The Woodward School for Girls

PROGRAM OF STUDIES

2026 – 2027

THE WOODWARD SCHOOL
1894

THE WOODWARD SCHOOL FOR GIRLS

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

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

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

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

MISSION

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

MOTTO

Discimus Ut Ducamus; We learn so we may lead

(Pronunciation: DÍS – ci - mus ut du - CÁ mus)

PROGRAM OF STUDIES 2026 - 2027

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

Classes for Middle School students include the core academic subjects accompanied by Latin, Art, Computer Science, and Health and Wellness. In addition, students will have two electives with the first choice being Chorus or Engineering, and the second choice to focus on Acting for Theater, Theater Art and Design, or Theater Technology.

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

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

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MIDDLE SCHOOL PROGRAM & COURSE DESCRIPTIONS

GRADE 6 COURSES	GRADE 7 COURSES	GRADE 8 COURSES
Middle School English I	Middle School English II	Middle School English III
Ancient Civilizations and World Geography: Europe and Asia	Ancient Civilizations and World Geography: Europe and Asia	American History & Civics
Math Foundations	Middle School Latin I, II	Middle School Latin II, or III
6th Grade Seminar	Math Foundations or Pre-Algebra	Pre-Algebra or Algebra I
Earth or Life Science	Earth or Life Science	Physical Science
Computer Science Foundations	Computer Science Foundations	Computer Science Foundations
Art Foundations	Art Foundations	Art Foundations
Health & Wellness	Health & Wellness	Health & Wellness
Elective Choice 1: Chorus or Engineering		

MIDDLE SCHOOL ENGLISH

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

MS ENGLISH I: HOW DO STORIES SHAPE IDENTITY?

Through a study of novels, nonfiction, and informational texts, students explore how stories reflect personal identity and historical context. Core texts such as *Esperanza Rising*, *The Girl Who Drank the Moon*, and *The Boy Who Harnessed the Wind* anchor students' understanding of narrative structure, theme, and genre. Students develop foundational skills in reading comprehension, vocabulary, and writing, focusing on clear, well-organized narratives and responses. A structured study of sixth-grade grammar and conventions supports accuracy and clarity in communication. Students engage in creative writing across genres, including narrative pieces and journaling, to develop voice and self-expression. In a culminating research project, students apply skills in evaluating sources, using MLA format, and presenting their findings.

MS ENGLISH II: HOW DO PERSPECTIVES SHAPE STORIES?

In MS English II, students examine how perspective influences storytelling and shapes our understanding of the world. Core texts such as *The Giver*, *Inside Out and Back Again*, and *The Outsiders* guide students in exploring voice, conflict, and theme across genres and contexts. Students strengthen reading comprehension, expand vocabulary, and refine their writing through both analytical and creative tasks. A continued focus on grammar and writing conventions supports clarity, style, and control. Students engage in creative writing across multiple genres, including journaling, as they develop their own perspectives and voices. Through discussion and writing, students analyze how authors use language and structure to convey meaning and prepare for deeper literary analysis.

MS ENGLISH III: WHO CONTROLS THE STORY?

In MS English III, students investigate the essential question, Who controls the story?, through the study of fiction, drama, and memoir. Core texts such as *Brown Girl Dreaming*, *Romeo and Juliet*, and *Anne Frank's Diary: The Graphic Adaptation* guide students in analyzing how perspective, voice, and structure shape meaning. Students refine their skills in literary analysis and writing, producing clear, well-supported arguments and creative responses. Continued attention to grammar and conventions strengthens precision and effectiveness in communication. Students engage in creative writing across genres, including journaling, to experiment with voice and style. Through close reading, discussion, and performance, students evaluate how authors influence interpretation and consider whose voices are represented or omitted.

MIDDLE SCHOOL HISTORY

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

WORLD GEOGRAPHY & ANCIENT CIVILIZATIONS - LATIN AMERICA/MIDDLE EAST

This is one part of a 2-part course that will examine regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Students will examine how geography affects how societies develop and interact and how human societies differ from one another across time and regions. Students will focus on the colonization of people, resources within various empires, and on cultural diffusion: the spread of culture, ideas, goods, and people. They will examine primary and secondary sources to evaluate perspective and bias. The class will work on strengthening active reading and analytical writing skills as well as on practicing historical contextualization. **The topics and/or regions that will be covered are the five themes of geography, the Neolithic and Paleolithic Eras, the Middle East and North Africa, Sub-Saharan Africa, and Central America, the Caribbean, and South America.**

WORLD GEOGRAPHY & ANCIENT CIVILIZATIONS – ASIA/EUROPE

This is one part of a 2-part course that will examine regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Students will examine how geography affects how societies develop and interact and how human societies differ from one another across time and regions. Students will focus on the colonization of people, resources within various empires, and on cultural diffusion: the spread of culture, ideas, goods, and people. They will examine primary and secondary sources to evaluate perspective and bias. The class will work on strengthening active reading and analytical writing skills as well as on practicing historical contextualization. **The topics and/or regions that will be covered are the five themes of geography, central and South Asia, East Asia, Southeast Asia and Oceania, and Europe.**

AMERICAN HISTORY & CIVICS

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

MIDDLE SCHOOL LATIN

The Middle School Latin curriculum presents students with essential knowledge and skills that will serve them throughout the rest of their education and lives. All Woodward students study Latin in grades 7 and 8. Students gain a solid understanding of the syntax, vocabulary, and grammar of the Latin language. Using this knowledge,

they will be able to translate progressively more challenging texts, and ultimately encounter original Latin authors in their native language. Students improve their concept of language and communication through a broad, comparative understanding of how languages work. While building key study habits such as memorization, and building a consistent study schedule, they engage in an in-depth inquiry into the culture, religion, and history of the classical world.

MIDDLE SCHOOL LATIN I

As students acquire Latin vocabulary and grammatical skills, they learn syntactical similarities to and differences from English. As their skills grow, they translate simple Latin texts which teach compelling aspects of the culture and history of ancient Rome. Students learn to connect English words with their Latin stems and develop insight into the Roman people.

MIDDLE SCHOOL LATIN II

Middle School Latin II begins with a thorough and rapid review of the previous year's work in Latin I. Students continue to master the forms necessary to translate increasingly difficult selections of Latin prose. Translations will not only challenge the students' competency but will also improve their understanding of the complex ways that languages work.

MIDDLE SCHOOL LATIN III

Middle School Latin III will further increase students' vocabulary and facility in translation. Students translate adapted Latin selections from history and mythology. They also study the real-life heroes of the ancient Romans, both male and female. This knowledge helps the students contextualize the readings of Latin authors they will translate in the Upper School.

MIDDLE SCHOOL MATHEMATICS

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

MATH FOUNDATIONS

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

PRE-ALGEBRA

Students explore various mathematical concepts, such as variables, expressions, and integers, solving equations and inequalities, simplifying expressions with exponents, probability, and data analysis to prepare for Algebra I. Students also build on their problem-solving skills with topics in geometry. In addition, functional relationships and

graphs of lines are introduced. Mathematical reasoning and problem-solving skills are emphasized throughout the course.

ALGEBRA I

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

MIDDLE SCHOOL SCIENCE

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

EARTH SCIENCE

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

LIFE SCIENCE

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

PHYSICAL SCIENCE

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

6TH GRADE SEMINAR

This dynamic, cross-curricular seminar is designed to empower sixth-grade students with the essential academic and life skills they need to thrive in middle school and beyond. Through engaging, project-based learning, students will strengthen their reading and writing abilities, solidify their understanding of math concepts, and build confidence in research and study strategies. Students will explore how core academic skills connect and apply to various disciplines, while learning how to communicate effectively, work as a team, and take ownership of their learning.

MIDDLE SCHOOL COMPUTER SCIENCE

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

COMPUTER SCIENCE FOUNDATIONS

The course sequence for grades 6, 7, & 8 introduces the discipline of Computer Science through three distinct lenses—Digital Literacy, Proficiency, and Exploration. These core concepts empower students to navigate digital spaces responsibly, with a focus on internet/social engineering protection, ethical AI usage, and information validation. By developing critical thinking skills in the digital world, students will learn to assess the credibility of online information and understand the broader impact of emerging technologies. As students master these foundational proficiency skills, they will transition into the exploration phase, where they will engage in coding and programming, graphic design, and 3D design and implementation.

ENGINEERING

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

MIDDLE SCHOOL ARTS

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

MIDDLE SCHOOL ART FOUNDATIONS

Students experiment with two and three-dimensional forms, as well as digital techniques and new media. Through projects based on specific themes, students build their technical skills, apply the Elements and Principles of Art, and learn how to critique art and reflect on their work. Each unit allows for creative problem solving, where students develop the self-confidence to express their ideas visually. Art history, contemporary art, and visual culture are woven into each unit for students to understand the relevancy of art and design in past and present cultures around the world. Students build upon these skills throughout each grade by gaining transferable skills such as problem-solving, composition, self-reflection, as well as improving their abilities in public speaking by gaining valuable practice in presenting their work to peers and the school community.

THEATER ARTS

At Woodward the theater group historically produces two productions annually. In this class students will explore the fundamentals of theater and work on preparing for and carrying out the school's theater productions. Within this course students will be given options to perform on stage, create artistic materials for the productions, and/or be part of the technical crew that works on lighting, sound and more.

CHORUS

Students in chorus learn basic theory, piano and voice skills, to support their choral repertoire. Students learn how to read and interpret music on the staff, identify musical notes and rhythms, and improve their pitch accuracy. They will progress to combine their theory and basic piano skills to aid in learning their choral music. Students will perform at some school functions and assemblies.

IMPACT LEARNING @ WOODWARD (IL@W)

Taking place at the end of May, IL@W is a service learning immersive experience for all middle school students. Designed in project based lessons through academic lenses, students will be challenged to think about a world beyond the one they have experienced. They will have the opportunity to meet someone who they might not have encountered before and understand how all academic fields can come together to examine an issue.

HEALTH & WELLNESS

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

LEADERSHIP SEMINAR

Leadership Seminar empowers girls in grades 6-12 with leadership skills, confidence, and a deep understanding of diversity, equity, and inclusion (DEI), preparing them to be effective leaders in their communities and beyond. The curriculum is organized into monthly modules focusing on specific leadership themes. Modules include interactive workshops, individual and group activities, reflection exercises, and community engagement projects, all designed with DEI principles at the core.

COMMUNITY SERVICE

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

UPPER SCHOOL PROGRAM

REQUIREMENTS FOR WOODWARD SCHOOL GRADUATION

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

Upper School students must carry a minimum of five courses each academic year. Students take required courses from each of the core subject areas, plus an additional elective or combination of electives throughout the year to meet program requirements.

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

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

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

UPPER SCHOOL GRADUATION REQUIREMENTS

SUBJECT	**REQUIRED** *(over 4 Upper School years)*
English	4 years
History / Social Studies	3 years (US History Required)
World & Classical Languages	3 years of the same language
Mathematics	4 years (Algebra I, Geometry & Algebra II required; certain Science and Computer Sciences courses may be approved as a 4th year math)
Sciences	3 years (Biology & Chemistry required)
Computer Sciences	1 year
The Arts	1 year
Founders' Paper	Required (11th Grade History Thesis Paper)
IMPACT Learning	Required
Community Service	Required

ADVANCED PLACEMENT COURSES

Students who are interested in taking Advanced Placement Courses must write a letter of interest in the course, have a minimum grade of a 90 in the prerequisite course, and receive the teacher recommendation to take the course. Students must take the AP exam to receive AP credit/weighting; a student who does not take the exam will receive Honors credit. In addition, an AP contract must be signed by parents and students attesting to their understanding that significant work and effort is required outside of the class curriculum.

INDEPENDENT STUDY

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

ONLINE COURSES

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

TEACHER ASSISTANTS

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

UPPER SCHOOL 2026-2027 COURSE OFFERINGS

ENGLISH COURSES	SCIENCE COURSES	MATHEMATICS COURSES	HISTORY COURSES
Literature I: Introduction to Writing and Critical Thinking	Biology	Algebra I	World History I: Creating a Modern Worldview
Literature II: Developing Writers and Thinkers	Chemistry	Geometry	World History II: The Age of Nationalism and Globalization
Literature III: Global Perspectives in Literature	Anatomy & Physiology (Honors)	Algebra II	United States History: Colonialism to World War II
Literature IV: Advanced Expression in Western Literature	Physics (Honors)	Pre-Calculus (Honors)	US Government and Politics (Honors)
AP Language & Composition	AP Psychology	AP or Honors Calculus	
		Statistics (Honors)	

LANGUAGES	COMPUTER SCIENCE	VISUAL ARTS	ELECTIVE CHOICES
Spanish I, II, III, IV and V	Python (Semester Course)	Studio Art (Semester Course)	Chorus or Learning Lab
Latin I, II, III	Advanced Python (Semester Course)	Advanced Studio Art (Semester Course)	Theater or Art Lit Publishing
*other languages available online	Advanced Topics in Computer Science (Semester Course)	Contemporary Art Practice (Semester Course)	IRL (In Real Life)
		AP Art and Design (Year Long Course)	

UPPER SCHOOL ENGLISH

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

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

LITERATURE I: INTRODUCTION TO WRITING AND CRITICAL THINKING

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

LITERATURE II: DEVELOPING WRITERS AND THINKERS

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

LITERATURE III: GLOBAL PERSPECTIVES IN LITERATURE

This course challenges students to explore the universality of the human condition through the lens of literature written by or centered on women. Through close reading of American and world texts, students examine themes such as identity, power, voice, and resilience. Building on prior literary analysis, students deepen their understanding of character, structure, and point of view while incorporating historical and cultural context. Writing is central to the course, with a focus on developing sophisticated argumentative essays supported by relevant textual evidence and sound reasoning. Students also engage in creative and

research-based writing, oral presentations, and collaborative discussions. Through this work, students refine their ability to analyze, interpret, and synthesize ideas, developing confident and original voices as readers, writers, and thinkers.

LITERATURE IV: ADVANCED EXPRESSION IN WESTERN LITERATURE

This course invites students to refine their voice as writers and thinkers through a close study of personal narrative and literary analysis. The year begins with a focus on nonfiction writing, helping students explore tone, style, and authorial presence as they craft personal statements and develop authentic self-expression. Students then engage with foundational works of literature to examine narrative structure, character development, and enduring thematic concerns. Emphasis is placed on writing in both formal and informal modes, with a focus on interpretation, argumentation, and voice. Through discussion and debate, students explore evolving concepts of morality, independence, identity, and internal conflict. By year's end, students will be prepared to engage with complex texts, express original insights, and contribute confidently to academic discourse.

*AP ENGLISH LANGUAGE & COMPOSITION** *(PERMISSION REQUIRED)*

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

*AP ENGLISH LITERATURE & COMPOSITION** *(PERMISSION REQUIRED)*

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

LANGUAGE AND PERFORMANCE

As part of the Upper School English Language Arts curriculum, students hone their storytelling, presentation, and public speaking skills in a once weekly Integrated Arts lab program. Our meetings focus students' attention on the art of rhetoric while expanding their knowledge of core coursework by exploring the stories behind the subject matter. Students explore the art of storytelling through multiple mediums by discovering and applying their artistic talents to collaborative as well as individual cross-disciplinary research-based performance projects.

*Typically Offered in alternating years and is dependent on student permission and enrollment. Please refer to page 13 for current year offerings.

UPPER SCHOOL HISTORY

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

WORLD HISTORY I: CREATING A MODERN WORLDVIEW

Studying world history from the beginning of the sixth century till the close of the eighteenth century, students discover the origins of a modern world by tracking the origins of the global economy, the rise of colonialism, the turbulence of cultural exchange, and the dawn of an Age of Reason. Taking a broad view of history, students explore global cultures, religion, and art in addition to government and economics. Students will learn to interact with history in different media by challenging them with an array of primary and secondary sources.

WORLD HISTORY II: *THE AGE OF NATIONALISM AND GLOBALIZATION*

This course examines the political, social and economic events of world history from the nineteenth to the twenty-first century. The class begins by examining the revolutions gripping the world in the nineteenth century, while developing an understanding of modern government. Students then examine how an emphasis on nationalism tore the world apart for the first half of the twentieth century resulting in a movement toward globalization. Extra focus is given to the development of critical thinking, historical research, and writing skills. The Pre-Founders' History Paper is a course requirement.

UNITED STATES HISTORY: COLONIZATION TO WORLD WAR II

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

*AP UNITED STATES HISTORY** *(PERMISSION REQUIRED)*

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

UNITED STATES GOVERNMENT AND POLITICS (DUAL ENROLLMENT, HONORS)

This course offers an analytic, intensive study of the formal and informal structures and processes that shape the American political system. Students 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 explore the formation and evolution of American political beliefs and

behaviors and the mechanisms that allow citizens to organize, communicate their interests and concerns, and develop policy. The role of political parties, interest groups, and the mass media are examined along with the development of individual rights and liberties and their impact on the lives of citizens. Students are required to take the AP United States Government and Politics exam in May.

*AP United States History is typically offered every other year, please see page 13 to check for current courses being offered.

MODERN WORLD LANGUAGES

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

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

SPANISH

SPANISH I

This course focuses on building commonly used vocabulary and building students oral and written proficiency. A cultural introduction of Spanish speaking communities in the world is incorporated into various learning activities such as presentations, readings, and listenings. Students in Spanish 1 will learn to plan and practice their communication skills to be effective in everyday situations. These skills will be reinforced throughout the course so students can understand and start to express themselves in Spanish on topics such as beauty and aesthetics, accessibility, and identity.

SPANISH II

This course is a continuation and further development of the skills and studies of Spanish I with added emphasis on conversational practice. Students will also expand their skills in speaking, listening, reading, writing skills and will gain cultural awareness through various lenses such as: history, storytelling, dance, food, celebrations, media, foundations, sports, local communities and more.

SPANISH III

A focus on strengthening grammar and linguists' skills allow students to gain further knowledge and confidence. Students develop skills to explore the complexities of grammar and syntax. Daily conversation in Spanish will increase students' proficiency in the language. Discussion of short stories, poetry and films are interpreted and examined affording students the opportunity for a deeper comprehension of the culture of Spanish speaking communities.

SPANISH IV

Thematic units such as global challenges, science and technology, public identities, beauty and aesthetics, families and communities, and contemporary life are woven into the Spanish IV course. For the first semester the students provide examples to show their

current understanding and opinions on the themes. These themes will resurface again in the second semester as they dive deeper into each category. How is the media truly depicting the various issues facing local and universal communities? How have artists, academics, professionals in their fields transmitted their ideologies about the use and misuse of government agencies? How do communities respond to and prepare for natural disasters?

SPANISH V: ADVANCED COMPOSITION AND READING

Students in this advanced course will be exposed to Spanish short stories, anthologies, and novels written by women. As women are typically underrepresented in the field of STEM, we select from the literary genre most closely associated with STEM; science fiction. We will read contemporary authors such as Sofía Rhei, Layla Martínez, Cristina Jurado, Lola Robles, Felicidad Martinez, and Samanta Schweblin. We will discuss the influence and students examine their knowledge of contemporary issues through a variety of lenses as they refine their comprehension and expression skills in the Spanish language.

LATIN

Through the traditional learning of Latin, students will learn to translate the Roman authors in their original language. They will also develop proficiencies in thinking cogently, writing clearly, and speaking with conviction and impact.

LATIN I

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

LATIN II

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

LATIN III

In Latin III students will increase their facility in translation by reading excerpts from Livy's Ab Urbe Condita, a history starting with the founding of Rome. A significant part of this course will focus on elements of oratory and rhetoric for a fuller appreciation of Cicero and public speaking. By translating and discussing Cicero's First Catalinarian Oration, students will learn why the first century BC was one of the greatest eras in the history of the western world.

ENGLISH LANGUAGE LEARNING AT WOODWARD

International students studying at Woodward receive English language learning instruction and support for their classwork in English, throughout their years at Woodward. During the admissions process, students are evaluated for speaking, listening, reading

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

UPPER SCHOOL MATHEMATICS

A firm foundation in conceptual mathematics and a facility in problem solving are essential for students to be successful in today's complex and increasingly technological society. The Upper School mathematics curriculum is designed to provide students with opportunities to develop skills, gain understanding of concepts and processes, and to apply these skills to real world situations.

Four years of mathematics is required for graduation. Certain Science or Computer Science classes may be substituted for one math class. The table below indicates possible course progressions through the Upper School Mathematics curriculum.

9th	10th	11th	12th
Algebra 1	Geometry or Algebra 2	Algebra 2 or Geometry	Pre-Calculus
Geometry or Algebra 2	Algebra 2 or Geometry	Pre-Calculus	Calculus (AP or Honors)

ALGEBRA I

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

GEOMETRY ***(PREREQUISITE: ALGEBRA I)***

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

ALGEBRA II ***(PREREQUISITE: ALGEBRA I)***

The content of Algebra II is presented by first graphing families of functions such as quadratic, rational, radical, and exponential functions. Then students explore methods to solve these different types of functions, extending the real number system to include imaginary numbers and connect these solutions to the graphs. Students will also solve systems of equations, and explore the connections these and other mathematical problems have to the real world..

PRECALCULUS (Dual Enrollment, Honors) ***(PREREQUISITES: GEOMETRY, ALGEBRA I, ALGEBRA II)***

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

STATISTICS (Dual Enrollment, Honors) ***(PREREQUISITES: GEOMETRY, ALGEBRA I, ALGEBRA II)***

This course covers a general understanding of the applications of Statistics beginning with the organization of data and moving through hypothesis testing. Topics discussed are measures of central tendencies, averages and variations, correlation and regression, binomial probability, normal curves and sampling distributions. Principles of finance will also be explored to give the students the opportunity to study vocational opportunities, money management and saving for the future. Calculations for this course will be accomplished using Excel spreadsheets and graphing calculators.

CALCULUS (Dual Enrollment, Honors) ***(PREREQUISITE: PRECALCULUS)***

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

ADVANCED PLACEMENT CALCULUS ***(PREREQUISITE: PRECALCULUS AND PERMISSION REQUIRED)***

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

UPPER SCHOOL SCIENCE

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

BIOLOGY

Biology is a laboratory-based science course. Students study a variety of topics within biology including ecology, molecular biology, cell biology, anatomy, genetics, evolution, and microorganisms. Additionally, students will examine the impact of human activity on ecosystems and the importance of biodiversity, with collaborative projects and discussions that connect biological concepts to real-world issues, promoting environmental stewardship and informed citizenship. Through this course, students will not only gain a solid foundation in biological sciences but also cultivate a lifelong interest in the natural world.

CHEMISTRY

Chemistry is a laboratory-based science course where students study a variety of topics within chemistry, including the structure and properties of matter, chemical reactions, stoichiometry, thermochemistry, atomic theory, and the behavior of gases, liquids, and solids. Additionally, students will explore the principles of chemical bonding and molecular interactions, while engaging in hands-on experiments that illustrate these concepts in real-world applications. Collaborative projects and discussions will connect chemical principles to everyday life and societal challenges, fostering critical thinking and problem-solving skills. Through this course, students will not only gain a solid foundation in chemical sciences but also develop an appreciation for the role of chemistry in understanding the world around them.

*ENVIRONMENTAL SCIENCE (Dual Enrollment, Honors)**

This laboratory-based science course focuses on ecology and how people's actions can affect the environment. Students study earth systems and resources; soil and soil dynamics; ecosystem structure, diversity, and change; human population dynamics and impacts of population growth on the environment; land and water use; energy consumption; pollution and climate change. Dual enrollment through Quincy College is available for all students in this course.

*AP BIOLOGY** *(PERMISSION REQUIRED)*

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

*PHYSICS (Dual Enrollment, Honors)**

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.

*MARINE ECOLOGY**

In this course, we will be diving into our ocean ecosystems. From coral reefs to deep sea trenches, we explore the diversity of marine life and the intricate relationships between organisms and their various ocean environments. Through hands-on activities and experiments, students will gain a deeper understanding of oceanography, marine biology, conservation efforts, and the impact of human activities on ocean health.

*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.

*AP PSYCHOLOGY** *(PERMISSION REQUIRED)*

This course prepares students for the AP Psychology exam through advanced study of topics in psychological theories, research methods, biological bases of behavior, sensation and perception, learning and cognition, development, abnormal psychology, and social psychology. Students will develop skills in critical analysis, experimental design, data interpretation, and ethical considerations in psychological research. The curriculum allows students to investigate psychological phenomena through case studies, experiments, and collaborative projects. All students are required to take the AP Psychology exam in May.

*These courses are run typically every other year for juniors and seniors and run based on interest and enrollment.

UPPER SCHOOL COMPUTER SCIENCE

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

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

Upper School students deepen their learning through a series of project-based learning objectives. Students are supported in content creation, videography, programming, 3D Design and more.

PYTHON

Python is one of the most popular and versatile programming languages. In this course, high school students will learn the fundamentals of Python programming and coding through hands-on projects, real-world problem-solving, and creative challenges. Students will explore Python's relationship to statistics and its usefulness for data management and exploration. They will learn core programming concepts such as variables, data types, conditionals, loops, functions, and lists. As they progress, they will apply their skills to build interactive programs. The course also introduces students to essential coding practices like debugging, documentation, and logical thinking.

ADVANCED PYTHON

This course is designed for students who have a solid understanding of Python fundamentals and are ready to explore more complex programming concepts and real-world applications. Students will deepen their knowledge of Python while tackling advanced topics like object-oriented programming (OOP), algorithms, data structures, and working with external libraries and APIs. Throughout the course, students will work on sophisticated projects that involve problem-solving, optimization, and efficient coding techniques. They'll explore concepts such as recursion, file handling, exception management, and working with databases. Additionally, students will gain practical experience by building larger-scale applications, including web scrapers, data analysis tools, and interactive graphical interfaces using libraries like NumPy and Pygame.

ADVANCED TOPICS IN COMPUTER SCIENCE

This course allows students to explore an area of interest in Computer Science at an advanced level. Topics will vary to accommodate student interest and experience and may include concepts from mobile applications, website development, engineering, game design, data structures, and more.

VISUAL ARTS

The Visual Arts are a vital part of Woodward's academic program. Through painting, drawing, design, and mixed media, students build a strong foundation in visual literacy while developing creative confidence and critical thinking. While we nurture potential artists, we also equip all students with tools to see—and interpret—the world through a new lens. Just as science explores the physical world, math sharpens quantitative reasoning, and philosophy deepens our understanding of the inner life, art provides a material language for human expression. In a culture shaped by mass production and digital immediacy, the act of making re-centers

the value of the handmade and reminds us of the power of personal vision. Students are encouraged to take creative risks, reflect on their process, and explore diverse cultural perspectives. In doing so, they not only strengthen their artistic voice—they also build empathy, resilience, and a deeper connection to the world around them.

STUDIO ART FOUNDATIONS (SEMESTER COURSE: Grades 9-11)

Studio Art introduces students to the foundational elements of art and principles of design through structured, skill-based projects. Students develop observational drawing, painting, and design skills while exploring line, shape, value, color, space, and composition. Emphasis is placed on technique, craftsmanship, and visual problem-solving.

This course serves as the entry point into the upper school visual arts program and is designed for students at varying levels of prior experience. Students build the technical and conceptual skills necessary for success in Advanced Studio, Contemporary Art Practice, and AP Art & Design. Art history and visual culture are integrated to support understanding of artistic concepts. The semester culminates in a curated body of work, with opportunities for exhibition in the Night of the Arts.

ADVANCED STUDIO ART (SEMESTER COURSE: Grades 10-12) **Prerequisite: Studio Art or Teacher Permission**

Advanced Studio builds on foundational skills with increased emphasis on technical refinement, composition, and independent decision-making. Students explore a variety of media while strengthening their ability to plan, revise, and execute more complex works. Projects introduce conceptual thinking while maintaining a focus on craftsmanship and control. Art history and contemporary artist studies are integrated to support artistic development. The semester culminates in a curated body of work, with opportunities for exhibition in the Night of the Arts.

CONTEMPORARY ART PRACTICE (SEMESTER COURSE: Grades 11-12) **Prerequisite: Studio Art or Teacher Permission**

Contemporary Art Practice is an advanced, concept-driven course that emphasizes experimentation, material exploration, and personal voice. Students investigate identity, memory, and contemporary issues through a variety of media, including mixed media, installation, digital processes, and non-traditional materials. The course integrates short lectures, artist studies, and discussion to connect historical and contemporary practices to student work. The semester culminates in a curated body of work, with opportunities for exhibition in the Night of the Arts.

ADVANCED PLACEMENT ART & DESIGN (FULL YEAR COURSE: Grades 11-12) **Prerequisite: Portfolio Review & Teacher Permission**

AP Art & Design is a college-level course in which students develop a sustained investigation through a series of related works. Emphasis is placed on inquiry, experimentation, revision, and process documentation. Students explore materials, concepts, and techniques while refining their artistic voice. There are outside homework expectations between 4-6 hours a week. The course culminates in submission of a digital portfolio to the College Board.

UPPER SCHOOL THEATER AND CHORAL PROGRAM AT WOODWARD

THEATER

At Woodward the theater group historically produces two productions annually. In this class students will explore the fundamentals of theater and work on preparing for and carrying out the school's theater productions. Within this course students will be given options to perform on stage, create artistic materials for the productions, and/or be part of the technical crew that works on lighting, sound and more.

CHORUS

Students in chorus learn basic theory, piano and voice skills, to support their choral repertoire. Students learn how to read and interpret music on the staff, identify musical notes and rhythms, and improve their pitch accuracy. They will progress to combine their theory and basic piano skills to aid in learning their choral music. Students will perform at some school functions and assemblies.

ART LIT PUBLISHING COURSE

This course focuses students' attention on creating for publishing and presentation for The School's publications: Yearbook and Greenleaf Art & Lit Magazine and public presentation of works for WSG events like Night of the Arts and Theatre Productions.

LEARNING LAB

Learning Lab is an opportunity for students to get support from teachers in academic areas and work to complete assignments.

IRL (IN REAL LIFE)

In this course students learn tools necessary to be successful in real life by covering important topics such as financial literacy, health and nutrition, home and family management, and apparel. Students explore these topics through hands-on projects to learn how to budget, meal plan, manage time, and perform home and clothing repairs. The focus is on developing problem solving skills to make informed decisions in life as they move on to college and beyond.

HEALTH & WELLNESS

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

LEADERSHIP SEMINAR

Leadership Seminar will empower girls in grades 6-12 with leadership skills, confidence, and a deep understanding of diversity, equity, and inclusion (DEI), preparing them to be effective leaders in their communities and beyond. The curriculum is organized into monthly modules focusing on specific leadership themes. Modules include interactive workshops, individual and group activities, reflection exercises, and community engagement projects, all designed with DEI principles at the core.

COMMUNITY SERVICE

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