

**The Woodward School for Girls**  
**PROGRAM OF STUDIES**

**2022 – 2023**



**THE WOODWARD SCHOOL**  
**1894**

## THE WOODWARD SCHOOL FOR GIRLS

The Woodward School for Girls, founded in 1869 by Dr. Ebenezer Woodward and Mary Greenleaf Woodward, remains committed to educating young women. Bridging three centuries, Woodward continues to provide an independent, college preparatory education emphasizing the development of intellect, character, and academic, personal and leadership skills.

Woodward invites students from a rich diversity of backgrounds, who are committed to advancing their lives, and the lives of others, through scholarship, community engagement and service. Woodward students are expected to be thoughtful, compassionate, and conscientious members of their communities.

Woodward's low student-teacher ratio promotes individual growth and accomplishment, fosters close relationships between students and staff, and creates a dynamic atmosphere for learning. Our alumnae reflect the knowledge and confidence that results from being challenged to achieve their potential.

Woodward students, families, teachers, administrators, and staff, as well as alumnae and trustees, are all partners striving to provide an environment that fosters excellence in education.

## MISSION

The Mission of The Woodward School is to honor and cultivate each student's academic and personal potential to enrich the world with courage and creativity.

## MOTTO

*Discimus Ut Ducamus; We learn so we may lead*

*(Pronunciation: DÍŚ – ci - mus ut du - CÁ mus)*

## PROGRAM OF STUDIES 2022 - 2023

Woodward's academic program is college preparatory. This booklet contains course descriptions and program requirements for the Middle and Upper Schools at Woodward.

Classes for Middle School students are entirely prescribed and include the core academic subjects accompanied by Latin, Theatre, Music, Art, Computer Science, Engineering, Study Skills, and Health and Wellness.

In the Upper School, students must meet Woodward graduation requirements, as outlined in the Upper School section of this document. Certain Upper School classes will be assigned as required or as pre-requisite to next level classes; students will also be able to elect classes. (See Upper School Course Descriptions.) Woodward will make every effort to assign students to their chosen elective courses. However, the school must reserve the right to substitute a class for reasons including schedule conflicts, class size, under enrollment, or because a class offering is changing and/or not running. In such cases, we will contact you to explain your options and work together to make any necessary adjustments to your class schedule.

Students will be guided in understanding this Program of Studies, this schedule and any elective options with the help of their teachers, Advisors and the College Counselor. Parents are welcomed and encouraged to contact their student's subject matter teacher, Advisor or the school's College Counselor.

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# MIDDLE SCHOOL PROGRAM & COURSE DESCRIPTIONS

GRADE 6 COURSES	GRADE 7 COURSES	GRADE 8 COURSES
Middle School English I	Middle School English II	Middle School English III – Who Tells the Story?
History of Civilizations	History of Empires	American History & Civics
Middle School Latin I	Middle School Latin I, II	Middle School Latin II, III
Mathematics	Pre-Algebra	Algebra I
Earth Science	Life Science	Physical Science
Foundations of Computer Science	Foundations of Computer Science	Foundations of Computer Science
Engineering	Engineering	Engineering
Study Skills	Study Skills	Study Skills
The Arts (Visual Art, Music, Theatre)	The Arts (Visual Art, Music, Theatre)	The Arts (Visual Art, Music, Theatre)
Health & Wellness	Health & Wellness	Health & Wellness
Community Service	Community Service	Community Service

## MIDDLE SCHOOL ENGLISH

Woodward’s Middle School English curriculum supports student learning as they discover the world and grow as individuals. The English Department seeks to encourage competent and compassionate learners who engage with multiple literacies, recognize, and synthesize multiple viewpoints, and present reasoned conclusions in a variety of media. Students will read literary selections that offer windows, mirrors, and sliding doors, inviting them to consider the complexity of their lives and the lives of others. Middle School students build foundational skills through close-reading and discussion of formative texts, both fiction and non-fiction. Students are required to complete extensive independent reading throughout the year. Students develop writing and editing skills

through a variety of writing assignments, journaling, and creative projects. Middle School English classes are aligned with Middle School History and Social Studies content to build an integrated humanities curriculum.

### ***MS ENGLISH I: WHY STORIES MATTER***

Using a variety of global mythologies, fables, folktales, and stories from world religions, students will investigate what qualities make a good story, and to recognize patterns common to these stories and to their own lives. Students will study narrative structure, characterization, setting, context, and theme. They will discover the importance of stories and their impact on us personally and culturally, through readings such as *The Story of World Mythologies* and *Tristan Strong Punches a Hole in the Sky*. At the end of the year, students will showcase their learning by writing a series of short stories which update and modernize some of the year's readings. Through both creative and expository writing assignments, students will sharpen their ability to write well developed paragraphs, with varied sentence structure and clear transitions.

### ***MS ENGLISH II: STORIES FROM DIFFERENT PERSPECTIVES***

Building on their ability to recognize patterns in storytelling, students will investigate the importance of perspective in storytelling. Using a variety of fiction and nonfiction readings such as *Romeo and Juliet* and *The Arrival*, students will consider narrative events from multiple perspectives and analyze how our point of view affects our understanding of and reaction to any situation. Students will study tone, mood, bias, and word choice. By the end of the year, students will have created in-depth research projects analyzing different perspectives on topics of the students' choice. In addition to journaling and creative writing projects, students will further develop their argumentative and analytical writing skills, including writing and developing strong thesis statements. Grammar will be integrated into continued work on expanding revision and editing skills, and vocabulary development will continue as an integral part of the reading program.

### ***MS ENGLISH III: WHO CONTROLS THE STORY?***

Students will transition from studying narrative to focusing on the style and impact of speeches and poetry, considering the historical context and social movements which inspired these writings, and determining what makes an effective speech or a powerful poem. They will study persuasion, rhetorical techniques, poetic structure, and figurative language. By the end of the year, students will have read poems and speeches from a variety of English-language poets and orators such as Mary Wollstonecraft Shelley, Sojourner Truth, Emily Dickinson, and Maya Angelou, and used those texts as guides for writing their own. Additionally, students will prepare to recite works of their choosing by American poets during Woodward's Annual Founders' Night event.

Work on argumentative and analytical writing will continue, with students becoming increasingly competent writers and editors of their own expository and creative works. Students will continue to expand their academic and general vocabularies through their reading.

## **MIDDLE SCHOOL HISTORY**

Woodward's Middle School History Department endeavors to teach students about the events, institutions, people, and social and cultural experiences of humanity throughout history. Students are encouraged to see and interpret the world beyond them through a growing rigor in reading, writing, thinking, research and presentation. The History Department emphasizes analyzing primary and secondary documents, debating and comparing viewpoints, understanding bias, geography skills and connecting history to the present.

### ***HISTORY OF CIVILIZATIONS***

This course explores the history of civilizations, such as Greece, China and the Incas. Students will study the allocation of global resources and how this shaped civilizations, with focus on the geography, culture and philosophy of civilizations. Students will

examine primary and secondary sources to evaluate perspective and bias. They will develop their social studies writing skills, including writing a thesis, conducting research evaluating and documenting sources, and building historical literacy.

### ***HISTORY OF EMPIRES***

This course will examine the history of empires across the world, such as the Spanish, British, and American Empires. Students will focus on the colonization of people and resources within these empires, and on cultural diffusion: the spread of culture, ideas and people. They will examine primary and secondary sources to evaluate perspective and bias. The class will work on strengthening active reading and analytical writing skills, and on practicing historical contextualization.

### ***AMERICAN HISTORY & CIVICS***

American History covers the early history of the American continent and the events leading to the establishment of the United States of America. The course will present events, influences, individuals, conflicts, and values that shaped and define our nation. Students will study the earliest days of the American experience through American colonization, the American Revolution, establishment of The Republic and the founding documents of the United States, and our system of government. This course teaches about the stories and people of our nationally shared history and geography; migration, and the experiences and contributions of people and cultures native to and coming to the continent. The course is taught with emphasis on point of view, context, and important academic skills for sourcing and thinking like a historian.

## **MIDDLE SCHOOL LATIN**

The Middle School Latin curriculum presents students with essential knowledge and skills that will serve them throughout the rest of their education and lives. All Woodward students study Latin in grades 6,7 & 8. Students gain a solid understanding of the syntax, vocabulary, and grammar of the Latin language and will be able to translate progressively more challenging text, and ultimately, encounter original Latin authors in their native language. Students will improve their concept of language and communication through a broad, comparative understanding of how languages work. While building key study habits such as memorization and building a consistent study schedule, they will engage in an in-depth inquiry into the culture, religion, and history of the classical world.

### ***MIDDLE SCHOOL LATIN I***

Students will learn the classical pronunciation of the Latin language and the syntactical similarities to and differences from English. As they develop familiarity with Latin syntax and vocabulary, they will interact with simple Latin text. Students will learn to connect English words with their Latin roots and acquire insight into the history and culture of the Roman people.

### ***MIDDLE SCHOOL LATIN II***

Middle School Latin II begins with a thorough and rapid review of the previous year's work in Latin I. After mastery of the necessary forms, grammar and vocabulary, the class reads extensive selections of Latin prose through which they will encounter Greco-Roman myths about the ancient pantheon, as well as some uniquely Roman heroes, both male and female.

### ***MIDDLE SCHOOL LATIN III***

Middle School Latin III will increase students' vocabulary and facility in translation. Students will translate adapted Latin selections from Ovid and the Labors of Hercules. They will also study the real-life heroes of the ancient Romans, both male and female. Students continue to study Roman history, religion, and culture to contextualize the Latin authors they will read in the Upper School.

## MIDDLE SCHOOL MATHEMATICS

The Middle School Mathematics program emphasizes problem-solving and helping students to think strategically when solving a math problem. Students learn through hands-on activities and scaffolded instruction. Throughout the middle school years, students investigate and perform operations with integers, fractions, decimals, and percentages. The curriculum also focuses on the study of geometry, and probability and statistics. In the classroom, students make connections between these topics and real-world situations.

### ***MATHEMATICS***

In grade six, students build on their understanding of multiplication and division, and extend it to solving problems involving ratios and rates. Students develop knowledge and understanding of operations with whole numbers, decimals, and fractions. Other topics covered include integers, ratios and percentages, displays of data and statistics, and geometry. Students are introduced to algebraic expressions and begin to solve algebraic equations. This course emphasizes problem-solving and estimation.

### ***PRE-ALGEBRA***

Seventh grade students explore various mathematical concepts, such as variables, expressions, and integers, solving equations and inequalities, simplifying expressions with exponents, probability, and data analysis to prepare for Algebra I. Students also build on their problem-solving skills with topics in geometry. In addition, functional relationships and graphs of lines are introduced. Mathematical reasoning and problem-solving skills are emphasized throughout the course.

### ***ALGEBRA I***

In Algebra 1, students study linear, absolute value, quadratic and exponential functions. This includes solving multi-step equations and inequalities, graphing functions, and performing operations with polynomials. Reasoning and making mathematical connections are emphasized as well as applying their knowledge to real world situations.

## MIDDLE SCHOOL SCIENCE

The Science Department guides students to see the world from an observer's perspective, using scientific inquiry methods to analyze information and apply it to decisions they will make about their immediate and global communities. Through hands-on learning, Middle School students develop the scientific skills needed for success in high school science courses, as well as critical thinking skills they will use throughout their lives. Participation in the Science Fair is required each year, for all Middle School students.

### ***EARTH SCIENCE***

Students study the basic structure of the Earth, including fresh water, oceans, and atmosphere. Topics include rocks and minerals, volcanoes, plate tectonics, water and the atmosphere, and climate. Emphasis is placed on the process of science by studying the various tools scientists use to measure, graph, and model. The scientific method is studied using a variety of projects, including the Science Fair.

### ***LIFE SCIENCE***

Students study all aspects of life from the tiniest cells to the most complex function of living organisms. Topics include cell structure and function, photosynthesis, cellular respiration, the cell cycle, basic genetics, and evolution. Students also study basic animal body systems such as the digestive, respiratory, circulatory, excretory, and reproductive systems. Scientific writing is emphasized, with a variety of assignments and projects designed to further develop critical thinking and scientific writing skills.

### ***PHYSICAL SCIENCE***



Students study matter, energy, substances, and how they combine and change. Topics will include the periodic table, atoms and bonding, chemical reactions, the Laws of Motion, energy, electricity, magnetism, and electromagnetism. Observation and critical thinking skills are further developed, with a variety of assignments and projects to continue student advancement in science writing.

## MIDDLE SCHOOL COMPUTER SCIENCE

Students will gain knowledge, understanding, and skills in computing and technology through computer usage, coding and programming. A core objective of the program is to guide students in learning to articulate and define problems clearly and precisely, and to understand a research-based process to select the best technology devices, tools, and solutions to those problems. Each year students further develop their computational thinking and problem-solving skills, using technology as the facilitator.

### *FOUNDATIONS OF COMPUTER SCIENCES*

The course sequence for grades 6, 7 & 8 introduces the discipline of Computer Sciences through three distinct lenses — Digital Literacy, Proficiency, and Exploration. These three concepts empower students to understand the tools that are needed to succeed in our digital spaces — formatting, technology use in presentations, understanding citations, internet safety and security, to name a few. Students will also practice computer literacy in other unique and engaging ways, using Microsoft Office Suite as their platform for learning, writing, presentations, and mathematical computations.

As each student masters these fundamental proficiency skills, we will move into the exploration phase of the year with introductions of coding and programming, graphic design, and 3D design and implementation. Students will engage in three coding languages — Swift, Python, and Java — and understand the history of coding and programming, its advancements, and possible future applications.

Students will also explore graphic design using Adobe Creative Cloud Suite, the leading graphic and video design software used by industry professionals around the world. Students will get a feel for Adobe Photoshop for the first time alongside understanding photography techniques that can capture the world as they see it. Lastly, students will tackle the 3-Dimensional space of architecture and industrial design through AutoCAD, a leading software in modeling, 3D Printing, and rendering. Students will challenge themselves to think about how they interact in their world, recreating it and improving it using MakerBot 3D Printers.

## ENGINEERING

This class engages Middle School Students in solving various challenges using the Engineering Design Process — encouraging communication, creativity, and collaboration. The class utilizes the Woodward School Maker Space, where students can design, create, and imagine new solutions with their peers.

## STUDY SKILLS

Students in Middle School participate in a study skills class weekly to strengthen their academic and organizational skills. During these classes, students learn strategies to enhance their learning through successfully managing their time, materials, and assignments. Topics will include notetaking, active reading and listening, preparation for tests and quizzes, and developing methods of how to manage assignments. Students also further develop their computer skills such as typing proficiency, digital organization & hierarchies, and netiquette.

## MIDDLE SCHOOL ARTS

The Arts, both Visual and Performing, are core elements of Woodward’s Middle School curriculum. Students study the artwork, music, and dramatic work of those who have gone before, while exploring and developing their own individual creative skills and identities.

### ***MIDDLE SCHOOL ART***

Middle School visual art courses are designed to expose students to a variety of art concepts, materials and art-making processes, including acrylic, watercolor, charcoal, block printing, fiber arts and basic drawing techniques. Students learn new techniques and develop individual expression, while studying significant art periods and artists. All art students are required to participate in Woodward’s Night of the Arts.

Students will experiment with two and three-dimensional forms, as well as digital techniques and new media. Through projects based on specific themes, students will build their technical skills, apply the Elements and Principles of Art, and learn how to critique art and reflect on their work. Each unit allows for creative problem solving, where students will develop the self-confidence to express their ideas visually. Art history, contemporary art, and visual culture are woven into each unit in order for students to understand the relevancy of art and design in past and present cultures around the world.

### ***MIDDLE SCHOOL THEATRE AND MUSIC***

Students will explore the fundamentals of theater and different ways that we can perform on stage. Emphasis will be on improvisation, where students will be assigned different characters and scenarios, and students will also be encouraged and empowered with professional tips to create their own scenes while working together in small groups. This course will also examine works from published plays, musicals and monologues. Students will be provided with tools and tactics on character development, text analysis, and general acting techniques.

This music portion of this course is a primary level musicianship course for grades 6, 7 and 8 to learn basic theory, piano and voice skills, to support their choral repertoire. Students will learn how to read and interpret music on the staff, identify musical notes and rhythms, and improve their pitch accuracy. They will progress to combine their theory and basic piano skills to aid in learning their choral music.

## **HEALTH & WELLNESS**

Woodward’s health curriculum is designed according to the National Health Standards for Middle School and leads students through a developmentally appropriate study of adolescent health and wellbeing.

## **COMMUNITY SERVICE**

All Woodward students are required to participate in service to school and community, each year. Woodward believes that the regular practice of service to benefit others is enriching, enlarging and sustaining to those who participate, and will direct them toward a lifetime of ongoing service and goodwill. Service requirements will be discussed and shared with students and families at the start of the academic year.

# UPPER SCHOOL PROGRAM

## REQUIREMENTS FOR WOODWARD SCHOOL GRADUATION

Woodward Upper School students must complete specific course requirements during grades 9-12, plus completion of The Impact Learning Program to graduate with a diploma from The Woodward School for Girls.

Upper School students must carry a minimum of six courses each academic year, except seniors who must carry five courses. Students select a required course from each of the core subject areas, plus an additional elective or combination of electives throughout the year to meet program requirements. Students who wish to exceed the yearly course requirement must obtain permission.

Woodward's graduation requirements are designed for students planning to attend a four-year college or university. When choosing courses, students must be mindful of a four-year plan that meets both Woodward's graduation requirements and college admissions expectations; including admission to specific programs within a university. Accordingly, it is important that students review their one-year plans against their four-year plans, and possible college majors, each year.

In the junior and senior years Honors, and Advanced or AP sections are offered. These courses provide motivated students with an accelerated pace and advanced intellectual challenge. Students must be recommended and meet prerequisites for Honors, Advanced or AP level work, and must commit to meeting the additional academic expectations for in and out of class work. Teacher recommendations for these placements will be based upon demonstrated achievement and serious commitment to the expectations of the coursework. Students who take an AP course must take the AP Exam to earn AP credit. A student in an AP class who does not take the exam, will earn Honors credit.

Woodward reserves the right to schedule individual students based on graduation requirements, teacher recommendations and assignments, course enrollment numbers and availability, and other reasonable considerations. Courses listed in this Program of Studies that are under-enrolled may not run.

### UPPER SCHOOL GRADUATION REQUIREMENTS

<b>SUBJECT</b>	<b>REQUIRED</b> <i>(over 4 Upper School years)</i>
English	4 years
History / Social Studies	3 years (US History Required)
World & Classical Languages	3 years of the same language
Mathematics	4 years (Algebra I, Geometry & Algebra II required; certain Science and Computer Sciences courses may be approved as a 4th year math)
Sciences	3 years (Biology & Chemistry required)

Computer Sciences	1 year
The Arts	1 year
Founders' Paper	Required (11 <sup>th</sup> Grade History Thesis Paper)
IMPACT Learning	Required
Community Service	Required

### **ABOUT REQUIREMENTS**

- Upper School Students entering grades 9-11 must carry a minimum of five core, required courses plus elective selections, to total six courses per academic year;
- Seniors must carry a minimum of four core required courses per year, plus electives, to total five courses per academic year;
- Subject requirements may be met through a variety of selections within a department, and students may take required subject coursework at any grade level, as long as pre-requisite requirements are met;
- Credit for courses completed online or at other institutions must be pre-approved by the Assistant Head of School.

### **GRADE LEVEL WORKSHOPS**

Students at Woodward participate in workshops to provide information and teach skills to develop and advance students' academic, character and personal potential while at Woodward. College readiness and college counseling topics are introduced. By junior year, the focus on the college search and application process intensifies and becomes a personalized college counseling program, continuing through the senior year.

### **INDEPENDENT STUDY**

Independent studies offer students the opportunity to work with a faculty member to design an investigation into a topic of choice, or that a student would like to explore more deeply, generally one not scheduled in the existing curriculum. An Independent Study must be pre-approved and are limited by Faculty Advisor availability. Independent Study must be approved by the School in advance in order to be accepted for Woodward credit.

### **ONLINE COURSES**

Students may enroll in online courses that are not offered or cannot be scheduled at Woodward. Our partner, Constellation Learning offers a variety of online courses that may interest students. Online courses must be approved by the School in advance to be accepted for Woodward credit. Where a course is offered and fits a student's schedule, the student must enroll in Woodward's course offering and may not substitute an online course for credit.

### **TEACHER ASSISTANTS**

A limited number of Teaching Assistantships are available to qualified juniors and seniors. Teacher Assistants strengthen their own content skills and begin to explore the teaching profession by assisting a supervising teacher with classroom duties and student support. Students are required to apply and interview for a TA position.

### IMPACT LEARNING @ WOODWARD (IL@W)

The mission of The Impact Learning Program is to provide students with the opportunity for an independent learning experience beyond the classroom at Woodward. This program will allow students to have more hands-on, real-world, immersive learning experiences on campus, in Greater Boston, and the South Shore. IL@W will give students opportunities for focused, independent projects and internships. The program will encourage students to discover their passions and prepare them for their future careers. IL@W will also help differentiate students during the college application process. Students will work with advisors inside and outside of Woodward, journal and reflect during the program, and participate in a symposium inviting the Woodward community to learn more about their experience.

# UPPER SCHOOL PROGRAM & COURSE DESCRIPTIONS

ENGLISH COURSES	HISTORY COURSES	MODERN LANGUAGES
Literature I: Introduction to Writing and Critical Thinking	World History I: Global Perspectives	French I, II, III, IV and V
Literature II: Developing Writers and	World History II: Ancient Greece through Colonialism	AP French Language and Culture
Literature III: Literature and Language	United States History: Colonialism to World War II	Spanish I, II, III, IV and V
Literature IV: Global Perspectives	AP United States History	AP Spanish Language and Culture
AP Language and Composition	Modern World History	
AP Literature and Composition	AP US Government and Politics	<b>CLASSICAL LANGUAGES</b>
Literature I: Introduction to Writing and Critical Thinking	World History I: Global Perspectives	Latin I, II, III, IV and V
Literature II: Developing Writers and	World History II: Ancient Greece through Colonialism	AP Latin
Literature III: Literature and Language	United States History: Colonialism to World War II	
Literature IV: Global Perspectives	AP United States History	<b>VISUAL ARTS</b>
AP Language and Composition	Modern World History	Art Foundations I and II
	AP US Government and Politics	Studio Art I and II

MATHEMATICS COURSES	SCIENCE COURSES	COMPUTER SCIENCE
Algebra I	Biology	Coding and Programming
Geometry	Chemistry	Digital Art and Design
Algebra II	Environmental Science	Programming Independent Study
Pre-Calculus	Anatomy and Physiology	AP Computer Science Principles
Calculus and AP Calculus	Physics	
Statistics	AP Biology	

## UPPER SCHOOL ENGLISH

Woodward’s Upper School English Curriculum offers a sequenced and comprehensive course of study in literature, composition, reading, grammar, and language.

Department courses focus on developing student strategies for understanding, interpreting, and evaluating texts through written and oral expression, and for developing competent and analytical readers and writers. The study of rhetoric is infused into our Upper School Curriculum for grades 9-12. Our focus on rhetorical principles teaches students to write and speak with purpose, develop arguments using logic and reason, and to consider one’s audience always. In addition to the development of critical presentation and public speaking skills, students are taught to recognize the extraordinary power of words and how to use language to effectively communicate ideas in a variety of forms and genres. Placement in an Honors or advanced course requires departmental approval.

### **LITERATURE I: INTRODUCTION TO WRITING AND CRITICAL THINKING**

This course focuses on broadening effective reading, writing, and critical thinking skills to better recognize and understand an author’s rhetorical purpose. Through the study of classic and contemporary literature, students develop skills to critically analyze a text and, using evidence-based analysis, to write and support thesis-driven papers. Students read an array of thought-provoking texts, and are exposed to poetry, fiction, and non-fiction relevant to the major texts. Students deepen their understanding of the major literary devices and elements needed to analyze literature and practice various reading strategies to enhance comprehension. This includes the use of active reading notes and context clues to decipher the meaning of unfamiliar vocabulary. Students are introduced to Aristotle’s Rhetorical Triangle, focusing on the rhetorical appeals--ethos, pathos, logos--recognizing how an author/speaker employs these strategies to persuade an audience. Students learn, re-learn, and practice writing expressively while utilizing proper grammar and a formal tone that conforms with MLA format. Students also develop their skills in organizing, drafting, revising, and editing many forms of writing, including analytical and personal essays and expository/research papers.

## ***LITERATURE II: DEVELOPING WRITERS AND THINKERS***

As a bridge to a student's own rhetorical expression, this course helps students to engage independently with a text's thematic parts to sharpen written and verbal analysis. This course builds on the Lit I curriculum as students continue to explore rich and challenging texts and sharpen skills. Grammar and sentence structure work continues, specifically as it relates to academic essays. Students continue to work on implementing reading strategies for greater comprehension, including deciphering word meaning using context clues, to prepare for the SAT and ACT exams. Students deepen their skills in literary analysis and apply literary devices and elements learned in Lit I to support these claims. Sophistication of writing is emphasized; students learn to review work with an eye towards proper grammar and tone. Students continue to engage writers and authors by applying those authors' techniques to memoir projects in preparation for their personal statements during the college admissions process. The works selected for the curriculum are challenging yet engaging. The historical context of literature and its importance to and influence on the overall meaning of a text are emphasized in this course. Students use primary source documents, as well as non-fiction, fiction, and poetry aligned with the major texts, to deepen their understanding and appreciation for literature.

## ***LITERATURE III: LITERATURE AND LANGUAGE***

This is a survey course which combines the study of American and World literature derived from multiple literary time periods and incorporates materials from notable literary and civic movements. By applying their understanding of rhetorical tools and literary elements, students analyze global themes of identity, morality, and community to evaluate the reciprocal nature of literature and society.

In addition to its focus on literature and literary analysis, this course explores advanced elements of rhetoric, delving into rhetorical analysis, argument, and synthesis. Students deepen and expand their understanding of how written language functions to communicate writers' intentions and elicit readers' responses to a narrated event. Work on students' verbal and written expression continues. This includes crafting their college essays. Students practice evaluating expression through writing, presentation, and creation.

## ***LITERATURE IV: GLOBAL PERSPECTIVES***

This course explores humanity through the lens of world literature and current events. Students are asked to delve into the human psyche by studying an eclectic array of fiction and non-fiction texts exploring whether there is universality to the human condition by comparing global perspectives of universal themes. Students will study literary theory and its application to specific time periods while honing an advanced analysis of the function of character, story structure, point of view, words and phrases, and contrasts within a text. Through argument writing and literary criticism, students will continue to demonstrate the acquisition of the above skills by developing commentary that establishes and explores relationships among textual evidence, the line of reasoning and the thesis. Evaluation of student writing will assess the student's ability to demonstrate control over the elements of composition to communicate claims and ideas clearly.

## ***AP ENGLISH LANGUAGE & COMPOSITION***

***(PERMISSION REQUIRED)***

The AP English Language and Composition course aligns with the introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. This rigorous course cultivates the rhetorical understanding and use of written language, through the reading of challenging fiction and non-fiction texts to decipher the author's purpose. Students will deepen and expand their understanding of how written language functions to communicate writers' intentions and elicit readers' responses to a narrated event. Nonfiction texts will include newspaper editorials, critical essays and political treatises, as students explore what others are thinking, saying, and doing in the



world. This course will deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, punctuation, and paragraphing.) Students are required to take the AP exam in May.

### ***AP ENGLISH LITERATURE & COMPOSITION***

***(PERMISSION REQUIRED)***

This immersive course prepares students for the AP Literature exam by asking them to balance the standard Woodward literature curriculum with a blend of Western writing from the past six centuries. They will be asked to read and practice evaluating work independently, and to build familiarity with previously unseen content. Students will also gain a foundational understanding of analyzing poetry and prose at a college level. This class requires independent study, extensive reading, and active class discussion and analysis. Students are required to take the AP Literature exam in May.

### ***CREATIVE WRITING WORKSHOP***

***(PERMISSION REQUIRED)***

This course is a workshop-style class that will focus on the experience of writing as a creative activity, with an emphasis on the process of hearing and implementing feedback. Fictional techniques, such as methods of narration and descriptive style will be discussed. Students will work on revising pieces until they are of publishable quality and will be expected to offer presentations about these pieces publicly throughout the year. Students will take an active part in the creation of Greenleaf, Woodward's literary and arts magazine.

### ***LANGUAGE AND PERFORMANCE***

As part of the Upper School English Language Arts curriculum, students will hone their storytelling, presentation, and public speaking skills in a once weekly lab program that focuses their attention on the art of rhetoric and expands their knowledge of their core coursework. In addition to learning how to write and speak with purpose, develop arguments using logic and reason, and to always consider one's audience, students will work collaboratively on cross-disciplinary research-based performance projects.

## **UPPER SCHOOL HISTORY AND SOCIAL STUDIES**

Woodward's History and Social Studies Department endeavors to teach students about the events, institutions, people, and social and cultural experiences of humanity throughout history. Students are encouraged to see and interpret the world beyond them through a growing rigor in reading, writing, thinking, research and presentation. The History Department emphasizes knowledge and understanding of geography, nation states, government and political institutions, societies and cultures; and analyzing primary and secondary documents, debating and comparing viewpoints, civic engagement, understanding bias, and connecting history to the present.

### ***WORLD HISTORY I: GLOBAL PERSPECTIVES***

Students will discover the origins of world civilization through an exploration of global cultures, world religions, philosophy, geography, government, and technology in pursuit of how these concepts influence events in our society today. Students will examine primary and secondary sources to evaluate perspective and bias, build research skills, and write thesis-driven historical analysis and argument papers.

### ***WORLD HISTORY II: Ancient Greece Through Colonialism***

This course will examine the political, social and economic events of world history and how they have influenced the contemporary world. The class will begin with the study of the Ancient Greeks and their contribution to philosophy and government and will continue into the beginnings of European colonization of the Americas. Attention will also be given to the development of important civilizations in Africa and Asia, and major world events such as the Protestant Reformation and the Renaissance. Extra focus is given to the development of critical thinking, historical research, and writing skills. The Pre-Founders' History Paper is a course requirement.

### ***UNITED STATES HISTORY: COLONIZATION TO WORLD WAR II***

This course provides a comprehensive analysis of American history from the beginning of European colonization of the Americas up to the end of World War II. Students will begin to see how events in England shaped the lives of the early colonists and eventually led to the American Revolution. Students will then examine the early controversy over how to best govern the newly independent colonies. Students will gain an understanding of how America evolved from a small, isolationist nation to its eventual role as a superpower after the end of the Second World War. Extra focus is given to the development of critical thinking, historical research, and writing skills. The Founders' History Paper, a ten-to-twelve-page thesis driven essay requiring extensive research, is a course and graduation requirement.

### ***AP UNITED STATES HISTORY***

***(PERMISSION REQUIRED)***

This course is an in-depth analysis of America from pre-colonial times to the present, with an emphasis on facts and concepts to prepare students for the AP US History exam. The course has a rigorous reading requirement, including assigned summer reading and the challenging text, *The American Pageant*. The Founders' History Paper, a ten-to-twelve-page thesis driven essay requiring extensive research, is a course and graduation requirement. Students taking this class are required to take the AP US History exam in May.

### ***MODERN WORLD HISTORY - THE WORLD SINCE WORLD WAR II***

This class covers the events of modern world history from the end of the Second World War up to the present day. Special focus will be given to issues facing the world today, with reflection on how those problems came to exist, through a global review of political, social and economic events since WW II. Students will write frequent papers on a wide variety of topics that require them to think critically and to come up with a defensible viewpoint on a variety of issues. This course is meant to follow after United States History.

### ***AP UNITED STATES GOVERNMENT AND POLITICS***

***(PERMISSION REQUIRED)***

This course offers an analytic, intensive study of the formal and informal structures and processes that shape the American political system. Students will conduct an in-depth investigation of the constitutional underpinnings of the U.S. government and the function of contemporary institutions of the national government. They will explore the formation and evolution of American political beliefs and behaviors and the mechanisms that allow citizens to organize, communicate their interests and concerns, and develop policy. The role of political parties, interest groups, and the mass media will be examined along with the development of individual rights and liberties and their impact on the lives of citizens. Students are required to take the AP United States Government and Politics exam in May.

## **MODERN WORLD LANGUAGES**

“When we embark on the study of a language not our own, we are initiating a learning adventure which, over and above the invaluable acquisition of another language, can confer upon us multiple educational benefits, capable of exerting a profound influence on our perceptions of the world around us and of permanently enriching and enlarging our appreciation and understanding of ourselves and of others. Language learning is never just about words. Language is the medium in which human beings think and by which they express what they have thought. The study of language – any language – is therefore the study of everything that pertains to human nature, as humans understand it.” American Council of Teachers of Foreign Languages.

The World Language Department closely follows the core concepts and guiding principles of The American Council of Teachers of Foreign Languages. In language acquisition, the focus is on speaking and formal expression, grammatical structure and the reading and appreciation of great works of literature in the original language, with emphasis on understanding cultural context, and addressing national standards of cultural communication, connections, comparisons and communities.

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## FRENCH

### ***FRENCH I***

This course teaches elementary French vocabulary, grammar and expressions, and builds oral and written proficiency. In language acquisition, the focus is on speaking, grammatical structure and reading works of literature in the original language, with a focus on understanding of cultural context. Students learn about France, its people, and other countries in the French-speaking world.

### ***FRENCH II***

This course is a continuation and development of the skills and studies of French I and continues to focus on the four major areas of language learning: reading, writing, speaking and listening. Students practice vocabulary and grammar, using everyday dialogues that reflect everyday situations. Students read and discuss short stories in the target language.

### ***FRENCH III***

Students continue formal grammar and vocabulary study, learning most verb tenses and expanded vocabulary. The course will include reading, conversation and discussion of readings in French literature, current events publications, and the circumstances and cultures of today's French-speaking countries.

### ***FRENCH IV***

***(PERMISSION REQUIRED)***

In French IV, students will combine the study and practice of advanced grammar with reading French literature. This class is conducted in French and includes works by Alexander Dumas, Jules Verne, Victor Hugo and others; also, readings from various authentic, current media publications.

### ***FRENCH V: ADVANCED LITERATURE AND COMPOSITION***

***(PERMISSION REQUIRED)***

The class focus will be on speaking and writing in French on a variety of subjects. Students will study French Readers, which contains the work of authors such as Dumas, Hugo, Voltaire, and Beauvoir. The literature of each century from the Middle Ages to the present will be studied. Students will read and discuss articles from current, authentic media publications. Evaluation of students' work will occur through compositions, reading, comprehension, speaking skills, papers and projects.

### ***ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE***

***(PERMISSION REQUIRED)***

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. This course prepares students for the AP exam in May.

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## SPANISH

### ***SPANISH I***

Basic vocabulary and grammar build oral and written proficiency which is the primary focus of this course. A cultural study of Spain and the Hispanic world is incorporated with various classroom discussions, presentations and readings. Students continue with additional practice and comprehension of vocabulary, grammar, and cultural information. An engaging learning environment creates to broaden the student's explorations of the Spanish language and culture.

### ***SPANISH II***

This course is a continuation and further development of the skills and studies of Spanish I with added emphasis on conversational practice. Students will also expand their skills in speaking, listening, reading, writing and cultural awareness. Students will be introduced to short stories and brief dramatic sketches by noted Hispanic authors. They will learn to appreciate Spanish literary works and are encouraged to continue with their study of Spanish.

### ***SPANISH III***

A focus of strengthening grammar and linguists' skills allow students to gain further knowledge and confidence. Students develop skills to explore the complexities of grammar and syntax. Conversation in Spanish is reinforced daily. The class is conducted primarily in Spanish which allows students an ongoing proficiency in the language. Discussion of short stories, poetry and films are interpreted and examined affording students the opportunity a deeper comprehension of the culture and societies of the Hispanic World.

### ***SPANISH IV***

***(PERMISSION REQUIRED)***

Global awareness through literature, poetry and art begins the fourth year of Spanish. How is the media truly depicting the various issues facing local and universal communities? Students explore how artists, poets and journalists have transmitted their ideologies about the us and misuse of government agencies. Contemporary authors, poets and authors are exchanged, but not limited to Isabel Allende, Sandra Cisneros and Pablo Picasso. Has Isabel Allende's plight and social activism impacted women from the pages of her literary works? Are the social disparities a clear view of the Latina community? Students discuss and debate the nuances of Sandra Cisneros's books. How did Picasso truly channel his emotions to canvas after the bombing of Guernica? Students examine the complexities of the painting and its political message. Course is conducted in Spanish.

### ***SPANISH V: ADVANCED COMPOSITION AND READING***

***(Permission Required)***

Literary works from Spanish Golden Age are read, discussed and compared to the history that aligns the author's point of view. Was the Spanish Inquisition the driving force behind Miguel de Cervantes's epic novel, Don Quijote de la Mancha or was it strictly a satirical documentation? Who was Dulcinea and the secondary role women played in society? Students examine the novel and strengthen their knowledge of the Middle Ages incorporating chivalry to the Spanish Armada to daily classroom discussions. Students exchange views about the art of El Greco and Francisco Velazquez and its' depiction of this literary period. Course is conducted in Spanish.

### ***ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE***

***(PERMISSION REQUIRED)***

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, aesthetics, science and technology, contemporary life, and global challenges. This course prepares students for the AP exam in May.

## **LATIN AND CLASSICAL STUDIES**

Through the traditional learning of Latin, students develop a mastery of thinking cogently, writing clearly, and speaking with conviction and impact.

## **LATIN I**

This course is suitable for Upper School students who have not completed the Middle School Latin curriculum. In this comprehensive introduction to the Latin language, students will learn its unique grammar principles. Students will build a fundamental knowledge of Roman history and culture and uncover religious, legal, governmental, scientific, engineering and social concepts of the Roman people, many of which have shaped our own.

## **Latin II**

Latin II is an in-depth study of Julius Caesar's *Commentarii De Bello Gallico*. As students prepare translations and sight-read significant selections from this work, they will further advance their language and classical knowledge. The class will contextualize this piece and its author further, through examining the military, religious, political and social mores of the people of first century B.C. Rome.

## **LATIN III**

In Latin III students increase their vocabulary and facility in translation by reading Martial and Pliny the Younger. Students will study the elements of oratory and rhetoric for a fuller appreciation of Cicero and public speaking.

## **LATIN IV**

This traditional Latin poetry class begins with an introduction to meter and figures of speech in works of various Roman poets such as Catullus, Ovid, Martial, and Horace. Following this introduction, students will be prepared to translate passages of the Roman epic poem, Vergil's *Aeneid*. Students will learn to recognize and appreciate literary devices in this work and to acquire expertise in scanning dactylic hexameter. At the same time, the class will discuss relevant history and culture to contextualize the poetry.

## **LATIN V – HONORS**

(Prerequisites Latin I – IV)

This course will be offered, depending upon the readiness and demand of students. Latin V is a prose course teaching advanced vocabulary and morphology through various works and passages. Students will translate Roman philosophy, history and other prose forms at a more demanding pace and in greater depth than in the previous study of the prose of Caesar, Livy and Cicero in Latin II and III.

## **ADVANCED PLACEMENT LATIN**

(Permission Required)

This course will be offered depending upon the readiness and demand of the students. The course will follow the AP curriculum. Students are required to take the AP Exam in May.

## **ENGLISH LANGUAGE LEARNING AT WOODWARD**

International students studying at Woodward receive English language learning instruction and support for their classwork in English, throughout their years at Woodward. During the admissions process, students are evaluated for speaking, listening, reading comprehension, and writing in English, using a variety of assessments for each category. Students are placed in appropriate English instruction for their assessed skill levels, while also immersed in mainstream classes. Teachers work with evolving accommodations for developing English language skills. Students undergo annual written and oral assessment to ensure targeted language learning support to continue developing the skills necessary to advance their acquisition of the English language. The goal of the curriculum is student success in secondary school academic classwork in English, and to prepare for college level classwork success in English after graduation.

## UPPER SCHOOL MATHEMATICS

A firm foundation in conceptual mathematics and a facility in problem solving are essential for students to be successful in today's complex and increasingly technological society. The Upper School mathematics curriculum is designed to provide students with opportunities to develop skills, gain understanding of concepts and processes, and to apply these skills to real world situations. The TI-Nspire II CAS graphing calculator is required as students develop increased understanding and use of current technology and explore more complex mathematical ideas.

Four years of mathematics is required for graduation. The table below indicates possible student progressions through the Upper School Mathematics curriculum.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Algebra 1	Geometry or Algebra 2	Algebra 2 or Geometry	Pre-Calculus or Statistics
Geometry or Algebra 2	Algebra 2 or Geometry	Pre-Calculus	Calculus (AP or Honors) or Statistics

### **ALGEBRA I**

In Algebra 1, students study linear, absolute value, quadratic and exponential functions. This includes solving multi-step equations and inequalities, graphing functions, and performing operations with polynomials. Reasoning and making mathematical connections are emphasized as well as applying their knowledge to real world situations.

### **GEOMETRY**

**(PRE-REQUISITE: ALGEBRA I)**

This course begins by defining geometric terms of point, line and plane. Students will be introduced to reasoning and proofs, and study the relationships of parallel, perpendicular lines, triangles, quadrilaterals and polygons. Students will study right triangles and trigonometric functions and analyze surface area and volume of geometric shapes.

### **ALGEBRA II**

**(PREREQUISITE: ALGEBRA I)**

The content of Algebra II is presented by studying method and graphing families of functions: quadratic, rational, and radical. Also included in the content is solving these functions, extending the real number system to include imaginary numbers, solving systems of equations, radical equations, rational equations and exponential equations. Application problems will be explored to connect the real world to the mathematical topics being studied.

### **PRECALCULUS**

**(PREREQUISITES: GEOMETRY, ALGEBRA I, ALGEBRA II)**

Precalculus students will review linear and quadratic functions, their equations, their graphs and methods of solving these functions. Then, students will explore other functions such as polynomial, rational, logarithmic and exponential functions and their graphs, and trigonometry. This course will teach students to use higher-order thinking skills to evaluate, solve and communicate the results of complex problems.

### **STATISTICS**

**(PREREQUISITES: GEOMETRY, ALGEBRA I, ALGEBRA II)**

This course covers a general understanding of the applications of Statistics beginning with the organization of data and moving through hypothesis testing. Topics discussed are measures of central tendencies, averages and variations, correlation and regression, binomial probability, normal curves and sampling distributions. Principles of finance will also be explored to give the

students the opportunity to study vocational opportunities, money management and saving for the future. Calculations for this course will be accomplished using Excel spreadsheets and graphing calculators.

### ***CALCULUS***

This course allows students to build on the learning in earlier math courses and expand their knowledge to more advanced mathematics. Students will be challenged to find mathematical connections and apply calculus concepts to the real world. Limits, derivatives, integrals and their applications will be studied.

### ***ADVANCED PLACEMENT CALCULUS***

***(PREREQUISITE: PRECALCULUS AND PERMISSION REQUIRED)***

This course allows students to build on the learning in earlier math courses and expand their knowledge to more advanced mathematics. Students will be challenged to find mathematical connections and apply calculus concepts to the real world. This class prepares students to take the AP Calculus exam. The curriculum follows the designated curriculum of the College Board. Limits, derivatives, integrals and their applications will be studied. All students are required to take the AP examination in May.

## **UPPER SCHOOL SCIENCE**

Through a general course of study, Upper School students prepare for success in college science and health studies programs. Students learn to view the world through the lens of scientific inquiry methods to analyze information and apply it to decisions that they will make about their immediate and global communities. Four years of science are required for all Upper School students, two of which must be the lab sciences, Biology and Chemistry. Participation in the Science Fair is required for grades 9 and 10.

### ***BIOLOGY***

Biology is a laboratory-based science course. Students study molecular biology, ecology, cell biology, genetics, evolution, microorganisms, plants, invertebrate and vertebrate animals. The goal of this course is to give students a deeper understanding of biological principles and processes to prepare them for further study in the field.

### ***CHEMISTRY***

Chemistry is a laboratory-based course. Students review the metric system and unit conversions. They study the nature of matter, chemical symbols, formation and naming of compounds, percent composition, mass-mass problems, chemical equations, stoichiometry, atomic structure, the periodic table, ideal gas laws, pH, acids, bases, and salts. Students discuss current events in chemistry such as chemical disasters and the effect of toxins in the environment.

### ***ENVIRONMENTAL SCIENCE***

This laboratory-based science course focuses on ecology and how people's actions can affect the environment. Students study earth systems and resources; soil and soil dynamics; ecosystem structure, diversity, and change; human population dynamics and impacts of population growth on the environment; land and water use; energy consumption; pollution and climate change.

### ***ANATOMY & PHYSIOLOGY***

Anatomy & Physiology is the study of the structure and function of the human body. Students will study the following systems: integumentary, skeletal, muscular, digestive, cardiovascular, respiratory, nervous, endocrine, urinary and reproductive. Physiology labs and the dissection of a fetal pig are integral to this course.

### ***PHYSICS***

Physics is a laboratory course based on classical Newtonian Physics. Topics include the laws of motion, work and energy, momentum, gravitation, fluid mechanics, heat, thermodynamics, vibrations, sound, light and electricity.

## ***AP BIOLOGY***

***(PERMISSION REQUIRED)***

This course prepares students for the AP Biology exam through advanced study of topics in biochemistry, cell structure and function, cellular energetics, cell cycle, heredity & gene expression. Also studied are skills in science practices, such as graphic modeling, data collection & analysis, evaluation, regulation, natural selection, and ecology. Students investigate these topics through the lens of eight commonly taught units and the required AP labs. All students are required to take the AP Biology exam in May.

## **UPPER SCHOOL COMPUTER SCIENCE**

Computer Science students engage in the study of four distinct strands:

- Digital Literacy & Computer Sciences
- Computational Thinking
- Computing & Society
- Digital Tools & Collaboration

Upper School students deepen their learning through a series of project-based learning objectives. Students are supported in content creation, videography, programming, 3D Design and more. These courses highlight the efficacy of technology as a primary method for information-gathering, problem-solving, and space-creation.

### ***CODING AND PROGRAMMING (FALL)***

This course promotes basic and intermediate understanding of coding and programming through various engineering platforms. Students learn Swift, a common application coding language that is used in Apple's Ecosystem of devices and apps. Students will explore, expand, and develop an in-depth understanding of coding conventions, such as variable definitions, input/output methods, operators, if/then conditionals, loops, and functions. Completion of this course will provide students with the framework to create their own applications within Apple's eco system.

### ***DIGITAL ART & DESIGN (SPRING)***

This course promotes basic and intermediate understanding of digital tools for content creation. Students learn the basic and Intermediate skills using Adobe Photoshop and videography using Adobe Premiere. Students will explore, expand, and develop an in-depth understanding of lighting, exposure, composition, timing, editing techniques and more by curating content throughout the year and highlighting their work at various school events.

### ***ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES (GRADES 11 & 12)***

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems work, including the internet. The class will explore the potential impacts of technology and contribute to a computing culture that is collaborative and ethical.

### ***PROGRAMMING INDEPENDENT STUDY***

The Computer Science Independent Study curriculum allows students to explore other programming languages, leading to a year-long development project and presentation.



## VISUAL ARTS

One's ability to think critically starts with recognition, the ability to 'see.'

-John Berger

The Visual Arts are a core component of Woodward's academic program. By helping students construct a solid base in painting and drawing, we train potential artists; but also give students tools to see their worlds in a different way. The sciences teach us to explore and analyze the physical world around us; math encompasses quantitative thinking; religion and philosophy expand our views of interior life; art presents a material language. In a world of mass-produced objects and remote technology, it teaches the lessons of human expression and the handmade.

### **ART FOUNDATIONS I AND II**

High School Art Foundations I and II are semester long courses, designed for students who have an interest in obtaining and developing basic skills, knowledge, concepts and a wider understanding of art and design. These courses are designed to encourage students to explore personal visual expression. Students will develop art-specific vocabulary to give informed critiques and evaluations. The relevancy of art history and contemporary art and design, as well as the power of art as a medium for social and environmental transformation, is intertwined in each unit. Students will be required to work both independently and collaboratively in class. Professions and careers related to the field of art will be discussed.

### **STUDIO ART I AND II**

These semester long courses will cover various mediums to create art, with an emphasis on working from observation. Lessons will include working from still life, skeletons, portraiture and landscape. We will explore linear perspective, basic color theory and human anatomy. Projects will range from drawing and painting, to creating sculpture. Students will study both classic and contemporary examples of artists working in two- and three-dimensional media.

### **ADVANCED STUDIO ART**

**(PERMISSION REQUIRED)**

Advanced Studio Art is a yearlong intensive course aimed at preparing students to submit a portfolio to college art and design programs. Advanced Art Studio is for highly motivated students who are seriously interested in the study of art; the program demands a significant commitment. Students will be expected to work in the studio beyond scheduled class time and to continuously maintain a sketchbook or journal. Regular group and individual critiques will enable students to analyze their own and each other's work.

## UPPER SCHOOL THEATER PROGRAM AT WOODWARD

Woodward students of all grade levels participate in The School's theater program, which has historically produced two productions annually. Students will explore the fundamentals of theater and different ways that we can perform on stage. Emphasis will be on improvisation, where students will be assigned different characters and scenarios, and students will also be encouraged and empowered with professional tips to create their own scenes while working together in small groups. This course will also examine works from published plays, musicals and monologues. Students will be provided with tools and tactics on character development, text analysis, and general acting techniques.

## HEALTH & WELLNESS

Woodward's health curriculum is designed according to the National Health Standards for Upper School and leads students through a developmentally appropriate study of adolescent health and wellbeing.

## COMMUNITY SERVICE

All Woodward students are required to participate in service to school and community, each year. Woodward believes that the regular practice of service to benefit others is enriching, enlarging and sustaining to those who participate, and will direct them toward a lifetime of ongoing service and goodwill. Service requirements will be discussed and shared with students and families at the start of the academic year.

## MUSIC AT WOODWARD

### ***EKS MUSIC AT WOODWARD***

Woodward enjoys a partnership with EKS Music School of Quincy, a high-quality music school, whose mission is to help students of all ages acquire knowledge, confidence, and the ability to appreciate arts and music in a nourished teaching environment.

The program offers private one-on-one voice or instrumental lessons customized to your learning style and goals. Lesson lengths range from 30 to 45 to 60 minutes. Instrumental lessons include piano, guitar, strings and woodwinds.

Lessons will be scheduled individually at convenient arranged times and lengths for students and instructors.