



THE WOODWARD SCHOOL
1894

Woodward School
Program of Studies
Spring 2019

The Woodward School Program of Studies 2019 – 2020



Woodward’s program, both Middle School and Upper School, is college preparatory. This booklet contains course descriptions for the 2019 – 2020 academic year. Course descriptions and program requirements for the Middle and Upper School are presented separately in this booklet. The Middle School curriculum is introduced first, followed by the Upper School program.

The Woodward School

The Woodward School, founded by Dr. Ebenezer Woodward and Mary Greenleaf in 1869, remains committed to educating young women. Bridging three centuries, Woodward continues to provide an independent, college preparatory education in an academically challenging environment, emphasizing intellect, character, leadership and service.

Woodward educates students from a rich diversity of backgrounds who are committed to advancing their lives, as well as the lives of others, through scholarship, high standards, 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, their families, teachers, administrators, and staff, as well as alumnae and trustees, are all partners striving to provide an environment that fosters excellence in education.

The Woodward School Mission Statement

The Woodward School honors and cultivates each student’s academic and personal potential to enrich the world with courage and creativity.

CORE VALUES

Generosity
Integrity
Responsibility
Leadership
Service

MOTTO

Discimus Ut Ducamus
Pronunciation: DÍS – ci – mus. ut du - CÁ mus
Translation: We learn so that we may lead.

TABLE OF CONTENTS

MIDDLE SCHOOL CURRICULUM

Grade 6 Courses	6
Grade 7 Courses	6
Grade 8 Courses	6

MIDDLE SCHOOL COURSE DESCRIPTIONS

English	7
Classical Studies	8
History & Social Studies	8
Mathematics	9
Science	10
Computer & Informational Technology	10
The Arts	11
Physical Education, Health & Wellness	12
Special Topics	12

UPPER SCHOOL CURRICULUM

Requirements for Woodward School Graduation	14
Upper School Courses	15
Independent Study Courses	15
Teaching Assistantship Program	15
Dual Enrollment – College Courses	15
Online Courses	15
Grade Level Seminars	16

UPPER SCHOOL COURSE DESCRIPTIONS

English	18
History & Social Studies	20
Mathematics	22
Science	23
Modern and Classical Languages	
French	25
Spanish	26
Latin and Classical Studies	27
Art	29
Drama/Theatre	30
Music/Chorus	31
Technology	32
English Language Learners Program at Woodward	33

UPPER SCHOOL FOUR YEAR PLANNING SHEET – ACADEMIC YEAR 2019 – 2020	34
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UPPER SCHOOL COURSE SELECTION SHEET – ACADEMIC YEAR 2019 – 2020	35
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MIDDLE SCHOOL CURRICULUM

Middle School Students

In the Middle School (Grades 6-8), all courses are required and scheduled by the School. There are special topics offered each year for Middle School students in a full year or semester rotating schedule.

GRADE 6 COURSES

Math

English – Literature and Language Arts

Science

World Cultures

Special Courses: Skills for Academic Success, Physical Education, Health & Wellness, Music, Art, Drama and Information Technology

Community Service - Requirement

GRADE 7 COURSES

Math

English – Exploring Literary Forms

Science

Middle School Latin I

World Cultures

Special Courses: Skills for Academic Success, Physical Education, Health & Wellness, Music, Art, Drama and Information Technology

Community Service - Requirement

GRADE 8 COURSES

Math – Pre-Algebra or Algebra

English – Foundations of Literature

Science

Middle School Latin II

American History

Special Courses: Skills for Academic Success, Physical Education, Health & Wellness, Music, Art, Declamation, Drama, and Information Technology

Community Service - Requirement

MIDDLE SCHOOL COURSE DESCRIPTIONS

ENGLISH

During the middle school years, Woodward stresses the importance of academic and creative writing, literary exploration, reading comprehension, critical thinking, vocabulary development, and public speaking.

English 6 – Literature & Language Arts

Students are introduced to a sequenced curriculum that builds reading, writing, vocabulary, speaking and listening skills. A literature textbook and supplemental texts, including *The Watsons Go to Birmingham*, D'Aulaire's *Book of Greek Myths*, and *Alice in Wonderland*, develop comprehension and literary analysis skills. Students analyze plot, character, and theme as they read a variety of genres: fiction, nonfiction, drama, and poetry. They explore and gain greater mastery of the English language by reviewing the building blocks of language and applying these concepts to their writing. Creative writing assignments include myth, short story, and poetry writing, while expository assignments focus on argumentative, informational, and analytical essays.

English 7 – Exploring Literary Forms

Using the *Little Worlds* short story anthology, seventh graders begin the year by reviewing and deepening their understanding of the literary elements. By close reading, annotation, interpretive questioning, and group discussion, they expand their ability to think critically, draw inferences, and use textual evidence to support their interpretations. Through a series of more extensive readings, including fiction and nonfiction, students explore the central theme "coming of age". Literature includes *The Diary of Anne Frank*, *Red Scarf Girl*, *A Christmas Carol*, *The Outsiders*, and *The Miracle Worker*. Following a review of basic grammar and usage, students work on developing greater sentence complexity, variety, and clarity and on applying those skills to writing analytical essays with strong thesis statements. Other writing assignments include informational essays, personal reflections, poetry, and short stories.

English 8 – Foundations of Literature

Eighth-grade students delve into a wide range of classical and contemporary literary works, including an introduction to the poetry and plays of Shakespeare through *A Midsummer Night's Dream*. Students are asked to view literature through a historical lens and to relate their knowledge of American history and the world to their reading of *The Crucible*, *A Raisin in the Sun*, *Of Mice and Men*, and related fiction and non-fiction readings. Students refine their grammatical and writing skills and apply them to writing strong thesis statements, longer analytical essays, and short story and personal narratives. Eighth graders continue vocabulary development through the online, individualized-learning program, Membean.

CLASSICAL STUDIES

Welcome to the world of ancient Rome, "*Urbs Aeterna*," the "eternal city", where civilization thrived and prospered for a thousand years. Civilizations all over the world have been drinking from the creative fountainhead of Rome for centuries.

The Middle School Latin curriculum is a sequential course of study that instills in students essential knowledge and skills that can serve them throughout the rest of their education and lives. All Woodward Middle School students complete Middle School Latin I and II in grades 7 and 8. The primary focus of the program is to gain a solid understanding of the syntax, vocabulary, and grammar of the Latin language, and to be able to translate progressively more challenging sentences, and ultimately original Latin text. Students will become increasingly competent by improving their concept of language and communication through a broad, comparative understanding of how languages work. Students gain an appreciation of the values of memorization, diligent and rigorous study habits, and a more in-depth knowledge of the culture, religion, and history of the ancient world.

Grade 7 - Middle School Latin I

Middle School Latin I is an introduction of Latin to Grade 7 students. Using Jenney's *First Year Latin*, students will learn the classical pronunciation of the language and the syntactical similarities to and differences from English. Progressing through the book, students will develop a solid sense of Latin grammar and vocabulary to translate exercises and simple Latin text. Students will begin to recognize English words that derive from Latin and acquire insight into the history and culture of the Roman people.

Grade 8 - Middle School Latin II

Middle School Latin II begins with a thorough and rapid review of the previous year's work in Latin I, using the Jenney's *text*. After mastery of the necessary forms, grammar, and vocabulary, the class reads extensive selections of Latin prose from either Ritchie's *Fabulae Faciles* or Heatley's *Gradatim*. Students continue to study Roman history, religion, and culture to contextualize the Latin authors they will read in the Upper School.

HISTORY AND SOCIAL STUDIES

Throughout the middle school years, we emphasize analyzing primary and secondary documents, debating and comparing viewpoints, understanding bias, geography skills and connecting history to the present.

World Cultures - Migration, Culture, Identity and Resources

Students will study the cultures of the world through themes such as migration, culture, identity and resources. They will examine primary and secondary sources. Students will work on building active reading skills, conducting research, evaluating and documenting sources, and building geographic literacy. Material is presented in a multidisciplinary format with a focus on the religions, governments, trade, philosophies, and art of various cultures.

World Cultures - Development of Societies

This course provides an overview of world history with an emphasis on the study of the development of societies. Students will focus on examples from ancient civilizations and make connections to modern events. Students will build active reading skills, conduct research, evaluate and document sources. Material is presented in a multidisciplinary format with a focus on the religions, governments, trade, philosophies, and art of various cultures.

American History

This course presents significant events in American history, beginning with the study of the earliest known inhabitants of the continent. Students will focus on slavery's role in building a new nation. The class will analyze founding documents, the American War of Independence and socioeconomic factors and conditions that led up to the Civil War.

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 fractions, decimals and percents. The curriculum also focuses on the study of Geometry, Probability and Statistics. In the classroom, students make connections between these topics and the real world.

Math 6

Grade 6 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 percent, 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. Upon completion of the course, a student is recommended for Math 7 or Pre-Algebra.

Math 7

Seventh grade students begin the year studying the four major operations with integers. They then proceed to study rational numbers, proportional reasoning, solving equations and inequalities. Students also solve real-life geometry problems involving angles, area, surface area, and volume. Also covered are probability and statistics concepts, such as random sampling, likelihood of events, and probability models.

Pre-Algebra – Grade 7 or Grade 8

The topics covered in Pre-Algebra include working with variables, expressions, and integers, solving equations and inequalities, simplifying expressions with exponents, probability , and data analysis. 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 1 - Grade 8

The topics studied in Algebra 1 include the properties of and operations with real numbers, solving multi-step linear equations and inequalities, graphing linear functions, writing linear equations, graphing quadratic equations, solving quadratic equations, and operations with polynomial functions. Making mathematical connections will be emphasized as well as the application of this knowledge to real world situations.

Calculator required: TI-Inspire CX or TI-84

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 make about their immediate and global community.

Through hands-on learning, Middle School students develop the scientific skills needed for success in high school science courses as well as the critical thinking skills they can 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, as well as Earth's 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 introduced with a variety of assignments and projects designed to foster critical thinking 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. Scientific writing skills are further developed, with a variety of assignments and projects designed to foster critical thinking.

COMPUTER & INFORMATION TECHNOLOGY

The goal of the Middle School Computer Technology Curriculum is to provide students with the skills necessary to use computers as tools to aid in the research and preparation of academic work, focusing on the use of Microsoft Office 365. Students apply these skills to a series of cross-curricular educational projects. Students will also learn about the wealth of Internet resources available, how to use those resources safely, and how to evaluate website credibility. Students will also develop skills in introductory computer programming

with Lego robotics. Throughout the middle school years, students will take part in mini-courses covering additional programming skills such as: Introduction to Programming 1 with Python, with challenge activities; Introduction to HTML/CSS including a world wide web page coding competition; and by grade 8, Introduction to Programming 2 with Python.

THE ARTS

The Arts, both Visual and Performing, are an essential part of the Middle School Curriculum at Woodward. Students study the artwork, music, and drama of those who have gone before, while exploring and developing their own individual creative identities.

Visual Arts

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

Art 6

Sixth-grade artists study the elements of art and the principles of design. Incorporated into every lesson are the study of contemporary artists and art history. Some of the artists discussed include Georgia O'Keefe, Chuck Close, Andy Warhol, Wayne Thiebaud, Henri Rousseau, and Ansel Adams. Students also study other works from a variety of different cultures and time periods. Also covered are basic color theory and drawing techniques. Students create work in monotype, acrylic, tempera, watercolor, pen and ink, collage, and various drawing media including charcoal.

Art 7

Students in the seventh-grade art class will learn more technical aspects of drawing, including linear perspective and design ideas. They will explore artists whose works exemplify the Op Art movement, Cubism, Surrealism, Fauvism, as well as works from Outside Artists and the Arts and Crafts movement. Students will create artwork in media that includes printmaking, drawing, painting, and sculpture. Within these areas, students will work in monotype, acrylic, tempera, watercolor, pen and ink, collage, and various drawing media including charcoal.

Art 8

Students will learn a basic art vocabulary and a variety of art-making techniques, as they examine historical and contemporary artworks. Art units in eighth-grade are geared towards the exploration of self and communicating ideas visually through paint, sculpture, and drawing. Students are challenged to use knowledge from previous art courses to create thoughtful, well-crafted artworks. Students will create artwork in media including printmaking, drawing, painting, and sculpture. Within these areas, students will work in monotype, acrylic, tempera, watercolor, pen and ink, collage, and various drawing media including charcoal.

Performing Arts/Theatre

Students study the basics of stage performance through engaging theatre games and exercises that help them learn to project their voice to an audience and tell stories. There is a focus on improvisation and decision making. Students of all grades are also encouraged to audition for our two annual productions. They perform in a fall semester play and a musical in the spring semester.

Music – Middle School Chorus

Students will study a variety of song styles from the choral repertoire in 2 – 3 parts as well as learn proper breathing and vocal technique. They will also explore different musical periods as well as basic music theory and solfeggio. Participation in all regular choral performances is required.

PHYSICAL EDUCATION, HEALTH & WELLNESS

The Physical Education program is a comprehensive fitness program designed to help students develop a healthy awareness of the importance of physical activity and to increase their strength, skills, and coordination through fun and challenging activities. Combined with a health and wellness curriculum designed according to the National Health Standards for Middle School, this program allows students to engage in a developmentally appropriate study of all aspects of adolescent health and well-being. This includes exploring coping strategies, stress management, effective communication with peers and adults, problem-solving, decision-making, conflict resolution, substance abuse education, and social media awareness.

SPECIAL TOPICS

Skills for Academic Success

Beginning with Grade 6 Study Skills, students develop the essential organizational and study skills they will use from middle school through college. These include using an agenda, keeping binders and lockers organized, note and test-taking skills, time management, individual and group project-planning, and oral presentation skills. An independent reading component develops or reinforces a love of reading and the skills to read and analyze carefully and thoughtfully. Students continue, throughout their course work in grades 7 and 8, to build on this foundation. As they become better self-observers, they are assisted by their subject teachers in continuing to develop the study habits that work best for them and that correspond with each individual's learning strengths.

Declamation

Students in Grade 8 study recitation and declamation, beginning with the reading and interpretation of significant poetry and speeches. Students will learn the elements of active reading or recitation and will be required to memorize and recite specific assigned pieces in class, and for academic competition. Memorizing and declaiming poems, with a focus on American poets, combined with the study of U.S. History, prepares students to recite at Woodward's Annual Founders' Night - an important part of the eighth-grade experience. This is a Grade 8 Capstone Project.

Community Service

All Woodward students are required to participate in service to their school and community each year. The School believes that the regular practice of service to benefit others is enriching, enlarging and sustaining to those who participate, and that the experiences and benefits that flow back to students will direct them toward a lifetime of goodwill and service.

Middle School Requirements for Community Service:

- Grade 6 5 hours required - a minimum of 2 hours served at Woodward
- Grade 7 5 hours required - a minimum of 2 hours served at Woodward
- Grade 8 10 hours required - a minimum of 4 hours served at Woodward

UPPER SCHOOL CURRICULUM

Upper School Grades 9 – 12

REQUIREMENTS FOR WOODWARD SCHOOL GRADUATION

The following are requirements that students must complete satisfactorily to graduate from Woodward. Upper School students must carry a minimum course load of six (6) academic credits each year. Students need 24 credits to graduate, plus Community Service and Senior Project credits.

Students must select a required course from each of the five major subject areas, plus an elective course. Students who wish to exceed the six-course requirement must obtain the permission of the Academic Dean and the Academy Chair.

Woodward's graduation requirements are designed to be appropriate for students planning to attend a four-year college or university. Many colleges expect students to complete four years of the core subjects in high school. When choosing courses, students must be mindful of a four-year plan that meets both Woodward's graduation requirements and college admissions expectations (Planning Sheet p. 28). Accordingly, it is essential that students review their one-year plans against their four-year plans each year.

Failure of courses required for graduation will require formal remediation, which can be accomplished through approved summer coursework, or by repeating and passing the failed course at Woodward in the next academic year.

The Woodward School reserves the right to schedule individual students based on graduation requirements, course conflicts, teacher recommendations and assignments, course enrollment numbers and availability, and other reasonable considerations.

Subject Credits		
English	4	
Mathematics	4 (unless student completes AP Calculus by Gr. 11)	
Science	4 (two must be Biology and Chemistry)	
History	4	
World Languages	3 (of the same language)	
The Arts	2 (Art, Drama, Music)	
Information Technology	1	
Grade 9 Seminar	0.5	
Grade 10 Seminar	0.5	
Grade 11 Seminar	0.5	
Senior Seminar	0.5	
Community Service	0.25 (yearly requirement)	
Senior Project	0.25 (required)	
		<ul style="list-style-type: none">• 0.5 credit for courses that meet three or more periods per week for one semester• 0.5 credit for courses that meet two periods per week for a full year• 0.25 credit for courses that meet one period per week for a full year or two periods per week for one semester• Credits earned at other institutions must be pre-approved and considered on an individual basis• 1 credit for full-year courses that meet three or more periods per week

UPPER SCHOOL COURSES

Upper School courses are College Prep, Honors, and Advanced or AP sections. Honors, Advanced, and AP courses have been established to provide motivated students with the accelerated pace and intellectual challenge necessary to prepare them for work at competitive colleges. Students must be recommended for Honors or Advanced level work, based upon demonstrated achievement and serious commitment to studies. Students are urged to enroll in a variety of electives. These courses build on the skills acquired in the required curriculum and expand a student's knowledge of particular areas of study.

INDEPENDENT STUDY COURSES

Students may also take independent study courses. Independent studies offer students the opportunity to work with a faculty member to design an investigation into a topic of their choice, usually one not covered in the existing curriculum, or one they would like to explore more deeply. An Independent Study is also an excellent opportunity to pursue topics across subject areas. The teacher will act as a guide and mentor to the student. Independent Studies help students develop motivation, responsibility, accountability and autonomy.

TEACHING ASSISTANTSHIP PROGRAM

Qualified Student TAs strengthen their content skills and begin to explore the teaching profession by assisting a supervising teacher with classroom duties. A passion for the subject matter and teaching is required, as well as academic approval. The TA program is open to qualified juniors and seniors.

DUAL ENROLLMENT – COLLEGE COURSES

Woodward, in partnership with Quincy College, offers Grade 11 and 12 students an opportunity to experience and earn credit for a college course while in high school. Members of Woodward's faculty who are approved as adjunct college instructors will teach these college courses at Woodward. They will be open to students with a 3.0 (85%) GPA. Students will receive high school credit, and if they opt into Dual Enrollment at Quincy College, will also receive a college credit transcript. A grade of B or above may count toward a college degree. Woodward cannot guarantee course recognition on behalf of any college or university that a student may attend in the future. Students who opt to take the course for college credit must cover the cost to process the credit at Quincy College. Information about the Quincy College cost is available in Woodward's Guidance Office.

ONLINE COURSES

Online Courses:

Students may enroll in online courses that are not offered at Woodward, or in cases where a student wishes to advance up a level during a summer or school year. These courses must be approved by the School in advance if a student is to receive recognition and credit for the course. Not all courses will be approved. The online providers we associate with are **Virtual High School** and **Educere**.

The following sites are excellent resources, but are not available for credit.

MOOCs are Massive Open Online Courses offered through a variety of educational platforms. Two of these platforms are Coursera.org and Edx.org.

GRADE LEVEL SEMINARS

Students at Woodward are enrolled in grade level seminars each year to provide information and teach skills to advance each student's academic and social development, in preparation for college success and a lifetime of learning and engaged citizenship.

Grade 9 Seminar / College Counseling I *Required*

In Grade 9 Seminar, students will be guided and supported through the transition from middle to high school. They will be instructed about the increased expectations necessary to be successful upper school students, and will proceed through topics and skills important to the development of a high school student's academic skills, character and personal potential. Seminar includes an introduction to college counseling topics.

Grade 10 Seminar/ College Counseling II *Required*

Sophomore Seminar will continue to work through topics and skills important to the development of a high school student's academic skills, character and personal potential. Students will advance through the second level of college counseling topics.

Grade 11 Seminar/College Counseling III *Required*

Junior Seminar continues the support and skill building aspect of Seminar, but there is a greater focus on the college search, college application requirements, and associated tasks.

Grade 12 Senior Seminar/ College Counseling IV / Senior Project *Required*

Senior Seminar begins with college applications, an intensive period that runs through the first two semesters. In the spring semester, students shift focus to the Senior Project.

Senior Project *Required*

The mission of the Woodward School Senior Project is to provide an independent learning experience beyond the classroom environment and to challenge and energize students as they approach the end of their high school careers. Students are tasked with identifying and completing an engaging, self-propelled, active project experience. The Project is designed to prepare seniors for the transition from the structure of secondary school, to the requirements of self-directed college-level study and community life. The Senior Project experience is meant to increase the student's awareness, interest and confidence in self-directed learning, through the practice of independence, self-discipline, focused task completion and personal responsibility.

Community Service*Required*

All Woodward students are required to participate in service to their school and community each year. The School believes that the regular practice of service to benefit others is enriching, enlarging and sustaining to those who participate and that the experiences and benefits that flow back to students will direct them toward a lifetime of goodwill and service.

Upper School Service Requirements:

Grades 9 - 11 15 hours required each year - a minimum of 5 hours served at Woodward

Grade 12 5 hours required during senior year, plus special senior service projects

Students who choose to do more than the required service should document those hours that are accumulated over and above the school service requirement.

UPPER SCHOOL COURSE DESCRIPTIONS

ENGLISH

The 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. Placement in an honors or advanced course requires departmental approval.

Grade 9 – Introduction to Writing and Critical Thinking

This course focuses on broadening effective reading, writing, and critical thinking skills. Through the study of classic and contemporary literature, students develop skills to critically analyze texts and, using evidence-based analysis, to write and support thesis-driven papers. This is a cross-curricular course, taught with Grade 9 History, that asks students to consider the parallel themes explored and presented in each class. Students read an array of thought-provoking texts from Shakespeare to Alexie, and are exposed to poetry, fiction and non-fiction relevant to major texts. Students deepen their understanding of the major literary devices and elements needed to analyze literature and practice reading strategies to enhance comprehension. This includes the use of active reading notes and context clues to decipher the meaning of unfamiliar vocabulary. 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, expository/research papers, and personal essays.

Grade 10 – Developing Readers and Writers

This course builds on the 9th-grade 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, as they prepare for the SAT and ACT exams.

Students deepen their skills in literary analysis; applying literary devices and elements learned in English I to support claims. The works studied include Sophocles' *Oedipus*, *The Scarlet Letter*, and Jane Austen's *Pride and Prejudice*. The historical context of literature and its importance and influence on the overall meaning of a text are emphasized in this course. Students will use primary source documents, as well as non-fiction, fiction, and poetry aligned with the major texts, to deepen their understanding and appreciation of literature.

Grade 11 – Survey of American Literature

The eleventh grade English Literature course spans from early New England literature of the 1800s through the Beat Generation and the early 21st Century, using fundamental works such as *The Great Gatsby* as well as era-specific essays, short stories, and poetry within each unit. Students analyze themes including identity, morality, and the relationship of an individual with society. There will be continued work on critical writing and oral presentations. Woven into this curriculum, with the assistance of the College Counselor, is continued SAT preparation, preliminary work on resumes and college essays, and the college selection process.

Grade 11 – AP English Language & Composition*Instructor approval required*

The AP English Language and Composition course aligns to an 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 requires students to read challenging fiction and non-fiction texts to decipher the author's purpose. The reading and writing students will deepen and expand their understanding of how written language functions *rhetorically*: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language. Students will read a wide variety of nonfiction texts, from newspaper editorials to critical essays and political treatises, in order to find out 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, spelling, punctuation, paragraphing, genre). All students are required to take the AP exam in May.

Grade 12 – English World Literature

After building a solid base in both classic and contemporary American Literature, twelfth-grade students delve deeper into critical analysis. The texts, including *Things Fall Apart* and *1984*, challenge students to stretch their intellects and re-evaluate their emotional responses to the human condition. Further, nonfiction texts will allow students to think critically about the world while developing research skills and searching for evidence to support claims. Continued work on critical writing, including essays with primary sources, is central to this course.

Grade 12 – AP English Literature & Composition *Prerequisite: Permission of Instructor*

Open to qualified and approved twelfth-grade students, this intensive course moves quickly through challenging texts such as *Canterbury Tales*, *The Dubliners*, and *Macbeth*, alongside texts handled within the standard English World Literature course, as it prepares students for the AP Literature exam. 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 will also do writing assignments modeled on the AP testing format. All students taking this class are required to take the AP Literature exam in the spring.

Grade 12 – Creative Writing*Prerequisite: Permission of Instructor*

Open to qualified and approved students, this course is a workshop-style class. This course will focus on the experience of writing as a creative activity with emphasis on the methods of writing imaginative prose and poetry. Fictional techniques, such as methods of narration and descriptive style, will be discussed. Students will write and share pieces while learning to engage in constructive criticism. Students will take an active part in the creation of Greenleaf, Woodward's literary and art magazine.

HISTORY AND SOCIAL STUDIES

The History and Social Studies curriculum is designed to provide students with an up-to-date historical perspective, create the opportunity to practice responsible debate on local, national and international issues, and explore the significant philosophical, political and sociological theories that contribute to our current worldview.

Grade 9 – World Humanities

This course presents a thematic approach to the study of world cultures and civilizations and is taught in conjunction with the Grade 9 English curriculum. Students develop a broader understanding and appreciation for the complex and simultaneous development of artistic, economic, political and social movements as they evolved over time throughout the world. This cross-curricular course will be organized thematically, e.g. imperialism, civil rights, migration, power, politics and ideology. The time periods focused on are inter-war Europe, the Cold War, post-WWII Europe, the Age of Discovery, the Age of Empire and medieval Italy. Students read a variety of historical primary and secondary sources and other non-fiction relevant to the major texts studied in the Grade 9 English curriculum. Focusing on essential questions to provoke inquiry and stimulate thought, this course explores how power has been gained, used, and justified throughout the world. Various discussions, papers and projects allow students to practice the skills of critical thinking, writing, research, problem solving, communication and creative expression.

Grade 10 – World History: The Renaissance Through the Twentieth Century Semester

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 Renaissance period and its lasting importance today and continue into the twentieth century.

Grade 10 – United States History I: Colonization to the Jefferson Era Semester

Beginning with a study of Atlantic history, students will examine the history of England alongside the development of its American Colonies. 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. Extra focus is given to the development of critical thinking, historical research, and writing skills.

Grade 11 – United States History II: The Jefferson Era to the Vietnam Era

This course provides a comprehensive analysis of American history from the Jeffersonian era up until American involvement in Indochina. Students will gain an understanding of how America evolved from a small, isolationist nation to its current role as an interventionist superpower. The course will focus both on events within the country during this period, as well as events on the international scene that merited United States involvement. The Founders' History Paper is a course and graduation requirement.

Grade 11 – AP United States History

Prerequisite: Permission of Instructor

This course is an in-depth analysis of America from pre-colonial times to the present with an emphasis on facts, as well as concepts to prepare students for the AP US History exam. All students taking this class are required to take the AP US History exam in May. The course has a rigorous reading requirement, including the challenging text *The American Pageant*. The Founders' History Paper is a course and graduation requirement.

Grades 11 & 12 – Cars & Cities: Intro to Urban Planning

We cannot understand post-WWII America without examining its obsession with, and subservience to, cars. They added a new dimension to the American Dream, but they also wreaked havoc on many towns and cities, including Boston. This class will examine the social, cultural, political and historical roots and consequences of that love affair, which we are just beginning to reconsider. We will look closely at cities and their suburbs, and examine their social, economic and intellectual histories, especially through the lenses of race and gender. We will also figure out how good cities, towns and places work - what makes a place one that people want to go to, not through? We will explore and examine public spaces. These are places we often take for granted, but democracy requires good public places where civic life can play out.

Grade 12 - AP United States Government and Politics

Prerequisite: Permission of Instructor

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, and translations of 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. All students are required to take the AP US Government and Politics exam in May.

Challenges of the 21st Century

Semester

This course provides students with the knowledge and skills to participate as active and involved citizens in our democracy. Through student-driven projects, e.g. debates, editorials, political cartoons, students will deepen their understanding of local, national and international issues. In addition to promoting long-term civic engagement, this class builds collaboration, communication, and critical thinking skills.

Grades 11 & 12 - Totalitarianism

Semester

“Totalitarianism is not only hell, but also the dream of paradise...” Milan Kundera

This course takes students on an exploration of the totalitarian and fascist ideas and groups that have proven to be endlessly attractive, even in diverse, tolerant democratic states and societies. These movements are often shrouded in utopian promises, against a backdrop of apocalyptic racial and national struggles.

We begin by examining a wide variety of fascist parties from Europe and Asia between the world wars, when fascism was born. We then investigate more modern iterations of fundamentalism and the current resurgence of fascism. The class concludes by focusing on

the nature and appeal of cults. Students will tie the course's main themes together in a final project.

Grades 11 & 12 - The World Since World War II

This class will cover the events of modern world history from the end of World War II up to the present day, e.g. the Cold War and 9/11. Special focus will be given to issues facing the world today. Through a review of the events since the Second World War, students will reflect on how those problems came to exist. Students will write frequent papers on a wide variety of topics that require them to think critically and develop with a defensible viewpoint on those issues.

Sociology

Semester

This course is designed to examine and understand the relationship between individuals and social groups and the impact of group behavior on individual behavior. What we value and who we will become is influenced by a variety of social groups, social classes and social institutions. This course will emphasize reading, critical thinking and analysis, and writing as the primary means of demonstrating the mastery of material.

MATHEMATICS

A firm foundation in conceptual mathematics and a facility in working with mathematics are essential to students being successful in today's complex society. The curriculum for the Upper School is designed to provide students with the opportunities to develop skills, gain an understanding of concepts and processes, and to apply these skills to real situations. The use of the TI-84 or TI-Inspire CX graphing calculator, which is required for all mathematics classes increases each student's ability and knowledge in the appropriate use of the current technology, and encourages explorations of mathematical ideas. Four years of mathematics are required for graduation unless a Grade 11 student completes Woodward's terminal math class.

9th	10th	11th	12th
Algebra 1	Algebra 2	Geometry	Pre-calculus or Statistics
Algebra 2	Geometry	Pre-calculus	AP Calculus

Algebra I

The topics studied in Algebra 1 include the properties of and operations with real numbers, solving multi-step linear equations and inequalities, graphing linear functions, writing linear equations, graphing quadratic equations, solving quadratic equations, and operations with polynomial functions. Students will also solve problems in which they relate these topics to the real world.

Algebra II

Prerequisite: Algebra I

The content of Algebra II is presented by studying and graphing families of functions: polynomial, 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, and exponential equations. Application problems will be explored to connect the real world to the mathematical topics being studied.

Geometry

Prerequisite: Algebra II

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

Pre-calculus

Prerequisite: Geometry, Algebra II and teacher recommendation

Pre-calculus students will initially review graphing and solving linear and quadratic functions. Students will then explore other functions such as polynomial, rational, logarithmic, exponential and trigonometric functions and their graphs. This course will teach students to use higher-order thinking skills to evaluate, solve and communicate the results of complex problems.

Statistics

Prerequisite: 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. Required calculations for this course will be accomplished using Excel spreadsheets or the TI-84 or TI-Inspire CX.

AP Calculus

Prerequisite: Pre-calculus and teacher recommendation

The advanced calculus course 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. The TI-84 or TI-Inspire CX calculator will be integral to the understanding of the topics. Students in this class are required to take the AP examination in May.

Foundations in Personal Finance

Semester

Students enrolled in this course will develop a knowledge of basic financial principles and an understanding of how to apply them to financial decisions for life. The curriculum will reinforce academic skills including communication, mathematics, reading, research, and writing.

SCIENCE

Through a general course of study, Upper School students prepare for success in college. Students learn to view the world in a critical manner using scientific inquiry methods to analyze information and apply it to decisions that they will make about their immediate and global community. 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 grade 9, 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 grade 10, 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 is a laboratory-based science course that 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. Students will be involved in recycling and Earth Day projects when appropriate.

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

Prerequisite: Permission of Instructor

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 taking this class are required to take the AP Biology exam in the May.

MODERN WORLD AND CLASSICAL LANGUAGES

The World Language Department closely follows the American Council of Teachers of Foreign Languages by implementing their core concepts and guiding principles.

“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.”

The World Language Department seeks to provide students with a strong foundation in the acquisition of their chosen language. With an emphasis on national standards of world languages: communication, culture, connections, comparisons and communities. 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 an understanding of cultural context.

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 the reading of works of literature in the original language, with an understanding of cultural context. Students also 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. Students begin using 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 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

Prerequisite: Permission of Instructor

In French 4, 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. Students in this course are encouraged to take the French SAT 2 exam.

Advanced Literature and Composition – French V Prerequisite: Permission of Instructor

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 also be studied. Students will read and discuss articles from current, authentic, media publications. Evaluation of student's work through compositions, reading, comprehension, speaking skills, papers and projects.

SPANISH

Spanish I

This course provides basic vocabulary, grammar and builds oral and written proficiency. A cultural study of Spain and the Hispanic world is incorporated with various classroom projects. Students continue with additional practice and comprehension of vocabulary, grammar, and cultural information. Students will engage in a learning environment where the target language is utilized daily, building conversational skills and practice.

Spanish II

This course is a continuation and further development of the skills and studies of Spanish I with added emphasis on conversational practice.

Spanish III

Students develop increased proficiency in conversation, by participating in progressively more challenging conversations. They learn to communicate successfully, and express themselves accurately using strong linguistic skills acquired in the third level. 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 IV

Prerequisite: Permission of Instructor

Designed for the advanced student with a strong foundation in both grammar and conversational skills. Latin American and Spanish novelists and poets are the focus of this course including, but not limited to, Laura Esquivel and Pablo Neruda. Students will also be introduced to the Spanish Golden Age of Art with a focus on El Greco, Diego Velazquez, and Francisco Goy. An introduction to Pablo Picasso and his masterpiece *El Guernica* will conclude the art appreciation of this section. This course is conducted primarily in Spanish. Students are encouraged to take the SAT II Reading and Listening exam.

Advanced Composition and Reading - Spanish V

Prerequisite: Permission of Instructor

This upper-level course, with a focus on Advanced Placement Literature, offers the advanced Spanish student short stories, poems, plays, essays and excerpts from novels by prominent writers of Spain and Latin America presented entirely in Spanish. The following books and plays will be read, but not limited to *El ingenioso hidalgo don Quijote de la Mancha: Primera Parte* (Miguel de Cervantes Saavedra), *Lazarillo de Tormes* (Anonimo), *La Casa de Bernarda Alba* (Federico Garcia Lorca), *La Casa de Los espíritus and Dos Palabras* (Isabel Allende) and *La Casa de Mango Street* (Sandra Cisneros) This course is conducted entirely in Spanish. It continues to prepare students to converse and write in the target language.

Teaching Assistantship: Spanish*Prerequisite: Permission of Instructor*

Qualified students strengthen their content skills and begin to explore the teaching profession by assisting with classroom duties, and through the development of a lesson plan. Student TAs are supported to develop a comprehensive portfolio of their work as a TA, including observations, reflections and inquiry project work.

Introduction to Italy, the Country and Culture*Semester*

This course, conducted in English, is designed to introduce students to the many facets of Italian culture that have made Italy the cultural center of Europe. Students will learn about Italian culture through media, film, art, fashion, music, and food. Students will engage in weekly oral assignments and presentations.

LATIN AND CLASSICAL STUDIES

Through the traditional learning of Latin and the formal study of Rhetoric and Classics, students develop a mastery of thinking cogently, writing clearly, and speaking with conviction and impact. It should be noted that Latin not only fulfills the Language Requirements for college, but that colleges and universities often give preferential consideration to students of Latin. There is also significant documentation that the highest average SAT scores are earned by Latin students, and that the discipline and cognitive skills that they develop in Latin spill over into many other subject areas.

Latin I

This course is suitable for students who have not completed the Middle School Latin curriculum. Students in this fast-paced course will work through Jenney's *First Year Latin*, while building a fundamental knowledge of Roman history and culture. In this comprehensive introduction to the Latin language, students will not only learn its unique grammar principles but will also develop a better understanding of English grammar through constant comparison and examples. Through the rigorous requirements of learning Latin vocabulary, students will thereby improve their English vocabulary, over 90% of which derives from Latin. Gradually, students will combine the vocabulary and endings they learn to form a basis for translating and composing Latin sentences and longer pieces of prose. With every class, students will 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 develop their knowledge of Latin syntax and vocabulary. Through their reading, students will analyze the character, behavior and intellectual talents of Julius Caesar, his military strategies, and insight into general human behavior. The class will contextualize this piece and its author further, through examining the military, religious, political and social mores of the people of the first century B.C. Rome.

Latin III

Cicero and Livy, both contemporaries of Julius Caesar, provide valuable and interesting contrast to the prose of Julius Caesar. Cicero writes impassioned and artfully crafted oratory in his arguments against the villain Catiline. Livy writes serious and thoughtful history in his coverage of Rome from its founding to the end of the Republic. As time allows, students further increase their vocabulary and facility in translation, and will read Martial and Pliny the Younger to gain yet another layer of understanding of the Latin language and the ancient Roman people. Students will study the elements of oratory and rhetoric for a fuller appreciation of Cicero and the art of 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. This class also prepares students who wish to take the SAT II in Latin.

Latin V – Honors

Prerequisites Latin I - IV

This course will be offered depending upon the readiness and demand of the 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

Prerequisites Latin I - IV

This course will be offered depending upon the readiness and demand of the students. The course will follow the AP guidelines.

Rhetoric

Rhetoric is a required course for all Grade 10 students. It is designed to teach students a command of language that will help them develop expertise in making effective presentations. Students will analyze, compose, and deliver speeches as they learn the elements of speech writing and delivery. Topics covered will include logical construction of the argument, employment of rhetorical devices and presentation strategies.

Classical Studies

Semester

This course explores the philosophical, political, religious, cultural and psychological character of the ancient Greeks and Romans. By studying their history, art, and literature, students will acquire knowledge of the profound influence and the foundations upon which civilization has advanced. Students read works by Aeschylus, Aristotle, Plato, Euripides, Aristophanes, Sophocles, Terence, and Lucretius, as well as other authors as time allows.

ART

The Upper School, Visual Arts Program, was developed to support the creativity of the individual artist and her interests. Knowledge of the visual arts will guide students to build stronger connections with specific art making media or styles. If this is the first time a student has taken a visual arts course, introductory courses will help build the individual aesthetic, and will increase student confidence in the art-making process. **All art students are required to participate in the Night of the Arts.**

Foundations of Art

In this course students will be introduced to a variety of art making techniques, while becoming familiar with the basic language of visual art. Students will be looking at the work of both historical and cotemporary artists and exploring a wide variety of media and methods of creating art. We will cover basic drawing, printmaking and sculpture, with an emphasis on a collage and mixed media approach. A research project and presentation on one artist will be required.

Drawing/Painting I

Prerequisite: Foundations

This course will cover fundamental skills and techniques in drawing and painting, with an emphasis on working from observation. Lessons will include working from still life, skeletons, portraiture and landscape; we will be covering linear perspective, basic color theory and human anatomy. Media will include charcoal, ink, pastel, watercolor and acrylic. Students will study both classic and contemporary examples of artists working in 2-dimensional media and will be required to complete a research project on one artist each semester.

Drawing and Painting II

Prerequisite: Drawing & Painting I

This course builds on the foundations covered in Drawing and Painting I, working on expanding and refining their observational technique and developing personal subject matter. Students will be introduced to abstraction and required to do a research project on one artist each semester.

Exploring Mixed Media and Collage I and II

Semester

This course will be broken into two parts, with the fall semester focused on 2-dimensional media, and the spring semester geared to 3- dimensional forms. We will explore the history of collage, using non-traditional materials and approaches to drawing, painting and sculpture. Students will be introduced to a variety of painting and drawing media including basic printmaking, monotype, linoleum blocks, and silkscreen as well as stenciling and pattern making. There will also be an opportunity to build forms with wire, fabric, wood and paper pulp, in combination with found objects.

Advanced Art Studio – Grades 11 & 12

Prerequisite: Permission of instructor

Advanced Art Studio is for serious and self-motivated students; lessons will be adapted to the interest of each student, depending on her skills. Through longer studio projects and more elaborate sketchbook assignments, students will learn the expectations of college level work. Students should be independently directed and committed to developing multiple series based on their chosen media and concept to create a cohesive body of work.

Regular group and individual critiques will introduce students to language used to analyze their own and their peers work.

Advanced Placement Art – Grade 12

Prerequisite: Permission of Instructor

Advanced Placement Art is an intensive college level course aimed at preparing students to submit a portfolio to the College Board in the spring. Successful completion of the course and a passing score on the portfolio review may result in college credit. AP Studio Art 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. One class period a week will be devoted to introducing students to contemporary art and practice.

DRAMA / THEATRE

Upper school students are challenged to take their basic understanding of theatre in new directions through our elective course offerings. Each class helps students build confidence in themselves as public speakers and performers both on and off stage. Students of all grades are also encouraged to audition for our two annual productions. They perform in a fall semester play and a musical in the spring semester.

Acting Basics

This course is an excellent class for students who are new to acting or those who do not yet have enough confidence to take the stage. By the end of the class, students will have a solid base of knowledge of theatrical terms and will know how to best prepare and succeed in an audition.

Advanced Acting

This course is a class for actors who have experience on stage but would like to learn specific acting techniques, like those used by Stanislavski, Growtowski, Addler, Meisner, and Laban. These techniques will expand students' knowledge of the theatrical world and deepen their connection to characters in future acting endeavors.

Contemporary Female Play Study

Semester

Focusing on plays written in the last 30 years by women of various ethnicities and backgrounds, students will read many plays and thereby expand their theatrical database. Students will become more adept at analyzing style, theme, symbolism, theatricality, and tone.

Cultural Storytelling

Semester

Learning deeply about different cultures includes exploring their traditional stories and folklore. Students will select various cultures to focus on and will investigate the origins of those cultures' most treasured stories. They will also compare and contrast those stories with folklore with which they are already familiar.

Directing 101

Semester

Students will learn different techniques for directing a scene and, eventually, a show. We will explore methods of creating dynamic stage images and of communicating effectively with the actors.

Shakespearean Acting

Semester

Students will explore some of Shakespeare's most powerful plays, including some of his most used themes, archetypes, and symbols. As we approach his dramas from an actor's perspective, students will learn how to bring Elizabethan language to life and give modern-day meanings to his works.

Public Speaking

Semester

As they continue through school and into careers, all students benefit from developing strong and confident public speaking skills. Participants will practice speaking in a variety of scenarios, including job interviews, conferences, and performances. Students will progress from learning how to bring to life a pre-written speech to creating and presenting their own speeches.

MUSIC/CHORUS

Upper School Chorus

Students will sing more advanced and varied music from the many styles and periods found in the choral literature. We will discuss music theory, solfeggio and sight-reading as needed to prepare pieces. Participation in all regular choral performances is required.

Music – History

Semester

This semester course is a survey course which provides an overview of the subject with an in-depth exploration of students' particular areas of interest. Topics will include: ancient, classical, and contemporary music. Students may focus on Broadway, country, folk, hip-hop, jazz, opera, and rock and roll. Activities in this class will include reading, watching film clips, developing timelines, and listening to audio recordings.

Music Theory – Introduction to Songwriting

Semester

The course introduces students to basic principles of music theory and the art of songwriting. Students will develop an understanding of how music is notated and composed as well as learn to read notes and staves. After learning general music theory, concepts, forms, and genres, students will have an opportunity to combine what they have explored in class with their own creative ideas to write their first original song.

Music – Drumming

Semester

This course is open to introductory drummers, exploring a variety of percussion instruments and styles using drumsticks or mallets. Students will spend class-time on a full drum kit and glockenspiel, with a focus on stick techniques and styles, and will learn to read and play rhythms as well as create and notate them.

Instrumental Ensembles

Semester

This class is for students who already play an instrument. We will combine instrumentation and play music arranged for small ensembles. Each student is expected to practice and play in class. There will be some focus on each instrument, as well as guidance for playing and learning pieces. We will also explore traditional and innovative combinations of instrumentation.

TECHNOLOGY

Students will gain a thorough knowledge of computers and the necessary skills to understand their operations, coding, and software. Students may elect to study elementary electronics, coding, and robotics.

Electronics and Coding

This course introduces students to electronics, circuits, and coding using their own Arduino microcontroller (programmable circuit board) and IDE (Integrated Development Environment). Students will physically build their projects on their Arduino and then write code in the IDE to control its actions. Problem identification, as well as problem-solving, will be a vital feature of this course.

Coding and Robotics *Prerequisite- Electronics and Coding or prior coursework in Arduino programming*

Students will continue using their Arduino controllers to create and code robotic projects. Students will learn how to use the web-based Fusion 360 online software environment to learn 3D design and modeling. Using this software, students will have the ability to create robotic projects and the Fusion 360 software, and build a variety of housings for their Arduino, such as miniature Ferris wheels, small cars, and other electronic modules.

Swift Programming and App Development

Prerequisite- Electronics and Coding, Coding and Robotics, and Algebra II

This course introduces the powerful computer language called Swift. While an excellent language for learning programming fundamentals, it's scalable and may be used to create advanced software. Students will continue building upon the knowledge gained in previous computer courses and learn algorithm and application design using coding concepts, techniques, and interface design principles. Topics will include variable definitions, input/output methods, operators, if/then conditionals and loops, and functions.

Digital Publishing

Utilizing the Yearbook Suite Curriculum from Walsworth Yearbooks, students learn theme development, writing, layout design, photography, computer use of the Online Design program, business and marketing, goal setting, time management and communication skills. The yearbook tells the whole story of the 2019-2020 year at Woodward. Yearbooks are a time capsule, as they hold pictures and stories of the period, but also as they hold the styles of the time: pop culture and essential aspects of the industry.

English Language Learners Program

English Language Learners

All international-students are placed into an English Language Learning class in which they will develop the skills necessary to be successful on the Toefl exam in their junior or senior year. During the admissions process and when a new student arrives, they are evaluated for speaking, listening comprehension, reading comprehension and writing abilities in English, using a variety of assessments for each category. Students are then placed in the appropriate ELL class for that grade level. Students are also immersed in mainstream classes, working with evolving accommodations for their developing English language skills. International students have a teacher/advisor for extra help or other concerns.

TOEFL Practice

This course is a class for international students who have completed two or three years of ELL class. The mission of this class is to prepare international students for the all-important Test of English as a Foreign Language (TOEFL), which they must take to gain admittance to an English-speaking university. Students learn about the format of the TOEFL through direct instruction, practice exams, and targeted vocabulary study. The skills we cover are reading comprehension, essay writing, listening comprehension and speaking. TOEFL prep runs as a full year course. Students are encouraged to take the test more than once, usually during the spring of junior year and the fall of senior year.

UPPER SCHOOL FOUR YEAR PLANNING SHEET - ACADEMIC YEAR 2019-2020

Student Name: _____

Current Grade: _____ Advisor: _____

Directions: This *4-Year Planning Sheet* should be completed *before* you plan or complete the *One-Year Planning Sheet*, for next year’s course selections. This sheet is designed to help you stay on track to meet all graduation requirements. Please list the title of all courses that you have passed and been awarded credit, plus those courses you are presently taking in this 2018 - 2019 year. Then, please compare your *4-Year Plan* against the School’s graduation requirements and the expectations of college programs you may be considering. Consider your courses for next year in discussion and with guidance from your teachers and families, and then select your courses and complete your *One-Year Planning Sheet*.

Grade 9

English 9	
History	
Math	
Science	
World Language	
Grade 9 Seminar	
Elective	

Grade 10

English 10	
History	
Math	
Science	
World Language	
Grade 10 Seminar	
Elective	

Grade 11

English 11	
History	
Math	
Science	
World Language	
Grade 11 Seminar	
Elective	
Elective	

Grade 12

English 12	
History	
Math	
Science	
World Language	
Grade 12 Seminar	
Elective	
Elective	

UPPER SCHOOL COURSE SELECTION SHEET - ACADEMIC YEAR 2019-2020

Name: _____ Advisor: _____

Grade Next Year: _____ Email for questions: _____

Directions: Upper School Students, after carefully reviewing the Program of Studies and graduation requirements, please list the courses you are expecting and/or electing to take next year. **Woodward's graduation requirements are listed in the Program of Studies on page 13.** You will note that some courses require a teacher's approval. All of your course selections will be reviewed before final scheduling. Please be sure to provide second choice selections. You may use the back of this page to add notes, instructions or ask questions that the scheduling team will review. Please provide your email for communication in this regard.

English _____

Mathematics _____

Science _____

Social Studies _____

World Language _____

Electives: (List in order of preference) Art, Drama, Music, Technology

1. _____

2. _____

3. _____

4. _____

Required for Upper School students:

Grade 9 Seminar _____

Grade 10 Seminar _____

Grade 11 Seminar _____

Grade 12 Seminar _____

Senior Project _____

Community Service _____

Parent/Guardian Signature: _____

Advisor's Signature: _____