary, grammar, and cultural knowledge through class conversations, acting, demonstrations of knowledge, and projects.

Spanish 3

Prerequisite: Spanish 2
Honors Option: Yes
Spanish 3 is designed to further students' development of the four language skills: listening, speaking, reading, and writing. Students explore topics, which enable them to discuss concrete events as well as hypothetical situations as they learn to shift between the three different Spanish moods. As students deepen their reading comprehension and develop their cultural understanding, they immerse themselves in authentic literature and read two novellas and an autobiography that allow them to connect to the past and present of diverse communities in the Spanish-speaking world, locally and globally. Throughout the year, students explore the following essential question: How can learning Spanish deepen my understanding of the world and help me connect with others?

Spanish 4

Prerequisite: Spanish 3
Honors Option: Yes
Spanish 4 continues to support students' development in the four pillars of language acquisition: listening, speaking, reading, and writing. Through a communicative approach in a collaborative classroom environment, students strengthen their linguistic skills and communication strategies to engage in meaningful discussions about societal and global issues. Through practice with advanced grammatical constructions, they refine their ability to express complex ideas with confidence and clarity. Students explore topics such as health and well-being, communities and belonging, travel, and immigration. Throughout all units, they demonstrate their comprehension through oral activities, knowledge demonstrations, written compositions, and projects. The essential question guiding students' learning is: How can I communicate effectively in Spanish with respect and empathy while considering the thoughts, opinions, and norms of others? Spanish 4 students engage with authentic Spanish-language media, including literature, film, and music, to deepen their cultural understanding.

Spanish 5*

Prerequisite: Spanish 4
Honors Option: No

Spanish 5 allows students to deepen their understanding of the Spanish-speaking world by analyzing various cultural expressions in Latin America and Spain. Students continue to learn strategies to communicate effectively in Spanish as they explore different works of prominent writers, artists, musicians, and filmmakers and historical influences that contributed to shaping Spanish culture. Students improve their spoken and written communication by examining paintings, sculptures, comics, authentic literature, songs, and film. The essential question driving students' learning throughout the course is: How can my cultural understanding of the Spanish-speaking world, past and present, help me enrich my lifelong Spanish journey?

Institutes

All students interested in joining or returning to one of the Institutes should complete this application form. In the case that the Institute is over-enrolled, the application will be one point of information to help the Director determine the membership of the Institute. Members need to be able to work independently and be self-motivated and disciplined in their work. Repeat enrollment in an Institute requires the Institute director's authorization as well. **The application form must be completed by March 14, 2025**.

Wildwood Institute for Entrepreneurship (WIE)

The Wildwood Institute for Entrepreneurship (WIE) is a student-driven incubator organized to support members of the Wildwood community as they ideate, prototype, and launch innovative products. Within this collaborative studio environment, course participants work independently and as small teams to develop commercially viable products and businesses. There is no set curriculum; each member (with the support of the community) identifies necessary learning and determines appropriate strategies for acquiring the requisite knowledge and skills. Members have opportunities to develop specialized technical skills (e.g., techniques for rapid prototyping such as laser cutting, CNC milling/machining, direct-to-garment printing, etc.), make authentic decisions with real impact, and practice working autonomously and responsibly. Past projects have included original clothing, board/digital games, jewelry, digital art, and online services.

Wildwood Institute for Social Leadership (WISL)

Founded in 2019, Wildwood's Institute for Social Leadership (WISL) operates as a collaborative consultancy that helps organizations and individuals working on social issues in Los Angeles problem-solve and strengthen their work. WISL clients primarily consist of local schools, organizations, nonprofits and social enterprises. WISL consultants become experts on issues ranging from animal welfare to mental health/wellness to educational equity based on members' interests. Neither a class nor an elective, like Wildwood's other two institutes, WISL is an actual workplace where all WISL members become proficient in the project management software and online collaboration tool called Basecamp to manage and track their work. WISL's goals for all members are to:

- Efficiently and effectively utilize WISL resources and time (e.g., practices effective time-management, meets deadlines, works respectfully with WISL & other/community mentors, etc.).
- Demonstrate leadership/management skills (e.g. on projects, during consulting meetings, etc.).
- Show initiative, independence, and self-reliance by embodying the institute model (completes reflections, proposes solutions, initiates research, etc.).
- Develop and employ techniques, understandings, and skills as needed in WISL work (e.g., research skills, problem-solving strategies, community outreach, design, implementation & assessment of programs, etc.).
- Collaborate with WISL members (and both internal/external WISL partners).
- Participate in the development of the Institute (e.g., contributing to draft consultancy plans, sharing output for future members, website design/maintenance, etc.).

Wildwood Institute for STEM Research and Development (WISRD)

The Wildwood Institute for STEM Research and Development is a contextual learning environment based on the standards, methods, and expectations of a research institute. It is designed for students who have strong research and product prototyping interests in science, computers, life sciences, engineering and/or science writing/media productions and the self-drive to follow through with projects. A board of student directors, appointed by WISRD members, is responsible for the oversight and direction of WISRD major research in fields such as Earth/Space, Life Science, Engineering, and AI/AR/VR. These lab facilities are used by members of WISRD who organize themselves into research groups to address specific research questions. Each group has a principal investigator who oversees goal setting, research progress, and group publications, allowing everyone in WISRD to gain experience with research, science literacy, and project management. Members of WISRD are expected to contribute to the STEM Research and Development community and public by maintaining a research journal, publishing articles, papers, and research results, and participating in outreach events such as Dark Matter Day or WISRD summer camp. Two poster sessions provide additional opportunities for sharing research findings. Skills developed may include 3D printing, laser cutting, CNC milling, electronics, coding, Arduino, Raspberry Pi, AR/VR, computer IT, tank maintenance, animal care, and hand tools. Visit https://wisrd.org for a list of the latest research groups and their research questions. Job performance reviews are done with formative feedback provided based on six job performance standards developed and adopted by the WISRD Board of Directors.

Electives

Cinema

Prerequisite: N/A
Grades: 9, 10, 11, 12
What is cinema? Are films artworks, entertainments, consumer goods, or propaganda devices? How do you watch a movie? How do films affect us? How do movies make meaning? What are films really about? More specifically, why does Kane say "Rosebud" just before he dies? How does a dead narrator relate to image-sound synchronization? Why does the camera look down an empty hallway in *Taxi Driver*? What does *Mulholland Drive* say about race and gender in Hollywood? How do the long takes in *Elephant* offer an explanation for Columbine? Why does HAL's eye look like the sun at dawn?

To address such questions, students explore the world of cinema from *Citizen Kane* to *Parasite*, from celluloid to digital, from The Dome to the iPhone through various conceptual, historical, and critical perspectives to develop an understanding of the aesthetic, affective, cultural, economic, and political dimensions and implications of cinema. Students investigate basic cinematic techniques, common narrative tropes, vital film genres, important film theories, and key ideological functions.

Along with watching and discussing films, students read and write reviews and essays, watch and produce video reviews and essays, and research and give presentations concerning cinematic subjects. The course allows for a generous amount of student choice in the films analyzed and topics researched. For instance, in a unit on genre, the class may initially focus on westerns to introduce the students to genre studies; however, for the project, the students pick their own genre to investigate: film noir, sci-fi, comedy, rom-com, war film, horror, etc. All of this will entail students learning to watch themselves watch films, which, ironically, will result in them having more fun and being more moved by the cinematic experience.

Creative Writing

Prerequisite: N/A
Grades: 9, 10, 11, 12
Who's going to write the next great American novel? Or collection of poetry? Or memoir? You are–with the foundations you'll learn in this class. Unleash your own unique sense of storytelling to craft short writing assignments that culminate in a polished and publishable final project: a short story, a collection of poems, a one-act play, or another creative writing genre of your choice.Workshop your ideas with fellow classmates and build towards the creation of your ultimate masterpiece. Readings, movies, music and honest communication will be provided to help guide and inspire your work. This course may be repeated for credit upon approval by the instructor. Repeated courses are numbered (e.g., Creative Writing 2).

Law, Individuals, and Societies

Prerequisite: N/A
Grades: 9, 10, 11, 12
What is law? What is it for? Who says what it is? Who makes it? When should you change it? What are the essential human rights? If you kill someone while sleepwalking, are you a murderer? Does a police dog sniffing your car constitute an illegal search? What limitations are there to freedom of speech? Are Girl Talk's mashups an example of the "fair use" of music owned by others? What constitutes torture? When is it legal to go to war? These are some of the broad and narrow questions that may be addressed in this class. At the high level, the class explores how the law considers and impacts individuals and how it structures and reflects society. At the ground level, the class tackles tough issues in specific areas of the law. For example, in criminal law, students grapple with this fact pattern and these issues: Four men are stranded on a lifeboat in the middle of the ocean. They run out of provisions. Three of the men kill

the fourth man and eat him to survive. Did they commit murder? Do they have an excuse? Should they be punished? What would be the purpose of punishing them? (Based on R v. Dudley and Stephens (1884).) During the course, while studying the law from philosophical, ethical, legal, and scientific perspectives, students develop practical skills by role-playing certain positions within a legal system through exercises in legal analysis, oral advocacy, negotiation, mediation, and trial advocacy. Students have opportunities to delve into areas or aspects of the law that interest them.

Neuroscience

Prerequisite: N/A
Grades: 10, 11, 12
Neuroscience is a multidisciplinary, lab-based elective that explores the inner workings of the nervous system, from individual neurons to complex neural circuits that shape our perception of reality. This course challenges students to examine their own unique sensory experience and compare it to the umwelt—the distinct perceptual world—of other animals, fostering an understanding that there are many ways to experience reality beyond our own. Through hands-on experimentation and research, students investigate sensory systems, engaging in activities that reveal how organisms interpret their environments. They also explore electronics and Arduino programming, drawing parallels between biological and electronic circuits to understand the fundamentals of information processing in both systems. Additionally, students delve into bioelectronics, an emerging field that integrates biology and technology to record and utilize the electrical signals of living organisms. The course culminates in an independent bioart research project, where students creatively apply their knowledge of bioelectronics and neuroscience to develop an innovative work that bridges science, technology, and artistic expression.

VISUAL ARTS

Foundations in Digital and Studio Arts

Prerequisite: N/A
Grades: 9, 10, 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
This course introduces students to the technical, conceptual, and critical thinking skills essential for the artistic processes in Digital Design, Drawing, Painting, and Contemporary Art. Students explore both digital platforms, such as Google Sites and Adobe Creative Suite, and traditional fine art materials like graphite, colored pencils, gouache, watercolor, acrylic paints, various types of paper, canvas, and brushes. Throughout the course, students engage with a variety of media, building skills and creating work that reflects their individual artistic voice. Core principles such as color theory and manipulating graphic layers will be explored through both digital and traditional techniques. Students choose personal themes and methods as they respond to essential questions, various art making processes, research, and writing. The overarching essential question is: *"How can connections be made through a variety of media to express this unique moment in history?"* Pre-production work in sketchbooks, supported by individual teacher meetings, will be a consistent thread throughout the year. Studio time will focus on skill-building and the iterative process of creating and refining artwork. Research and writing plays an important role as students examine their work within the context of art history through self-assessments, research, and artist statements. Students also engage in class critiques, peer reviews, collaborative projects, and field trips to foster a deeper understanding of art. By the end of the course, students develop a portfolio that reflects their personal exploration and growth as artists, providing a foundation for both college applications and future artistic endeavors.

Photography and Graphic Design

Prerequisite: N/A
Grades: 9, 10, 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

This course introduces students to the process of using a digital camera and lighting, manipulating work in a digital darkroom, and applying design principles to enhance their visual communication skills. Students will use technical and conceptual skills to explore their visual aesthetic while developing their arts portfolio. Student work will reflect varied media including photography, typography, and graphic design, working in programs such Photoshop, Illustrator, or Spark. It is expected that the creative design process will be consistently demonstrated, beginning with envisioning and pre-production, studio work, engaging in rigorous revisions, and then concluding with visual and verbal presentations of their work. The course's essential question is "How does photography and design shape as well as reflect society, politics, economics, science, technology and/or the individual?" The first semester consists of specific technical units scaffolding students' knowledge, skills, and experiences. Students then determine and experiment with a personally significant theme and a personally developed essential question during the second semester applying and demonstrating mastery of their technical and conceptual skills. Research and writing are essential parts of this course reflected in visual analysis assignments, self-assessments, and artist's statements. Class critiques, discussions, field trips, and visiting artists provide opportunity for collaborative learning. The course concludes with a culminating presentation of their college-preparatory portfolio of creative work.

Drawing+ (Offered in 2025-2026 and 2027-2028)

Prerequisites: Foundations in Digital and Studio Arts
Grades: 10, 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
Drawing is an intermediate course, through which students gain new perspectives into their understanding, growing knowledge, and curiosities about drawing. Students' work meets both course and college portfolio requirements while experimenting with various drawing materials, tools, and techniques. Studio time focuses on independent learning, developing a personal artistic vision, and is supported by individual meetings with the teacher. Class critiques, discussions, tutorials, art history lessons, and visiting artists provide opportunities for collaborative learning within the studio. Each student will develop a personally directed theme and essential question, which will then be explored for the entirety of the year through art making, research, and writing. Students will learn visual literacy as a process of deconstructing images, finding meaning, and gaining new knowledge about the self and the art world. Note: Drawing is offered bi-annually, alternating years with Painting.

Painting+ (Offered in 2026-2027 and 2028-2029)

Prerequisites: Foundations in Digital and Studio Arts or Photography and Graphic Design)
Grades: 10, 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
This course will teach students how to develop technical, conceptual, and critical decision-making skills in painting. Students will learn how to work with gouache, watercolor, acrylic, and water based oil paints; various types of paper; canvas, brushes, and other painting tools. Units of study will focus on layering, lighting, perspective, figure and portrait painting, color theory, building frames, stretching canvas, as well as archiving work and developing a portfolio website for college. Students will choose a personal theme at the beginning of the year, which will be explored through art making, research and writing. Concepts will be fleshed out during the preproduction stage of all projects supported by individual meetings with the teacher. Studio time focuses on skill building and the steps employed in creating a work of art. In-class assignments support technical and conceptual skill building. Research and writing is an essential part of this course reflected in art history assignments, self-assessments, and artist's statements. Class critiques, art history discussions, field trips, and visiting artists provide opportunity for collaborative learning. Note: Painting is offered bi-annually, alternating years with Drawing. 2026-27, 2028-29

Introduction to Motion Picture Studies

Prerequisites: Highly Suggested Photography and Graphic Design
Grades: 10, 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
Introduction to Motion Picture Studies provides students with an opportunity to familiarize themselves with the filmmaking process. The course's essential question is: “What is a film’s intention and how is it communicated through storytelling, setting, character development, cinematography, editing, and sound?” The course is a broad introduction to film aesthetic, traditions, theory, and criticism such as narrative, documentary, multimedia, and experimental as well as hands-on production. The course includes film viewings and analysis, learning various phases of filmmaking such as pre-production, camera, lighting and sound production, and post-production editing in Premiere Pro. Skills will be demonstrated through hands-on projects ranging from a 30-second character sketch film to a short 2-minute student-directed film. Students will learn various roles from director to cinematographer to sound designer. Through this course, students will gain a unique insight into the world of filmmaking from creative, historical, and technical perspectives. Student work will meet course and college portfolio requirements.

Script, Pitch, and Produce

Prerequisite: Introduction to Motion Picture Studies
Grades: 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
This course dives deeper into the filmmaking process begun in the MoPic Elective. Students will continue studies in film aesthetic, traditions, theory, and criticism as well as hands-on production while exploring a more student driven essential question: “What is my film’s intention and how is it communicated through storytelling, setting, character development, cinematography, editing, and sound?” Coursework will focus heavily on developing individual student generated concepts through pitching ideas and scriptwriting workshops. Well-developed scripts and shooting schedules will support the collaborative process of filming and editing. Films will range from 2-5 minutes in length. Student work will meet course and college portfolio requirements.

Yearbook

Prerequisite: N/A (Photography and Graphic Design is a recommended, but not required prerequisite)
Grades: 9, 10, 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
This class is where the magic happens in creating the Wildwood Yearbook. Students will learn about the principles of graphic design, journalistic writing and photographic composition, as well as the software program utilized to create our yearbook. Organizational skills will also be developed through production planning, divisions of labor and coordination of ad sales, design, and placement. Students interested in leadership positions are strongly encouraged to meet with the departing leadership team through Yearbook leadership lunches for 10th and 11th graders and year end meetings designed for continuity and passing along institutional knowledge to the incoming leadership team. The four major leadership roles are Editor-in-chief, Photography Editor, Design Director and Systems Manager.

Yearbook and Applied Design

Prerequisite: Yearbook
Grades: 10, 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
In this year-long advanced course, students build on their skills in yearbook production and apply that design knowledge to other Wildwood publications. Upper school students review the elements of art and principles of design central to graphic design, journalistic writing, and photographic composition.

Students further develop digital skills in the use of platforms such as the Adobe Creative Suite, Jostens Yearbook Avenue, MARGQ, and the Google Suite. Organizational skills are honed through collaborative conversations, production planning, meeting print deadlines, division of labor, and coordination of ad sales, page design and alignment. Students at this advanced level take on leadership roles while collaborating with peers. Students interested in leadership positions are strongly encouraged to meet with the departing leadership team through Yearbook leadership lunches for 10th and 11th graders and year end meetings designed for continuity and passing along institutional knowledge to the incoming leadership team. The four major leadership roles are Editor-in-chief, Photography Editor, Design Director and Systems Manager.

The creative process is applied to themes, motifs, cover design, page flow, Pantone color planning, and equitable coverage throughout the book. Student leaders assign school event coverage, proofread pages prior to submission, and take the lead interviewing community members. Leaders invite students' voices into the telling of our story. Applying concepts of compositional balance, color theory, value contrast, connective eye lines between pages, and blending text with images—students create well designed publications that are in keeping with the Wildwood brand. Critical thinking skills are built into the process of critique, compromise, and consensus. Individual growth is chartered through assigned pages, one-on-one meetings, self-reflection, and teacher feedback.

MUSIC

Introduction to Music Performance and Composition

Prerequisite: N/A
Grades: 9, 10
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Music Performance and Composition

Prerequisites: Introduction to Music Performance and Composition
Grades: 10
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
Introduction to Music Performance and Composition and Music Performance and Composition are the band classes for 9th and 10th graders. These classes comprise two distinct levels of the same year-long course. The essential questions are:

> *What is my musical voice?*
> *How do I express myself through the language of music?*
> *How do I collaborate and support other musicians who are with me on the same path?*

This is a performance class in which students engage and learn how to interact musically and effectively in a collaborative band setting. Students have the opportunity to play one or more instruments as they discover their musical passions or dig deeper into their instrument of choice. Students develop practice routines that support their individual growth and performance needs. Students learn repertoire with a strong emphasis on African American and contemporary popular music and create original compositions. They work together to arrange, rehearse, and perform music in concerts throughout the year. Students play and sing together, experiencing differing musical roles in the ensemble by learning to play various instruments. They acquire improvising skills to become more comfortable with improvisation in various styles. The musicians learn to execute more complex arrangements with deeper attention to groove, dynamics and accuracy. The musicians learn and improve reading skills by reading and playing music notation. Through singing, writing short compositions, and playing, they learn music theory, intervals, scales and develop their understanding of chord construction. Students create, notate and arrange original compositions that are performed by the band for peers and parents at the year end concert. Students integrate music technology into their compositions and performances whenever appropriate and learn about recording and editing music as well. They learn to appreciate music and

make connections between music, history, and cultural values through research, analytic discussion and listening. All performances, rehearsals, set ups and breakdowns are part of the course. Reflecting on the learning through discussions and in writing is an integral part of the course. Students will engage in mindfulness practices and learn to connect these practices to music. Come with an open mind and open ears, ready to learn, and have fun!

Introduction to Jazz Ensemble

Prerequisite: N/A
Grades: 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

Jazz Ensemble

Prerequisite: Introduction to Jazz Ensemble
Grades: 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
Introduction to Jazz Ensemble and Jazz Ensemble are the band classes for juniors and seniors. These classes comprise two distinct levels of the same year-long course. The course includes all styles of music with a strong emphasis on Jazz repertoire and improvisation. In this year-long course students play and sing music together, refine composing skills and notation skills and deepen their understanding of music theory. They work on improvising, using modes and advanced chord structures. Students learn repertoire and work together to arrange, rehearse, and perform music in concerts *throughout* the year. Students create original compositions that are performed in small ensembles for peers and parents. They also learn to appreciate music and make connections among music, history and cultural values through research, analytic discussion, and listening. In addition to concerts, the band performs in three Open House events, Jazz on Mississippi, the graduation ceremony performance, elementary exchange performances, and other Wildwood events. All performances, rehearsals, set-ups and breakdowns are part of the course.

PERFORMING ARTS

The Actor and the Stage

Prerequisite: N/A
Grades: 9, 10
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)

The Actor and the Stage 2

Prerequisite: The Actor and the Stage
Grades: 10
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
The Actor and the Stage and the Actor and the Stage 2 comprise two distinct levels of the same year-long course. This elective offers in-depth exploration and skill building as a theatre artist with an emphasis on the craft of acting. Whether students are continuing to refine and deepen skills built in previous years or new to acting, this course will challenge them to explore and express their unique artistic voices. Training will include acting technique, improvisation, voice, movement, scene study, audition technique, as well as directing, and dramatic writing. Students will work on scenes and monologues designed to expand their acting and directing skills and foster a new understanding of their creative capacities. Class curriculum includes in-class readings and analyses of plays that change each year. Upon completion of this class, students will have a strong actors' toolbox of skills to take forward if they choose to further their craft as theatre artists.

Theatre and Performance

Prerequisite: N/A
Grades: 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
Class curriculum includes the in-class reading and analysis of a contemporary play, one that changes each year.

Theatre and Advanced Performance

Prerequisite: N/A
Grades: 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
Theatre and Performance and Theatre and Advanced Performance are advanced courses that build on the skills acquired in the Actor and the Stage levels of study. With a continued emphasis on the craft of acting, students will continue to refine and deepen their acting technique skills and develop and expand their unique artistic voices. Training will include acting technique, improvisation, voice, movement, scene study, as well as directing, and dramatic writing . Students will work on more complex and nuanced scenes and monologues designed to expand their acting and directing skills and foster a new understanding of their creative capacities. Class curriculum includes the in-class readings and analyses of plays that change each year. Upon completion of this class, students will have added to their actors' toolbox of skills to take forward if they choose to further their craft as theatre artists after Wildwood.

Stagecraft

Prerequisite: N/A
Grades: 9, 10, 11, 12
Satisfies UC requirement for 1 year of Visual or Performing Arts (Subject Area F)
This course is an overview of the terminology and techniques used in technical theatre and stage design. The course examines two-dimensional and three-dimensional scenery; the physical theater; lighting effects, color, and design; stage and scene shop equipment; project management, organization, and the production process; technical theatre tools, materials, and theatrical construction techniques. Students will also be introduced to sound and lighting systems. The course is designed to provide students with a basic understanding of the aesthetics and practical application of all phases of stage design and technical production. Students in this course will be actively involved in Performing Arts Department productions and students will get the opportunity to focus on their area of interest within Technical Theater. This course may be repeated for credit upon approval by the instructor. Repeated courses are numbered (e.g., Stagecraft 2).

Physical Education

The upper school Physical Education program at Wildwood School is designed to educate minds, develop healthy bodies, and promote positive attitudes towards physical activity, fitness, and sports. Our students will learn the physical, mental and emotional skills that will provide them the confidence, ability and desire to be physically active for life in a wide range of activities.

In 9th grade PE, students will rotate between three areas of focus; Self Defense, Lifetime Fitness and Global Games. In Self Defense, students will focus on both proactive and reactive skills that will help them avoid dangerous situations, as well as what to do when those situations arise. In Lifetime Fitness, students are taught the importance of goal setting and personal bests, learning how to compete with themselves to be better than they were yesterday. Students will dive deeper into fitness concepts such as overload, progression and specificity, as well as the health and skill related components of fitness. In their Global Games unit, students will learn unique games and sports from various places around the world, while practicing their Global Citizenship skills. Our goal is that students leave 9th grade with the knowledge and desire to remain physically active throughout their lives, while leaving a positive impact on the world around them.

One (1) year of Physical Education is required to graduate from Wildwood School. Students take Physical Education in 9th grade. Physical Education is assessed as a pass/fail course in student transcripts.

Community Involvement and Internship

Three (3) years of Community Involvement and Internship are required to graduate from Wildwood School. Tenth grade Community Involvement is assessed as a pass/fail course in student transcripts. Eleventh grade Internship/Community Involvement and 12th grade Internship are graded courses and earn points toward the student's overall GPA. Note: 12th grade Internship is most often completed during the summer before the student's senior year.

COMMUNITY INVOLVEMENT PROGRAM

Wildwood empowers its students to become passionate advocates for local and global communities. Through a variety of community involvement experiences, Wildwood students gain perspective and come to understand the impact one individual can have on the world.

Wildwood School's Service Learning/Community Involvement and Internship program is based on our mission of helping our students change the world. We incorporate service into the school day so that students don't feel pressured to complete a specific number of hours on nights and weekends. We view service as an important part of our curriculum, so we dedicate time during the school day for our students to serve others.

Tenth graders have a choice in their Community Involvement placement. They can work with Wildwood Elementary School third, Wildwood Elementary fourth grade, or preschool students at 10th Street/Big and Tiny Preschool. Through this involvement, students develop their social, emotional, and interpersonal skills. Tenth graders initially receive training on how to be a good mentor, and then they go to their site every Wednesday afternoon throughout the school year.

Eleventh grade students give back to their school community by assisting at the elementary, middle or upper campus or by volunteering at an outside service agency of their choice. Within the school community, students can write articles for school publications, help in classrooms, or assist in various departments. Outside nonprofits include the Skirball Museum, Los Angeles County Museum of Art, The Westside Children's Center, Heart of Los Angeles, and many other nonprofits. Eleventh graders serve their community for one semester.

For the other semester and all of senior year, juniors and seniors intern at various locations throughout Los Angeles. Students can intern at film and television studios, doctor's offices, schools, art museums, dance studios, with working artists, nonprofits, research labs, animal care facilities, architecture firms, law offices, design firms, hospitals, etc.

Wildwood's unique Internship program provides juniors and seniors with professional experience. Internships enrich students' education by extending their learning experience beyond the classroom. Through this program, students explore careers of interest, develop social skills for a professional setting, and build their college resume.

INTERNSHIPS

Internships are part of the core curriculum for Wildwood 11th and 12th grade and students are assessed on their participation. From communications and public relations to entertainment and research labs, Wildwood's Internship program offers opportunities for students to explore a range of professions.

Each student researches and selects a site aligned with personal and career interests and chooses from a range of settings. Eleventh graders spend three hours each week working with a mentor on industry specific projects. Students support the work of the organization while learning communication skills, problem-solving, and meeting challenges set by the supervisor. Work-site supervisors provide regular feedback on students' work. Rising 12th graders may complete their internship hours during the summer prior to senior year.

Examples of recent internship sites include Teen Line, Lawrence J. Ellison Institute of Transformative Medicine, Alpha Next Investments, Takakjian and Sitkoff Law Offices, Cannes Film Festival, and Shiloh Veterinary Hospital.

INTERNATIONAL COMMUNITY INVOLVEMENT (ICI)

Wildwood's International Community Involvement program gives upper school students the opportunity to become involved and form relationships with other people and cultures through service-based learning and cultural exchange. Students spend their spring break in Guatemala or Nepal working with local schools and/or nonprofit groups.