

Wheeler School

Course Description Book Supplement 2019

Administration

Neeltje Henneman <i>Head of Upper School</i>	ext. 142
Matthew Boyd <i>Dean of Students</i>	ext. 213
Kate Collard <i>Course Scheduling</i>	ext. 214
Lynne Bell <i>Upper School Division Assistant</i>	ext. 141
Ange Strom-Weber <i>Director of Community Service</i>	ext. 157
Amy Baumgartel Singer <i>Director of College Counseling</i>	ext. 131
David Michel <i>Co-Director of College Counseling</i>	ext. 149
Sharonda Dailey <i>Associate Director of College Counseling and Student Support Coordinator</i>	ext. 104

Requirements For Graduation

Students are required to be enrolled in five major courses each semester. Any exception to this requirement must be approved by the Head of Upper School. The School recognizes and supports accommodations for students with documented learning disabilities.

School policy requires that a Senior must pass all courses in which he or she is enrolled during the Senior year, regardless of any prior fulfillment of the distribution requirements or other factors. Seniors who have failed a one-semester or a year course will be granted a certificate of attendance in June and be given the opportunity to earn the diploma within a specified time subsequent to June of the Senior year.

Art - One credit requirement. Foundation Art (1/2 credit) in grades nine or ten and a half credit to be chosen from elective listing.

English - Four credits. English 9 & 10 (full year course) , English 11 & 12 (Fall semester) and one core elective in the Spring semester of each year.

Modern Language - Through level 3 in one language, or through level 2 in two languages.

History - Three credits, including one year of United States history.

Mathematics - Three credits, including two credits in algebra and one in geometry.

Performing Arts - One credit.

Science - Three credits, including one credit each of environmental science and chemistry, and one credit of either biology or physics.

Physical Education - Four years, 100 minutes per week required.

Community Service - Four credits, one earned each year.

Note: One semester equals 0.5 credit; one year- long course equals 1.0 credit.

Policies Governing Academic Study

Course Load

All students carry a minimum of five major courses. Although some students' interests compel them to consider taking seven major courses, we urge students and families to make this decision cautiously as students must create a balance between academic study and co-curricular commitments for a healthy life. Students wishing to take seven major courses must petition the Head of the Upper School and Program Planning Committee of the Upper School.

Students have an exploration period of the first two weeks of each semester to consider changing their program. Only students enrolled in six major courses can drop a major course after the last day of the second week of school as others will have missed too substantial a portion of a class to enroll in a fifth course. If a student has been misplaced, that student will be moved to the appropriate level with the advice of the teacher and the Department Head. Only under special circumstances are students allowed to drop a year-long course after the first semester. In these cases the first semester grade, W, will stand on the transcript, which will reflect a "Withdraw."

Advanced Placement Policies

Students are admitted to AP courses with the permission of the department. Students in these courses necessarily take on a course load with high work demands and often must use vacations and long weekends to cover material. All students in AP courses are required to take the AP examination.

In an effort to sustain a healthy balance between academic, co-curricular, and athletic commitments, no student will be allowed to enroll in more than four AP classes. Students who meet the criteria to enroll in four AP classes and who wish to do so will need to petition the Program Planning Committee of the Upper School. We urge students and parents to make this decision only after careful thought and with an eye toward preserving time for activities outside of school.

Semester and Year Away Programs

Wheeler recognizes the value of non-traditional educational programs and enthusiastically supports five programs that offer an experience complementary to ours to interested Juniors. These programs involve an application process with the hosting schools, and Wheeler works closely with them to insure a good experience for our students. Students at Wheeler may apply to the following semester and year away programs for the JUNIOR YEAR ONLY: The Mountain School in Vershire, Vermont; CITYTerm in New York City; The High Mountain Institute in Colorado; The Island School, Eleuthera Island in the Bahamas; and School Year Abroad, sponsored by Phillips Academy. Seniors are expected to spend the entirety of the year on our campus.

Independent Study

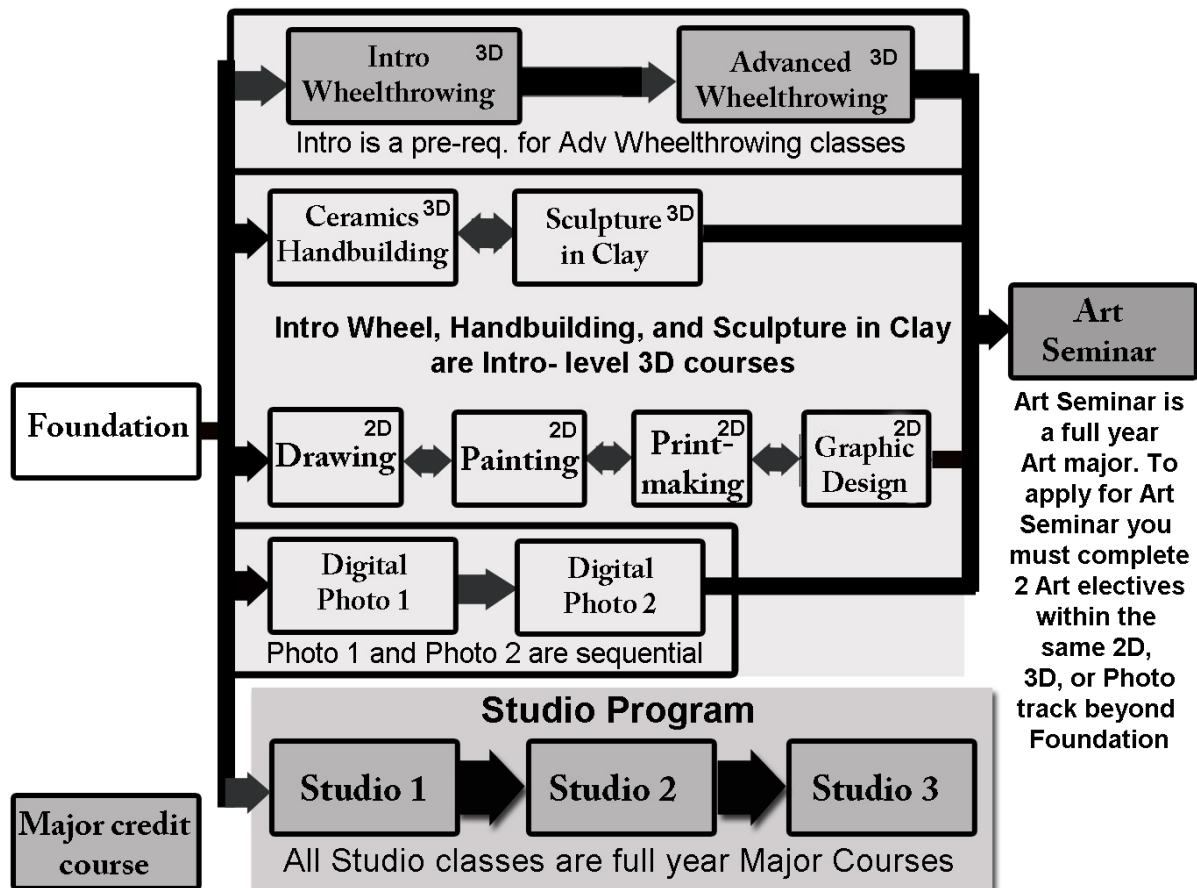
Students with a particular passion or expertise in an area may choose to pursue independent study in that area with a faculty member. These opportunities require the utmost initiative, independence, and responsibility on the part of the student. Independent studies may be taken as either major or minor courses; in either case students and the instructor must be able to meet for 200 minutes per week. Independent studies as minors are approved by the appropriate department chair and the Head of Upper School. Independent studies as majors are approved by the Committee of Department Heads. These applications must be submitted in the spring for the Fall semester of the next year and in the Fall semester for the Spring semester of that academic year. No independent study can count as a fifth major unless that student has exhausted the department's offerings.

Visual Arts

The study of art affects many areas of learning. The development of perceptual skills, like that of verbal skills, is vitally important because these skills improve thinking. The study of art, while enhancing learning as a whole, also has value as a discipline in and of itself. The Upper School Art curriculum encourages students to be open and receptive to new ideas, to new ways of working and thinking, and to taking risks. Students learn to value experimentation and discovery without fear of right or wrong outcomes; the process of art-making is valued before product. Program goals broaden student awareness through involvement in the art making process and aim to help students value themselves, their work, and the efforts of others. Requirements: Because Wheeler considers art to be an integral part of the educational process, each student is required to take two art courses in the Upper School. The first of these, in the 9th or 10th grade, is always the Foundation Art course. Students new to Wheeler in the 10th grade are required to take Foundation Art. Students may then complete their art requirement by taking Introduction to Wheel Throwing, Digital Photography 1, Drawing, Graphic Design, Ceramics: Hand Building, Printmaking, or Painting before they graduate. Students new to Wheeler in the 11th grade are required to take either Foundation Art or one art elective, depending on previous art experiences. Students with a strong interest and ability in art should take Foundation Art in the ninth grade, and then complete the necessary application process to be considered for acceptance in the Studio Art program. Students with a strong interest in art specialties can pursue advanced work in the Drawing, Ceramics, and/or Digital Photography sequence of courses. Serious students in the electives track may qualify for the Advanced Art Seminar. For an overview of the Upper School Art offerings and their sequences see Appendix 6.

See the following page for a schematic diagram of the Visual Arts course sequence.

Art Department Course Sequence



Note: All Art Electives are 1 semester Minor Courses except where noted (in gray)
 Students may take the Art electives Ceramics Handbuilding, Drawing, Graphic Design, Painting, Printmaking, Intro Wheelthrowing, Sculpture in Clay, or Digital Photography 1 in any order.

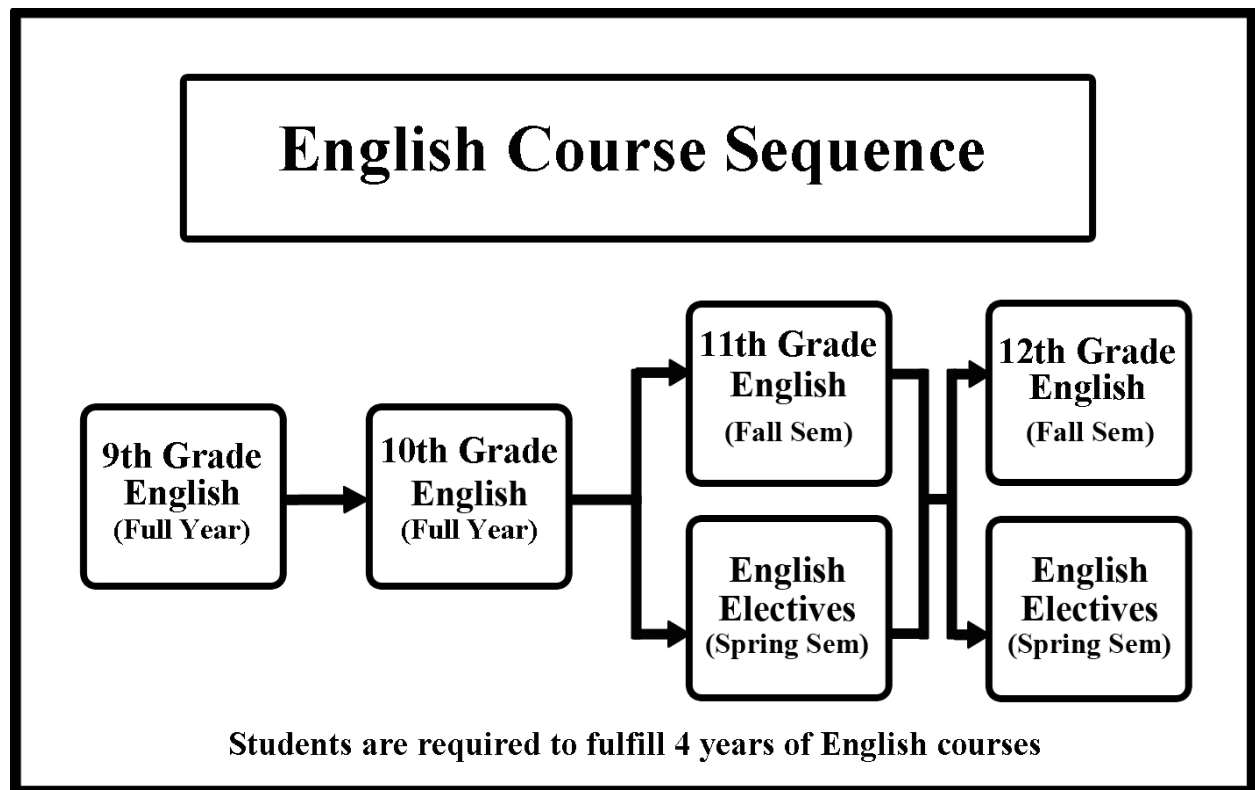
English

The English department encourages students to become sophisticated readers and confident writers. Through in-depth analysis of texts of increasing complexity chosen from various literary forms (autobiographies, essays, novels, short stories, plays, and poetry), our students develop their ability to understand and to explain an author's style, voice, background and historical period. We strive for a balance between classic and contemporary texts and look to expose our students to a diverse selection of perspectives and subjects.

Writing is at the heart of all levels of the English curriculum. The department emphasizes both analytical and creative writing assignments in order to enhance students' understanding of literature and their own place in the world. Students at each grade level can expect to write a variety of expository and personal essays, poems, short stories, and one act plays. Students hone their writing through a revision process that involves thorough teacher commentary, peer editing in class, and the use of appointed student Writing Mentors. We encourage students to showcase their work in student publications and various writing contests.

All students must complete four full years of English study.

See below for a schematic diagram of the English course sequence:



History

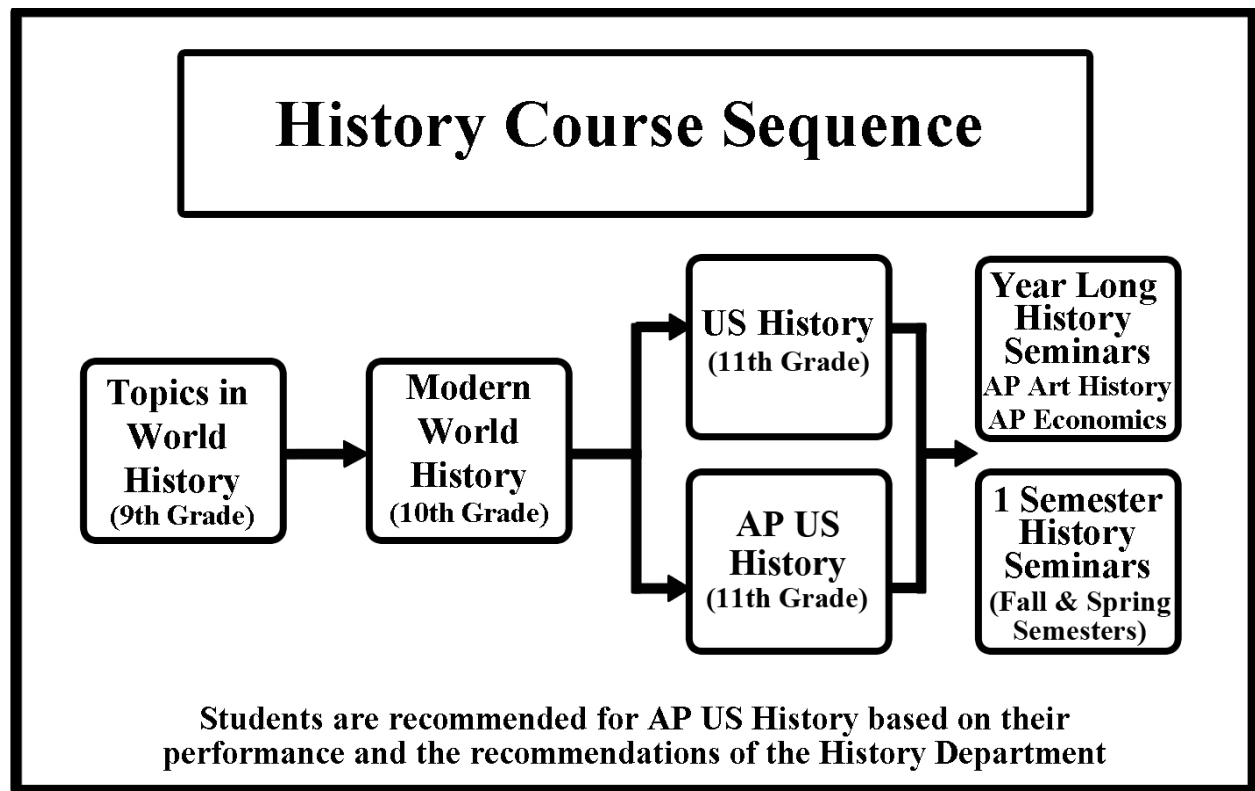
The History Department trains students to understand the foundations of the contemporary world. By the time students graduate (when many of them have reached voting age), they should be able to make informed decisions about the people, issues, and events around them.

To that end, students develop the skills needed to become successful citizens in today's rapidly changing world. Students learn to think critically by examining both primary and secondary sources, by weighing different sides of arguments, and by evaluating options and judging outcomes. Such critical thinking is encouraged through a variety of means: essays, tests, presentations, research projects, debates, role-plays, class discussions, and a variety of types of writing assignments. Critical writing is stressed throughout the curriculum.

History courses are structured to build skills over the four-year span of secondary school. The skills developed and the knowledge acquired in one year's course is designed to prepare students for the next. Taking courses out of sequence, therefore, is discouraged.

Students are required to take three years of History that include Topics in World History, Modern World History, and United States History. The Department encourages students to take a fourth year of History through our seminar program.

See below for a schematic diagram of the History course sequence:

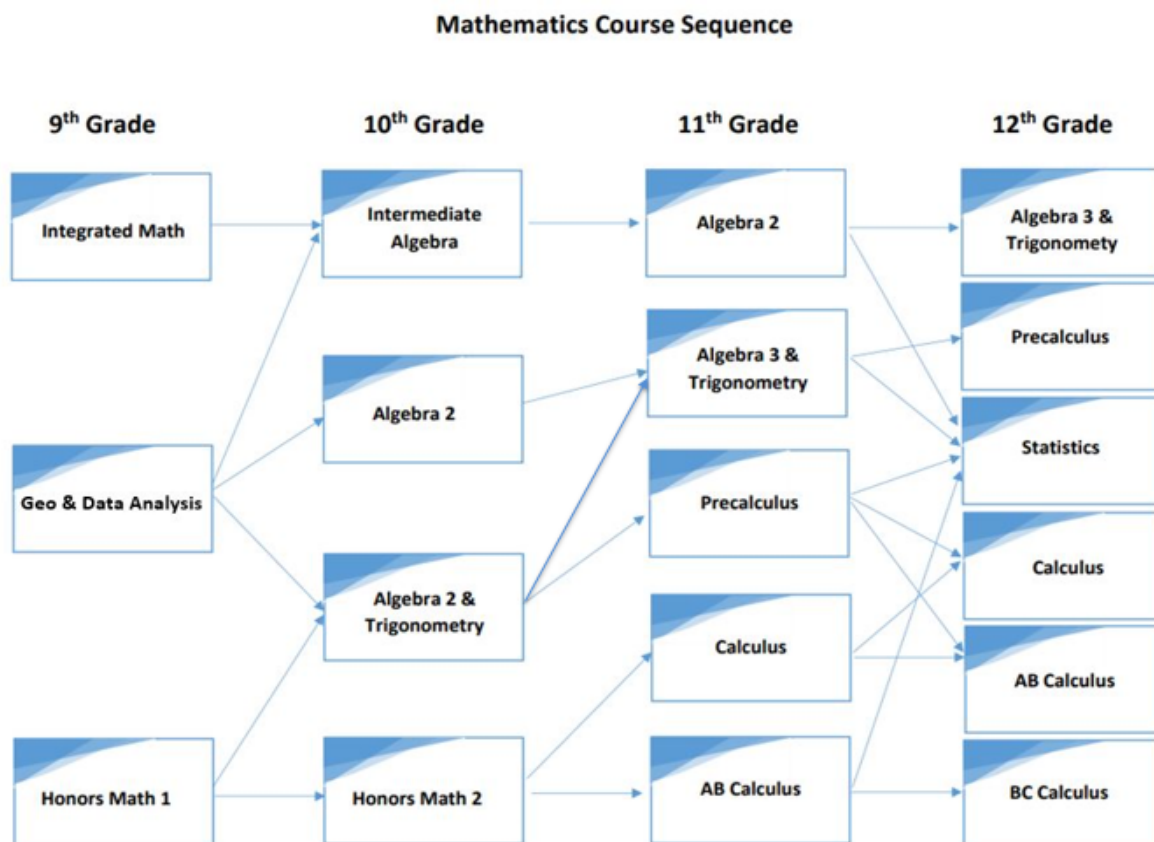


Mathematics

The objective of the Mathematics department is to give students the tools and problem-solving skills to face the challenges of a variety of problems. We encourage students to work both individually and collectively in finding solutions. We want each student to build confidence in their ability to study mathematics now and in the future, to see connections among the concepts covered in our curriculum, and to reach their potential through understanding and appreciation of the subject.

Although students are required to take three years of math in Upper School, most students take mathematics courses in each of the four years. Graduation requirements include two years of passing grades in Algebra and one year in Geometry. Students who have a particularly strong interest in mathematics or in another field which relies on advanced mathematical ideas may, if qualified, undertake an accelerated sequence. **A TI-Nspire CAS graphing calculator and computer software that comes with the calculator are required for all students in every course.**

Below is a schematic diagram of the Mathematics course sequence:



Modern Languages

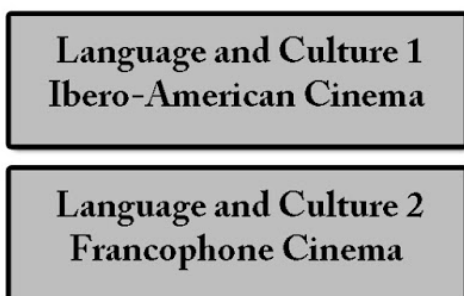
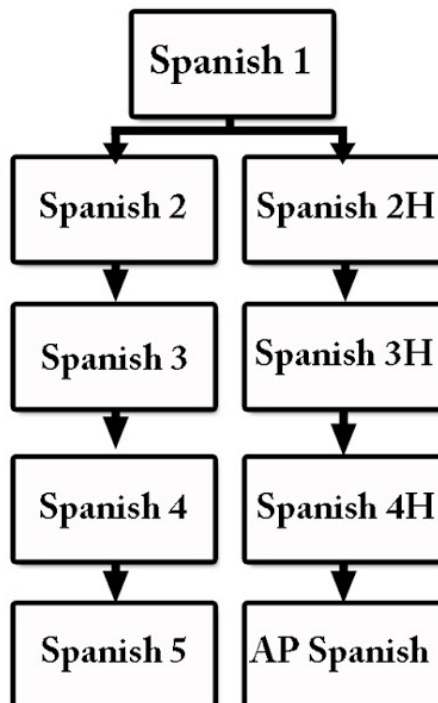
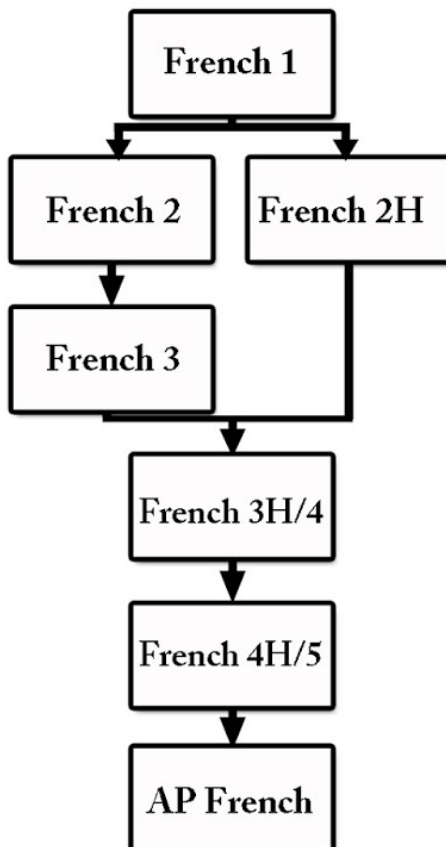
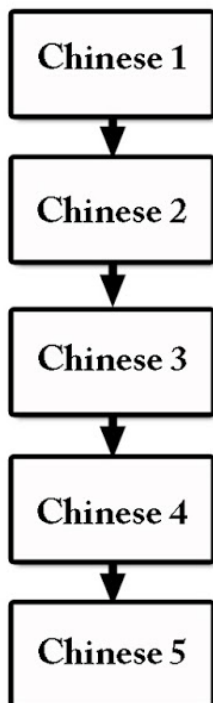
To become proficient in a modern language, students must learn to speak, to listen and understand, to read and to write in the target language. Teachers, therefore, choose activities to address these four skills. At each level, students learn grammar and vocabulary, study cultural units, read selected literary texts or news articles, watch video clips or films, write in journals or prepare more formal compositions, and converse in groups or speak in front of the class. Since we encourage students to become independent speakers, the higher-level courses place greater demands on self-generated conversation. In each class, the mid-year examination is oral and requires the student to meet individually with the teacher to converse in the target language.*

Wheeler offers course work in Chinese, French, and Spanish. Students normally begin studying any one of these three languages in the sixth or ninth grades. Modern language students must earn a C- or better in level 1 language study to continue to level 2. Those students who earn a D+ or below must either repeat level 1 at Wheeler the following year or satisfactorily complete an approved summer school course and pass the department's qualifying exam prior to continuing to level 2 at Wheeler. Students with accepted documentation of a language waiver can opt to take the language Pass/Fail.

Students who wish to continue beyond the required level 3 of modern language study must be willing to speak the language extensively and to approach their work with a high degree of commitment and motivation. Students must earn a C to continue beyond level 3 or have the consent of their current instructor. Students who do not pursue the study of a modern language beyond the third year are strongly advised to enroll in the introductory sequence of a second modern language or a language and culture elective.

*The Language and Culture electives will have a written semester exam.

See the following page for a schematic diagram of the Modern Language course sequence.



Language and Culture electives can be taken any time after the language requirement is complete, either as an alternative to or in conjunction with regular language electives. These electives can be taken in any order.

Performing Arts

Courses in the Performing Arts curriculum involve students in a process, which includes creativity, sharing, performance, and critical analysis. Courses designated Ensemble develop fundamental skills while exploring history, form and theory. Courses designated as Performance emphasize repertoire, technique, and hands-on applications. Performance courses require an audition to determine appropriate placement. Specific audition criteria are available from individual instructors.

Every student is required to complete successfully one full year of Performing Arts. This may be fulfilled with either major or minor elective courses. The department strongly recommends that every student complete at least one semester by the end of the sophomore year. Students new to Wheeler may enroll in any non-performance class or contact the department for entrance into a performance level course. Eleventh graders new to Wheeler need take only one semester of Performing Arts.

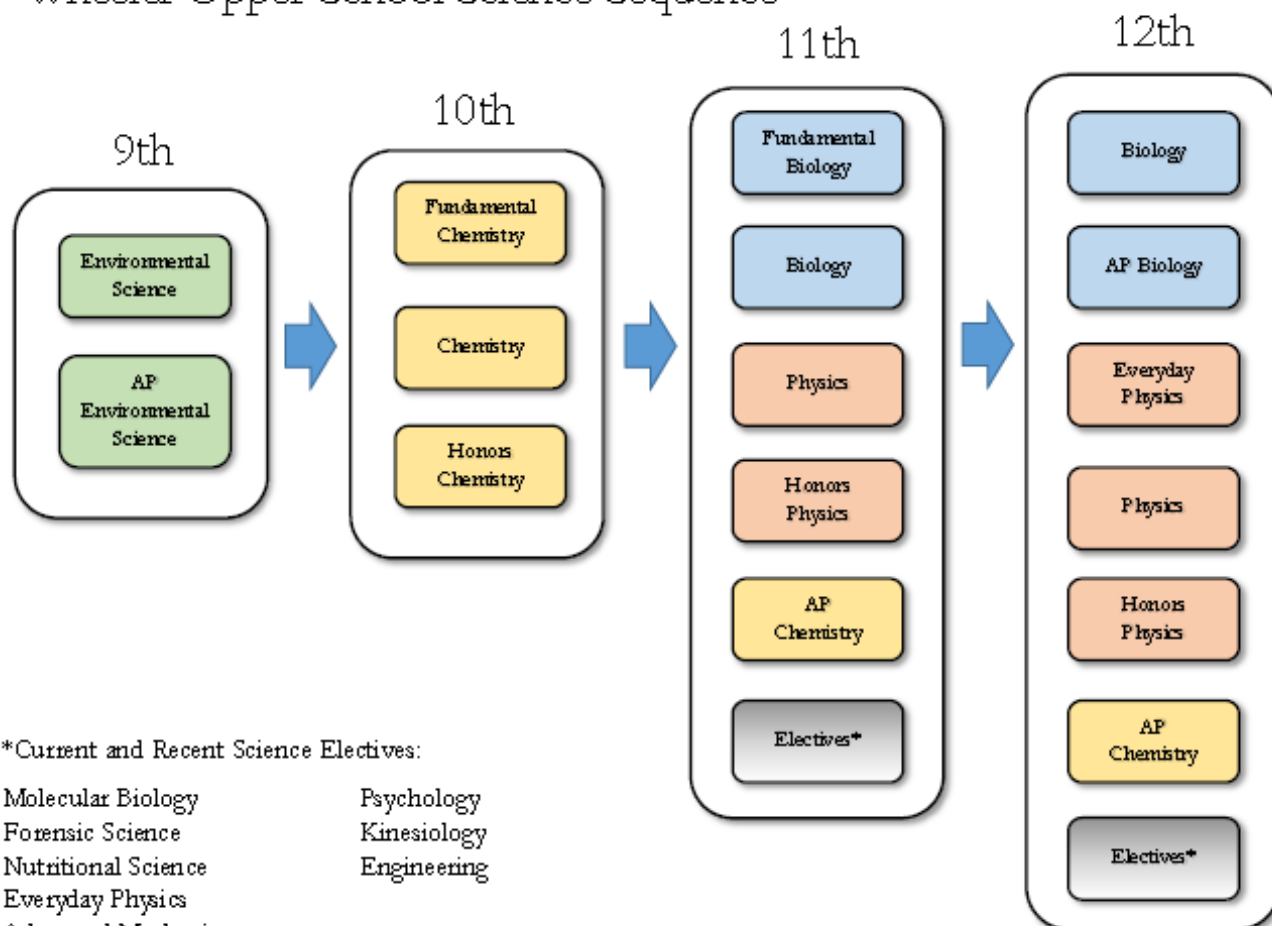
Science

The Upper School science curriculum is based on the premise that all Wheeler graduates should be scientifically literate citizens, and that all of our students should be exposed to the methods and concepts of the primary physical and biological sciences. Each of our science courses emphasizes critical observation, logical reasoning, quantitative experimentation, problem-solving skills, and scientific literacy.

The minimum science requirement for graduation from Wheeler is three credits (three years of study), including Environmental Science, Chemistry, and a full-year course in either Biology or Physics. All students are encouraged to take at least one course in each of four scientific disciplines. After completing courses in Environmental Science (ninth grade) and Chemistry (tenth grade), students may take courses in Biology and Physics in either order. This sequence of courses is considered to be our core curriculum. Students new to Wheeler after the ninth grade are not required to take Environmental Science.

Below is a schematic diagram of the Science course sequence:

Wheeler Upper School Science Sequence



Athletics & Physical Education Program

Physical education and athletics are an integral part of the Upper School Program. Participation in either area encourages physical fitness, development of specific skills, cooperation and socialization with peers, and fun through physical activity. Athletics specifically develops values such as commitment, self-discipline, and teamwork. Participation in athletics is highly encouraged and fulfills the physical education requirement for a specific term. Physical education instruction and athletics participation are divided into three seasonal terms: Fall, Winter, and Spring. Requirements for the Athletic and Physical Education Program in the Upper School are as follows:

1. All students must participate in a minimum of 100 minutes of physical education activities per week. This is a Rhode Island state requirement.
 - a. Students must sign up for their elective activities at the beginning of each term
 - b. Most physical education activities will meet after school one or two times per week depending on the activity. Weight Room participants may work out during the academic day.
 - c. Playing on an interscholastic team fulfills the physical education requirement for that season.
 - d. Student participation in the musical satisfies the Physical Education requirement for the winter trimester.
 - e. Varsity and JV players who participate in 2 Wheeler sports will now be exempt from taking physical education for a 3rd term. As usual we will offer physical education classes after school, weight room throughout the academic day, as well as honoring independent contracts for students doing outside activities. Students not playing 2 sports are required to participate in physical education for 3 terms.
2. Students will receive a grade of “credit” or “no credit” in physical education and athletics on the basis of attendance, knowledge, skill performance, improvement, and effort.
3. The only students exempt from the physical education requirement will be students doing documented, approved independent projects away from campus, and those with physical disabilities, who provide a physician’s letter of explanation to the School Nurse.
4. Activity possibilities are listed below. Activities will be revised according to student interest and facility availability.

Examples of Physical Education Offerings

P.E. Classes

Co-Educational

Body Sculpting, Pilates, Rock Climbing, Basketball, Self-Defense, Fun in the Gym, Yoga, Aerobics Classes, Winter Running, Kick Boxing, Weight Training, Zumba, Cardio Kick & Burn

Athletic Teams

Boys' Teams

Fall: Cross Country, Soccer

Winter: Basketball, Squash, Indoor Track, Swimming

Spring: Baseball, Lacrosse, Tennis, Golf, Track & Field

Girls' Teams

Fall: Cross Country, Field Hockey, Soccer, Tennis

Winter: Basketball, Squash, Indoor Track, Swimming

Spring: Lacrosse, Softball, Golf, Track & Field

Athletic Co-operative Teams

Football w/ Providence Country Day & Juanita Sanchez (participation fee)

Boys Ice Hockey w/ Providence Country Day & St. Raphael Academy (participation fee)

Aerie Program Courses

Supplemental Course Offerings

Individual needs and interests are often met with courses arranged through the Aerie Program. Seminars and tutorials with adjunct instructors can be arranged in consultation with advisors, department heads, and Aerie staff. 2018-'19 courses included Astronomy, Neuroscience, Entrepreneurship, Linguistics, and Film Making.

Broadcast Program

Video Broadcasting: Video Broadcasting is the introduction into the foundational principles of a complete video production via camera shooting, and the details that surround that art, editing that footage with state of the art software, and creative writing and storyboarding to see a video production from its inception to completion. These come in the form of Documentaries, music videos, creative works or on campus recordings that the student produces for use on our multimedia site: www.wheelerschoolbroadcasting.org (Major course)

Advanced Video Production: Advanced Video Production is the advanced application of key principles of a complete video production via camera and the details that surround that art, editing that footage with state of the art software, and creative storyboarding and writing to see that project from its inception to completion. These come in the form of recorded events or other creative works that the student produces. (Minor course)

Sound Production: Sound Production is a course held at the Digital Production Studio. The student is instructed how to utilize state of the art digital recording software, we then use this technology to record, edit and master student musical creations and song remixes. The student is also instructed on DJ hardware and software and by the end of the class has the training to be a fully independent DJ. (Minor course)

Radio Broadcasting: This is the weekly preparation and delivery of a live radio show covering a myriad of subject matter, be it sports, music, politics, local affairs etc. The show is streamed live on www.wheelerschoolbroadcasting.org and recorded for transmission on 88.1FM WELH, Providence. (Minor course)

Podcasting: The creative and technical process of how to create, record and edit a podcast, as well as make the podcast available to the broader audience via online radio and archiving. (Minor course)

Supplemental Language Offerings

Students who wish to explore foreign languages in addition to their Modern Language requirements do so through the Aerie Program. In the last few years Wheeler students have been enrolled in classes or tutorials in different levels of Japanese, American Sign Language, Arabic, Italian, Russian, and German. Other students have taken Ancient Greek, Modern Hebrew, Korean, Urdu, Turkish, Persian, Swedish, Dutch, and French Creole as minor courses. Some students do advanced work in preparation for AP exams not offered as part of the regular curriculum, or continue language studies past the AP level.

Latin Program

For Upper School students who wish to pursue language studies beyond the scope and requirements of the Modern Language program, instruction in Latin 1, 2, 3, 4, and Advanced Latin Literature. Introductory Latin instruction is also available to Middle School students.

Fundamentals of Language: Latin

This course serves as an introduction to Latin Language acquisition. Students learn the nuts and bolts of both English and Latin. Everything we do in Latin we do in English. We pay particular attention to the manner in which English and Latin establish meaning: word order and word inflection (changes in verbs, nouns, pronouns, adjectives) are considered on a daily basis to help students gain understanding as to how precisely English and Latin convey meaning. Students may continue the following year with Latin II. (Major course – by Departmental Permission only)

Latin I

Latin I focuses on morphology, syntax, and vocabulary acquisition. Students learn all six tenses of the indicative of the four plus verb conjugations and all five noun declensions. There is a focus on learning how to read Latin effectively as well as a perusal of Roman history and culture. (Major course)

Latin II

Latin II is a continuation of Latin I: it reintroduces students to an in-depth study of the language in a reading context. Students spend the first semester and a half finishing the study of basic morphology, syntax, and vocabulary. In the final half semester, students begin to read real Latin authors including Catullus, Martial, and Seneca the Younger.

Latin III

A thorough review of all morphology, syntax, and vocabulary of Latin II precedes a close reading and examination of various prose Latin writers in their historical context including Caesar, Cicero, Livy, Sallust, Augustus, Petronius, Pliny, Tacitus, Suetonius, Apuleius, and others. Neo-Latin authors including Ludvig Holberg will also be considered. (Major course)

Latin IV

A reprise of all morphology, syntax, and vocabulary of Latin III leads into a thorough reading of selections from the poetry of Catullus, Tibullus, Vergil, Horace, Martial, and Ovid. Students learn the various meters of these authors while learning to actively apply and grow their knowledge of the basics of Latin grammar – in the cultural and historical context of the fall of the Roman Republic and rise of the Principate under Augustus. Daily quizzes on syntax, morphology, meter, and translation solidify and deepen students' understanding. (Major course)

Advanced Latin Literature

Advanced Latin Literature can be taken after Latin IV; the curriculum changes with the interests of students, but includes reading, interpretation, and translation of prose and poetry at a high level. (Major course)

College Counseling

The College Counseling office serves as a resource to students and their advisors with regard to the selection of courses, summer study and work plans, and advice about standardized testing. Regular individual and group sessions begin in January of the junior year and continue through the senior year. The search for appropriate colleges, the process of self-evaluation and decision-making, and the healthy transition to a new environment are issues central to the discussions.

Wheeler's course requirements are minimum requirements for the Wheeler diploma. When planning a program for a given semester, a student should consider current curricular and co-curricular interests, the ability to cope with individual courses, and future goals. Most colleges are interested in students who choose to exceed the graduation requirements; selective colleges are looking for students who are able to excel in the most demanding courses. Seniors, particularly, must choose the paths of greatest academic challenge possible in keeping with their abilities if they are to be competitive applicants at highly visible colleges.

Finally, we encourage students to develop outside interests at Wheeler and in the greater community. These may be academic, and may also include the athletic, artistic, and altruistic. Summers, too, are important periods in which all of these activities may be pursued. The depth and quality of a student's commitment to any activity is far more important than the number of activities in which they participate.

SAT and SAT Subject Tests

The College Board website (www.collegeboard.org) has the most up-to-date information about test design and timing for the SAT Reasoning Test. Although the Essay portion of the test is deemed optional, we request that students ALWAYS take the SAT with the Essay section.

The SAT Subject Tests (formerly known as SAT II tests or Achievement Tests) of the College Entrance Examination Board are one-hour tests of knowledge in specific subjects. Many colleges require the scores from the SAT (or ACT – see below), and several require or strongly recommend two, if not three, Subject Tests. If a student has specific colleges in mind, they should look up the requirements on the website of the particular institution.

Occasionally, it is appropriate for sophomores to take a Subject Test, particularly if they are completing the study of a subject at that time. Students should consult with their teachers regarding their preparation for certain SAT Subject tests. Normally, students will want to have taken at least three Subject Tests by the end of their junior year. Other tests may be taken in the fall of the senior year. There are many study guides and computer programs available for standardized testing preparation. While it is time-consuming to study for SATs, being familiar with the types of questions asked is essential.

Subject Tests are offered in the following areas:

Biology (Ecological)	Literature (Reading Comprehension)
Biology (Molecular)	Math Level IC
Chemistry	Math Level IIC
Chinese**	Modern Hebrew
French*	Physics
German*	Spanish*
Italian*	U.S. History
Latin	World History

* Listening tests are offered only in November.

** Offered in November only.

Generally, it is best to take:

* 1 Subject Test in science or math

* 1 Subject Test in language or history

* 1 Subject Test in an additional subject the student has mastered

The following provides guidelines for registering for Subject Tests:

For Math Level 1: completion of math at least through Geometry and Algebra 2 or at the end of Honors Math 2.

For Math Level 2: completion of both semesters of Precalculus.

Any modern language: Completion of 4 years of language study.

Biology, Chemistry, and Physics: Should usually be taken at the end of the year in which the course is taken. Course instructors will provide more information regarding a student's eligibility for one of these tests.

United States History: We recommend that students have either US History AP or three semesters of US History.

Literature: Completion of Wheeler's English curriculum through 11th grade.

The following schedule may be amended at any time.

Sophomore Year	Junior Year	Senior Year
Oct.- PSAT on campus May – practice ACT/SAT combo test on campus June – SAT Subj. Test (for some students)	Oct.- PSAT on campus Dec.- SAT w/ Essay Dec.- ACT w/ Writing May or June - SAT Subj. Tests	August - SAT w/ Essay Sept.- ACT w/ Writing Oct. – SAT w/ Essay Nov.-SAT Subj. Tests

Bulletins with information about the College Board testing programs and sample questions are available in the College Counseling Office. Students with documentation of a diagnosed learning difference which qualifies them for extended time testing should contact Ms. White in the ASAP Office to ensure that the proper forms are filed. Please note that ETS has specific guidelines for the procedures and time limits for non-standard administration of their tests.

Reporting SAT and SAT Subject Test scores

Score Choice is an optional score reporting feature offered by the College Board for reporting SAT and SAT Subject Test scores to colleges. While it offers students the opportunity to send only a selection of their scores, some colleges do not allow the use of the option. It is best to consult the individual college websites to determine their policies. Wheeler students should report scores to colleges only in consultation with their college counselor.

ACT with Writing Test

The ACT, an alternative to the SAT, which is accepted by all colleges, is offered at various test centers throughout the state. We recommend that all juniors take the ACT exam in February of their junior year. For those who do not

take the ACT in February, we recommend that they take the April ACT exam. Students have the option to use their ACT score in lieu of SAT and, sometimes, SAT Subject Tests, if this is a stronger representation of the student as a standardized test-taker. The student's college counselor will help students interpret their results and advise them about which scores to send.

The ACT consists of four subtests: English, Mathematics, Reading, and Science. The additional Writing section, which adds 30 minutes, is optional in theory, but we ask that Wheeler students ALWAYS take the exam with the Writing portion.