



THE WOODWARD SCHOOL
1894

The Woodward School
Program of Studies
2018 – 2019

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This booklet contains course descriptions for the 2018 – 2019 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 program is college preparatory.

The Woodward School

The Woodward School, founded by Dr. Ebenezer Woodward in 1869, remains committed to educating young women. Bridging three centuries, Woodward continues to provide a nonsectarian, college preparatory education in an academically challenging environment, emphasizing the intellect, character, and self.

Woodward educates students from a rich diversity of backgrounds who are committed to advancing their education and lives, as well as the lives of others, through hard work, high standards, and service. Woodward students are expected to be thoughtful, compassionate, and conscientious members of their communities.

Woodward students, their families, teachers, administrators, and staff, as well as the alumnae and trustees, are all partners in this educational enterprise. We strive to provide an environment that fosters excellence in education and provides leadership opportunities.

Our 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.

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 by holding true to our core values.

CORE VALUES - G.I.R.L.S.

Generosity
Integrity
Responsibility
Leadership
Service

MOTTO

Discimus Ut Ducamus

Pronunciation: DÍŚ – ci – mus. ut du - CÁ mus

Translation: We learn so that we may lead.

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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. Middle School students must take the MS Latin curriculum in Grade 7. In Grade 8 students will have an opportunity for world language selection (page 26). The Mathematics Department will assign mathematics courses.

GRADE 6 COURSES

Math

English – Literature and Language Arts

Earth Science

World Cultures I – Geography

Special Courses: Skills for Academic Success, Physical Education, Music, Art, and Information Technology

Community Service - Requirement

GRADE 7 COURSES

Math

English – Exploring Literary Forms

Life Science

Middle School Latin

World Cultures II – Ancient Civilizations

Special Courses: Skills for Academic Success, Physical Education, Music, Art, and Information Technology

Community Service - Requirement

GRADE 8 COURSES

Math – Pre-Algebra or Algebra

English – Foundations of Literature

Physical Science

Classical or World Language

American History

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

Community Service - Requirement

Middle School Course Descriptions

ENGLISH

During the middle school years, we stress the importance of both 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 approach to build reading, writing, vocabulary, speaking and listening skills. A literature textbook and supplemental texts including *The Watsons Go to Birmingham*, *D'Aulaires 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 crafting news stories, and 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. They apply those skills to writing analytical essays with strong thesis statements, argumentative and informational essays, personal reflections, 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 ancient civilizations and the world and American history to their reading of *The Crucible*, *A Raisin in the Sun*, *Of Mice and Men*, and related non-fiction readings. Students refine their grammatical and writing skills and apply them to writing strong thesis statements, longer argumentative and analytical essays, and short story and personal narratives. Eighth graders move from workbook vocabulary development to the online, individualized-learning program Membean. **Memorizing and declaiming poems by famous American poets, in preparation for Woodward's annual Founders' Night is another essential part of the eighth-grade experience.**

CLASSICAL STUDIES AND MODERN WORLD LANGUAGES

Grade 7 - Middle School Latin

In MS Latin, students will learn many language skills, the primary one being an expanded understanding of how language in general works. Because Latin is an inflected language, these young minds learn early on that communication is variable, flexible and fluid. This curriculum prepares them to look for nuances and precision in language and also prepares their minds to be ready for all other languages, not just the Romance languages. Students will learn a great deal of grammar in this course – English as well as Latin grammar, which will help them in their writing.

By studying the lifestyles and history of the ancient Romans, students learn about law, culture, religion, art, architecture and social mores. They learn about the connections between Roman civilization and our own.

Grade 8 – Latin I

Students in this course will complete 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 also improve their English vocabulary, over 90% of which derives from Latin. Students who complete this course will be prepared for Latin 2 in Grade 9.

Grade 8 – Spanish 1

This course provides basic vocabulary and grammar and builds oral and written proficiency. It is a cultural study of Spain and the Hispanic world with various classroom projects. 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. Students who complete this course will be prepared for Spanish 2 in Grade 9.

Grade 8 – French 1

This course teaches elementary French vocabulary, grammar, and expressions, addressing all four language skills of listening, speaking, reading and writing. Students will also learn about people and culture of France and other French-speaking countries. Students who complete this course will be prepared for French 2 in Grade 9.

HISTORY AND GEOGRAPHY

Grade 6 – World Cultures I – Geography

Students will study the cultures of the world through the theme of "migration and adapting to change." Students will read historical fiction and narrative non-fiction texts to ground their learning, including *Esperanza Rising*, *The Wall: Growing Up Behind the Iron Curtain*, *Tasting the Sky*, *Journey to Jo'burg*, and *Year of Impossible Goodbyes*; they will also examine primary and secondary sources connected to these texts. Students will work on

building active reading skills, conducting research, evaluating and documenting sources, and building geographic literacy.

Grade 7 – World Cultures II – Ancient Civilizations

This course provides an overview of world history and geography with an emphasis on the study of the development of civilizations from the earliest hunter-gatherers through the Roman civilization in 1500 A.D. Material is presented in a multidisciplinary format with a focus on the religions, governments, trade, philosophies, and art of these cultures.

Grade 8 – American History

This course presents significant events in American history, beginning with the study of the earliest known inhabitants of the continent. Students will study the era of European exploration and the great trading empires of Africa and the East. Europe's discovery and exploration of the American continent, along with the founding of the American colonies, the American War of Independence, the creation of the U.S. Constitution, and the early years of the nation up to the Civil War.

MATHEMATICS

In the past middle school students have taken math classes with students in the same grade. To challenge each student to reach their full potential, they may be in a math class with students enrolled in a different grade. Determination of student's placement will be by assessment results, classroom teacher recommendation and classroom performance. The Math Department Lead Teacher and Principal will make the final decision on each student's placement.

MS Math

In **Big Ideas Math A Bridge to Success: Course 1** students build on their general math knowledge, understanding, and proficiency. Covered in depth are concepts and procedures 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.

MS Math

This **Big Ideas Math A Bridge to Success: Course 2** prepares students to take Big Ideas Math A Bridge to Success: Course 3 (Pre-Algebra) in the Woodward School mathematics sequence. Students begin reviewing work with integers and proceed to study rational numbers, proportional reasoning and percent, and solving equations and inequalities. Students also explore geometry topics including area, surface area, and volume. The study of probability and statistics began in Course 1 continues. **Calculator required: TI-30X IIS.**

Pre-Algebra

The topics covered in **Big Ideas Math A Bridge to Success: Course 3** include working with variables, expressions, and integers, solving equations and inequalities, simplifying expressions with exponents, probability, and data analysis, and geometry topics. Also, the introduction of functional relationships and graphs of line. **Calculator required: TI-30X IIS.**

Algebra

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. Applied problems that can be solved using these topics will be studied. **Calculator required: TI-30X IIS.**

SCIENCE

Young students are naturally curious about themselves and the world around them. The Woodward science program encourages this curiosity and enthusiasm with a three-year program that will develop an understanding of their planet, their body systems, and the chemical and physical forces that underpin the world around them.

Through hands-on learning, the students will 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. These skills include observation, experimentation and information analysis.

Through participation in the Science Fair and class experimentation, students learn the skills of hypothesizing, experimental design, data collection and analysis, and formulating conclusions. **Students are required to participate in the Science Fair each year.**

Grade 6 – Earth Science

Students will study the basic structure of the Earth as well as Earth's fresh water, oceans, and atmosphere. Topics covered are weather, climate and climate change. Emphasis placed on the process of science by studying the various tools scientists use to measure, graph, and model. The scientific method is incorporated using a variety of projects, including the Science Fair.

Grade 7 – Life Science

Students study all aspects of life from the tiniest cells to the most complex functions of the human body. Topics covered during the academic year: the scientific method, cell structure and function, photosynthesis, cellular respiration, the cell cycle, basic genetics, and evolution. Basic animal body systems such as the digestive, respiratory, circulatory, excretory, and reproductive systems are also studied. Introduced is scientific writing with a variety of assignments and projects designed to foster critical thinking skills.

Grade 8 – Physical Science

Physical Science is the study of matter and energy, substances, and how they combine and change. Topics will include the scientific method, the periodic table, atoms and bonding, chemical reactions, the Laws of Motion, energy, electricity, magnetism, and electromagnetism. Developing scientific writing skills with a variety of assignments and projects designed to foster critical thinking.

ART

Middle School art courses are designed to expose the student 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. Exploring individual expression while learning new techniques and 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. The artists discussed include Georgia O'Keefe, Chuck Close, Andy Warhol, Wayne Thiebaud, Henri Rousseau, and Ansel Adams. They also study 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 in the Arts and Crafts movement. 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.

Art 8

Students will learn a basic art vocabulary, a variety of art-making techniques, and they will 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.

SPECIAL TOPICS

Skills for Academic Success

Components include: Academic skills support; organizational, study and test-taking skills; education in understanding self and others; coping strategies; peer relationships and practical social skills; communication, problem-solving, decision-making and conflict resolution; career awareness, exploration, and planning; substance abuse education; and multicultural/diversity awareness.

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. Topics covered in grades 6-8 are primarily through 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. Introductory computer programming, typing, three-dimensional modeling, simple electronics, and circuitry, as well as robotics, will be covered.

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.

Health and Physical Education

The Physical Education program is a comprehensive fitness program designed to provide students with the opportunity to develop a healthy awareness about physical activity and to practice and gain skills through fun and challenging activities. Combined with a health and wellness curriculum designed according to the National Health Standards for Middle School. Students engage in a developmentally appropriate study of all aspects of adolescent health and well-being.

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.**

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.

Upper School Curriculum

Upper School Grades 9 – 12

REQUIREMENTS FOR WOODWARD SCHOOL GRADUATION

Upper School students should review the School's graduation requirements before making their course selections. All students must carry a course load totaling six credits each academic year. Students must select a required course from each of the five major subject areas, plus elective courses. Students who wish to exceed the six-course requirement must obtain the permission of the Principal. No student shall be scheduled for more than five study periods a week without Administrative permission. Every effort will be made to enroll a student in her elective choices, only after enrollment in required classes.

Woodward's graduation requirements are designed to be appropriate for students planning to attend a four-year college or university. Please review the requirements carefully. Also, consult with college catalogs and websites for their specific requirements, including those for anticipated major courses of study. 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. 25). Accordingly, it is essential that students review their one-year plans against their four-year plans each year.

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

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)	
Arts	2 (Art, Drama, Music)	
Drama	1	
Music	1	
Information Technology	1	
Grade 9 Seminar	.5	
Grade 10 Seminar	.5	
Grade 11 Seminar	.5	
Senior Seminar	.5	
Community Service	.25 (each year requirement)	
Senior Project	.25 (required)	

- 1 credit for full-year courses that meet three or more periods per week
- 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

UPPER SCHOOL COURSE LEVELS

Upper School courses are College Prep, Honors, and Advanced sections. Honors and Advanced courses have been established to provide motivated students with the accelerated atmosphere and intellectual challenge necessary to prepare them for work at competitive colleges. Recommendations for Honors or Advanced level work based upon demonstrated achievement and serious commitment to studies. Upper School students may take advanced level courses that prepare them for Advanced Placement Exams. Students must be recommended for Advanced classes and should seek guidance from their teachers, the Principal and parents before choosing to take an Advanced class. Students at Woodward must enroll in elective courses to attain the credits necessary to earn a diploma. 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.

Students at Woodward are enrolled in Seminar Classes each year to prepare them for college and citizenship and to be active participants in their education and future plans. The school schedules students for these classes.

Students must meet all requirements to achieve certification for graduation. Requirements include successful completion of community service and the Senior Project. 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.

DUAL ENROLLMENT

Woodward in partnership with Quincy College is offering Grade 11 and 12 students an opportunity to experience a college course while in high school. Members of our Woodward faculty, approved adjunct instructors, will teach the courses on our campus. We are offering three upper-level courses that have this option. They will be open to students with a 3.0 GPA. Students will receive high school credit and, if they opt into Dual Enrollment, they will also receive a college transcript. A Grade of B or above will count toward a college degree. Woodward cannot guarantee course recognition on behalf of any college or university; however, the vast majority of students who have taken dual enrollment courses at Quincy College have successfully transferred their credits. Students who opt to take the course for college credit must cover the cost (and international fees will apply for international students) to process the credit which is only a fraction of what would be full tuition for college courses.

Upper School Course Descriptions

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.

Grade 9 Seminar

Required

This course introduces topics and skills crucial to the development of a high school student's intellect and academic skills, character and personal potential. Topics will include Math SAT prep, English SAT prep, high school guidance, ethics, service, and citizenship.

Grade 10 Seminar

Required

This course will continue the development of a high school student's intellect and academic skills, character, citizenship, and personal potential. Topics will include Math SAT prep, English SAT prep, high school guidance, ethics, and service.

Grade 11 Seminar

Required

With the assistance of the College Counselor this course continues the SAT preparation and begin the college exploration, preparation, and planning process while continuing the development of concepts in guidance, ethics, and service.

Grade 12 Senior Seminar

Required

This required course covers guidance topics for the senior year and college admissions cycle, including the development of a resume, writing the college personal statement and supplemental essays, requesting letters of recommendation, interview skills, determining the college list, and applications support. Course topics also include the Senior Project; There is guidance for students through the process of assessing their interests and skills, finding and choosing a senior project, and completing all associated tasks.

Senior Project

Required

The mission of the Woodward School Senior Project is to provide a positive, independent learning experience to challenge and energize students as they approach the end of their high school careers. The Senior Project provides students with the opportunity to engage in a focused study project or active experience outside of the classroom environment. 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, and personal responsibility. Students identify and complete an engaging, self-propelled project outside of the classroom environment. The Senior 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.

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 students' strategies for understanding, interpreting, and evaluating texts through written and oral expression, and for developable 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 text and apply/synthesize information into a written form using evidence-based analysis to support thesis-driven papers. Students read an array of beautiful texts exposes them from Shakespeare to Alexie and poetry, fiction, and non-fiction as related to the fundamental texts. Students learn the primary literary devices and elements needed to analyze literature. Students practice various reading strategies to enhance comprehension, including 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 conform to 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 to prepare for the SAT.

Students will continue to deepen their skills in literary analysis; applying literary devices and elements learned in English 9 to support claims. The works selected for the curriculum are challenging yet engaging, including *Sophocles' Oedipus*, *The Scarlet Letter*, and Jane Austen's *Pride and Prejudice*.

Emphasized in this course are the historical context of literature, and its importance and influence on the overall meaning of a text. Students will use primary source documents, non-fiction, fiction, and poetry, aligned with the major texts, to deepen their understanding and appreciation of literature.

Grade 11 – Survey of American Literature

Periodically merging with the History curriculum, the eleventh grade English curriculum studies both classic and contemporary American literature through works such as *The Great Gatsby*, *The Adventures of Huckleberry Finn*, and *The Handmaid's Tale*. Essays, short stories, and poems from major American eras. Students analyze themes such as identity, morality, and the relationship of an individual with society. There will be continued work on critical writing and oral presentations.

Grade 12 – Senior 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 and searching for claims-based evidence. Continued work on critical writing, including essays with primary sources, is central to this course.

Grade 12 – Advanced Literature & Composition

Instructor approval required

Open to qualified and approved twelfth-grade students, this intensive course moves quickly through challenging texts such as *Four Comedies*, *The Sun Also Rises*, and *The Bluest Eye*, 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 in addition to class discussion and analysis. A challenging independent reading program requires students to read and review several assigned works outside of class throughout the year. Modeling AP testing format with writing assignments to help prepare students. **All students taking this class are required to take the AP Literature exam in the spring.**

Grade 12 – Creative Writing

Instructor approval required

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 the methods of narration and descriptive style, will be discussed. Students will write and share pieces while learning about constructive criticism. Students will take part in the construction of school literary 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 History I

Beginning with the hunter/gatherer societies of the Paleolithic Era, this course will trace the development of the modern nation-state. Through the examination of diverse regions of the world, students will begin to see how factors such as geography, culture, colonization, and even heroic individual efforts created the political world that we know today.

Grade 9 – Civics

Semester

This course provides students with the knowledge and skills to participate as active and involved citizens in our democracy. Through student-driven projects, students learn how to effect policy change by engaging with local government leaders to address and solve community problems. In addition to promoting long-term civic engagement, this class builds collaboration, communication, and critical thinking skills that students will need

throughout their lives. It engages students in responsible civic participation that leads to both a more active citizenry and a more responsive government.

Grade 10 – World History II

Semester

The Renaissance Through the Twentieth century

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

Semester

Colonization to the Jefferson Era

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 – Advanced United States History

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 exam. **All students taking this class are required to take the AP US History exam in May 2019.** 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 12 – Latin American Studies

This course will examine the history, culture, economics, and government for each Latin American country. It begins with a study of cultures in Latin America before the 16th century. Students then learn about the European "discovery" of Latin America and how this affected those native to and lived in the western hemisphere. The course then examines how Latin American countries received their independence, how the countries set up their governments and their economies after the Europeans were forced to leave, and what effect the United States had on Latin America. Student assessments will include written and oral presentations about the cultural and historical background of the Latin American nation.

Grade 12 – Advanced United States Government & Politics

Instructor approval required

This course is designed to help students succeed on the AP United States Government & Politics exam, a requirement for this course. It 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; the forming, evolving, and translations of political beliefs and behaviors; the mechanisms that allow citizens to organize and communicate their interests and concerns (such as political parties, interest groups, and the mass media), and through which policy is formed; and the development of individual rights and liberties and their impact on the lives of citizens.

Grade 12 – Philosophy

Philosophy examines questions central to the human experience by looking below the surface and challenging those things we take for granted. This course will examine three questions: 1) What is knowledge, and can we have it? 2) What is the ultimate reality? 3) Is there such a thing as right and wrong and, if so, what makes things right or wrong? Students will seek answers to these questions using one of the most critical methods in philosophy- the method of argumentation. By the end of the course, students will be better at understanding why they believe what they believe, reading difficult texts, identifying central arguments in texts, finding contradictions in widely held opinions, and expressing themselves.

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 the understanding of concepts and processes, and to apply these skills in real situations. Required for all classes is the TI-84 or TI-Inspire CX, 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 is required for graduation unless a Grade 11 student completes Woodward's last math class.

Algebra I – College Prep

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. Applied problems that can be solved using these topics will be studied. **Calculator required: TI-30X IIS.**

Algebra II – College Prep, Honors

Prerequisite: Algebra I

The content of Algebra II is presented by studying 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. Applied problems will be studied when applicable. **Required for this class is the TI-84 or TI-Inspire CX.**

Geometry – College Prep, Honors

Prerequisite: Algebra II

This course begins by defining the terms of point, line, and plane. We will introduce reasoning and proofs; study the relationships of parallel, perpendicular lines, triangles, quadrilaterals, and polygons. Students will study right triangles and trigonometric

functions and analyze surface area/volume of geometric shapes. **Required for this class is the TI-84 or TI-Inspire CX.**

Precalculus – College Prep

Prerequisite: Geometry or teacher recommendation

Precalculus students will initially review linear and quadratic functions, their equations, their graphs and methods of solving these functions. The new topics will include polynomial, rational, and exponential functions and their graphs, operations with complex numbers, and an introduction to circular trigonometry. This course will teach students to use higher-order thinking skills to evaluate, solve and communicate the results of complex problems. **Required for this class is the TI-84 or TI-Inspire CX.**

Precalculus – Honors

Prerequisite: Geometry, and teacher recommendation

The topics students will study in Precalculus H are polynomials and rational functions, logarithmic and exponential functions, the graphs of and the translations of the graphs of these functions, operations with complex numbers using both rectangular and polar coordinates and circular trigonometry. Intrinsic to mathematics courses is the demand to think critically and creatively. This course will teach students to use higher-order thinking skills to evaluate, solve and communicate the results of complex problems. **Required for this class is the TI-84 or TI-Inspire CX.**

Statistics – College Prep

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.**

Calculus – Honors

Prerequisite: Precalculus

The topics covered in Calculus include limits and continuity of a function, derivatives of algebraic, trigonometric and exponential functions and their applications in problems involving rate, integration of algebraic, trigonometric, and exponential functions, and their applications in problems involving area and volume. **Required for this class is the TI-84 or TI-Inspire CX** and the calculator will be integral to the understanding of the topics.

Advanced Placement Calculus

Prerequisite: Precalculus 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. **Required for this class is the TI-84 or TI-Inspire CX** and the 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 the knowledge and application of basic financial principles so that they can make financial decisions for life. The curriculum will reinforce academic skills such as communication, mathematics, reading, research, and writing.

SCIENCE

The Science Department provides a general course of study to prepare students 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. **Required four years of science for all students, two of which must be the lab sciences - Biology and Chemistry.**

Biology – College Prep, Honors

Biology is traditionally a grade 9 course. It is a laboratory-based science course that begins with the study of molecular biology and progresses to ecology, cell biology, genetics, evolution, microorganisms, plants, invertebrate animals, 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. **Students are required to participate in the Science Fair.**

Chemistry – College Prep, Honors

Chemistry is traditionally a grade 10 course and is laboratory-based. This course begins with a review of the metric system, unit conversions, 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. **Students are required to participate in the Science Fair.**

Environmental Science – College prep, Honors

This environmental course is a laboratory-based science course that studies ecology and how people's actions can affect the environment. Topics studied include 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 global change. Students will be involved in recycling and Earth Day projects.

Anatomy & Physiology – Honors

Anatomy & Physiology is the study of the structure and function of the human body with an emphasis on homeostasis. Topics include the following systems: integumentary, skeletal, muscular, digestive, cardiovascular, respiratory, nervous, endocrine, urinary and reproductive. Physiology labs and virtual dissection of the fetal pig accompany the systems of the human body.

Physics – Honors

Physics is a laboratory-based science class. Classical Newtonian physics is studied. Topics include laws of motion, work, and energy, momentum, gravitation, fluid mechanics, heat, thermodynamics, vibrations, sound, light and electricity.

Advanced Biology

This full-year course prepares students for the AP Biology exam through advanced study of topics in biochemistry, cell structure and function, cellular energy, genetics, molecular

biology, evolution, and taxonomic classification. Students investigate these topics through the lens of four Big Ideas, developing skills in science practices such as graphical modeling, data collection and analysis, and the evaluation of evidence. **All students taking this class are required to take the AP Biology exam in the May 2019.**

MODERN WORLD AND CLASSICAL LANGUAGES

The Languages Department seeks to provide students with a strong foundation in the acquisition of their chosen language. With an emphasis on national standards: culture, connections, comparisons, communications, and communities. Most colleges require three years of the same language.

FRENCH

French I

This course teaches elementary French vocabulary grammar and expressions. Students also learn about France and its people along with 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 – Honors

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 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 and grammar and builds oral and written proficiency. It is a cultural study of Spain and the Hispanic world with various classroom projects. 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.

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 will develop increased proficiency in conversation, standard grammar, and cultural knowledge. The course will include short stories and plays by various Spanish and Latin American authors.

Spanish IV – Honors

Prerequisite: Permission of Instructor

Designed for the advanced student with a strong foundation of both grammar and conversational skill. Latin American and Spanish novelists and poets are the focus of this course including, but not limited to, Laura Esquivel and Pablo Neruda. This course, conducted primarily in Spanish. **Students taking this course are encouraged to take the SAT 2 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 in Spanish. This accelerated course continues to prepare students to converse and write in the target language.

CULTURAL ELECTIVE

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 CLASSICAL LANGUAGE

Latin I

This course is suitable for students who have not completed the Middle School Latin curriculum. Students in this fast-paced course will complete 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 also 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, they 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 – Honors

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. **All students taking this class are required to take the AP exam in the May 2019.**

Rhetoric

Rhetoric is mandatory for all Grade 10 students. This course 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. Past knowledge in the visual arts will guide students to build stronger connections with specific 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 gain confidence in art-making process. **All Art Students are required to participate in the Night of the Arts.**

Foundations of Art

In this introductory course, students will learn a basic art vocabulary, a variety of art-making techniques. They will examine historical and contemporary of art/artist. 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. **A research project on an artist is required.**

Drawing/Painting I, II

Semester

Basic skills and techniques in drawing and painting are a large part offered in this course, with a foundation in drawing from observation. Lessons range from still life, portraiture, landscape, perspective, and technical drawing and painting methods to experimental, abstract, and conceptual art-making processes. Students will create artwork in media including ink, pastels, charcoal, pencil, acrylic, and watercolor.

Printmaking I, II

Semester

In fine art printmaking, the artist chooses a surface to be a printing plate—foam, metal, wood, cardboard, stone, or linoleum, for example. The artist prepares the plate by cutting, etching, carving, or drawing a design into the plate. Printmaking at Woodward is designed to explore and introduce different printmaking processes. Students will learn how to work with the printing press and how to create a variety of plates to create a print. Students will learn how prints differ from other traditional art-making processes and how to develop their voice within the lessons.

Sculpture I, II

Semester

Students will explore cardboard, plaster, clay, wire, and paper sculpture. They will learn to work from an armature and create both relief and freestanding sculptures. Students will study historical and contemporary sculptors while also learning to develop their unique aesthetic in three-dimensional form.

Grade 12 – Advanced Art

Prerequisite- Permission of Instructor

This advanced art student-designed course builds an art portfolio. The course will be adapted to the interest of each student depending on skills. Through longer studio projects and more elaborate sketchbook assignments, students will learn the expectations of college-level work. Students will spend the school year developing multiple series based on their chosen media and concept to create a cohesive body of work.

DRAMA / THEATRE

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, Grotowski, Adler, 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. Exploring methods of creating dynamic stage images and of communicating effectively with your actors.

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 speeches.

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 his Elizabethan language to life and give modern-day meanings to his works.

MUSIC/CHORUS

Upper School Chorus

Students will sing more advanced and varied music from the many styles and periods found in the choral literature. Also, they will discuss music theory, solfeggio and sight-reading as needed to prepare their 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 the more in-depth exploring of students' particular areas of interest. Topics to include: Ancient, Classical, and Contemporary Music. Student focus areas may be in Broadway, Country, Folk, hip-hop, Jazz, Opera, and Rock & Roll. Participation in this class will include reading, watching film clips, developing timelines, and listening to the audios.

Music Theory – Introduction to Songwriting**Semester**

The course introduces students to basic principles of Music Theory and will introduce 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 creative ideas and transfer it to 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. Included will be class time on a full drum kit and glockenspiel, with a focus will be on stick techniques and styles. Students 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 playing and learning pieces. Also, explore tradition 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, robotics, and 3-D modeling, or take a course covering the advanced use of Microsoft Office 365.

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 such electronic modules.

Advanced Use of Microsoft Office

Students will become skilled practitioners of Word, Excel, PowerPoint, Outlook, and OneNote. They will learn enhanced productivity features that surpass document creation and include core data analysis, data manipulation, and presentation, as well as team collaboration and advanced document management. Also covered will be Outlook's advanced calendaring and meeting organization functions.

Swift Programming and App Development

Prerequisites- 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.

ENGLISH LANGUAGE LEARNERS PROGRAM AT WOODWARD

International students will be offered ESL classes to support and develop their English language learning. For these students, the School offers three levels of ESL classes. 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. As a result, each student is placed in the appropriate class: ESL 1, 2, or 3. These classes meet every day for one period. During other class periods, students are 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 Prep

This prep course is a class for international students who have completed two or three years of ESL 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 by 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 ELECTIVES

Teaching Assistantship Program

Prerequisite- Permission of Principal

The Woodward School Teaching Assistant Program deepens the work of students acting as Teaching Assistants in WS classrooms. Qualified Student TAs strengthen their content skills and begin to explore the teaching profession by assisting the supervising teacher 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 (but not limited to) observations, reflections and inquiry project work. All TAs must participate in Teacher Assist Seminar. **A passion for teaching and the subject, as well as permission of the instructor and guidance counselor, are required.** This program is open to juniors and seniors who have passed the TA class assignment with a B+ or better.

Journalism through Yearbook

Prerequisite- Permission of Instructor

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 2018-2019 year at Woodward. Yearbooks are a time capsule, in that they hold pictures and stories of the period, but also in that they hold the styles of the time: pop culture and essential aspects of the industry.

Upper School Four Year Planning Sheet / School Year 2018 - 2019

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 2017 - 2018 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	
Math	
Science	
History	
World Language	
Grade 9 Seminar	
Elective	

Grade 10

English 10	
Math	
Science	
History	
World Language	
Grade 10 Seminar	
Elective	

Grade 11

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

Grade 12

English 12	
Math	
Science	
Social Studies	
World Language	
Grade 12 Seminar	
Elective	
Elective	

World Language Course Selection Sheet for Students Entering Grade 8

Academic Year 2018 – 2019

Students entering Grade 8 in September 2018 – 2019 may choose either Latin 1, French 1, or Spanish 1.

Please review the descriptions of each class and provide your first and second choice. As always, we endeavor to schedule you in your first-choice classes. However, there may be a circumstance where a class is under-enrolled and does not run, or we are otherwise unable to schedule you into your preferred class. In such case, we will schedule you for your next choice. Thank you.

Grade 8 – Latin I

Students in this course will complete 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 also improve their English vocabulary, over 90% of which derives from Latin. Students who complete this course will be prepared for Latin 2 in Grade 9.

Grade 8 – French 1

This course teaches elementary French vocabulary, grammar, and expressions, addressing all four language skills of listening, speaking, reading and writing. Students will also learn about people and culture of France and other French-speaking countries. Students who complete this course will be prepared for French 2 in Grade 9.

Grade 8 – Spanish 1

This course provides basic vocabulary and grammar and builds oral and written proficiency. It is a cultural study of Spain and the Hispanic world with various classroom projects. 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. Students who complete this course will be prepared for Spanish 2 in Grade 9.

Please list your Grade 8 language choice below and return to the Principal by May 18.

1st choice: _____

2nd choice: _____

Student name

Date

Parent signature

Parent printed name

Upper School Course Selection Sheet for the Academic Year 2018 – 2019

Name: _____ Advisor: _____

Grade: _____ 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 8.** 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: _____