The Woodward School for Girls

PROGRAM OF STUDIES

2023 – 2024

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 2023 - 2024

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

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

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MIDDLE SCHOOL PROGRAM & COURSE DESCRIPTIONS

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Middle School English I	Middle School English II	Middle School English III
Ancient Civilizations and World Geography: Latin America and Middle East	Ancient Civilizations and World Geography: Latin America and Middle East	American History & Civics
Middle School Latin I	Middle School Latin I, II	Middle School Latin II, or III
Mathematics	Pre-Algebra	Algebra I
Earth Science	Life Science	Physical Science
Foundations of Computer Science	Foundations of Computer Science	Foundations of Computer Science
Art Foundations	Art Foundations	Art Foundations
Health & Wellness	Health & Wellness	Health & Wellness

Elective Choice 1: Chorus or Engineering

Elective Choice 2: Acting for Theater, Theater Art and Design, or Theater Technology

MIDDLE SCHOOL ENGLISH

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

MS ENGLISH I: WHY STORIES MATTER

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

MS ENGLISH II: STORIES FROM DIFFERENT PERSPECTIVES

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

MS ENGLISH III: WHO CONTROLS THE STORY?

Students will continue studying narrative while focusing on the style and impact of short stories and poetry, considering the historical context and social movements which inspired these writings, and determining what makes them powerful. They will study persuasion, rhetorical techniques, poetic structure, and figurative language. Work on argumentative and analytical writing will continue, with students becoming increasingly competent writers and editors of their own expository and creative works. Students will continue to expand their academic and general vocabularies through their reading and by using *Vocabulary from Classical Roots,* while grammar will be taught in context of writing assignments.

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 6,7 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.

MATHEMATICS 6

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

PRE-ALGEBRA

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

ALGEBRA I

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

MIDDLE SCHOOL SCIENCE

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

EARTH SCIENCE

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

LIFE SCIENCE

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

PHYSICAL SCIENCE

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

MIDDLE SCHOOL COMPUTER SCIENCE

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

FOUNDATIONS OF COMPUTER SCIENCES

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

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

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

ENGINEERING

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

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

Woodward students of all grade levels participate in The School's theater program, which has historically produced two productions annually. Students choosing to focus on **Acting for Theater** explore the fundamentals of theater and different ways that we can perform on stage. This course will also examine works from published plays, musicals and monologues. Students will be provided with tools and tactics on character development, text analysis, and general acting techniques to perform in school productions. Students choosing to focus on **Theater Art and Design** create and support school productions. Students choosing to focus on **Theater Technology** learn and perform the lighting, sound, and other tasks associated with the productions.

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.

HEALTH & WELLNESS

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

COMMUNITY SERVICE

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

UPPER SCHOOL PROGRAM

REQUIREMENTS FOR WOODWARD SCHOOL GRADUATION

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

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

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

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

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

UPPER SCHOOL GRADUATION REQUIREMENTS

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 Course 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 are limited by Faculty Advisor availability. Independent Study must be approved by the School in advance in order to be accepted for Woodward credit.

ONLINE COURSES

Students may enroll in online courses that are not offered or cannot be scheduled at Woodward. Our partner, Constellation Learning offers a variety of online courses that may interest students. Online courses must be approved by the 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.

IMPACT LEARNING @ WOODWARD (IL@W)

Taking place from May 28 till June 7, 2024, IL@W is a graduation requirement for all ninth through eleventh grade students (participation by seniors is optional). IL@W provides students with the opportunity for an individualized learning experience beyond the classroom at Woodward. During this time, students acquire internships at businesses or nonprofit organizations throughout the Greater Boston area and South Shore or participate in hands-on, immersive learning experiences on the Woodward campus. While working with mentors inside and outside of Woodward School community, students will work towards developing twenty-first century skills using the career readiness framework developed by McKinsey & Company.

UPPER SCHOOL PROGRAM 2023 COURSE DESCRIPTIONS

ENGLISH COURSES

Literature I: Introduction to Writing and Critical Thinking

Literature II: Developing Writers and Thinkers

Literature III: Literature and Language

Literature IV: Perspectives

AP Language and Composition

HISTORY COURSES

World History I: Creating a Modern Worldview

World History II: The Age of Nationalism and Globalization

United States History: Colonialism to World War II

US Government and Politics

SCIENCE COURSES

Biology

Chemistry

Environmental Science

Physics

MATHEMATICS COURSES

Algebra I

Geometry

Algebra II

Pre-Calculus

Calculus and AP Calculus

COMPUTER SCIENCE

Foundations of Computer Science (New Upper School Students)

Swift Programming (Fall Semester)

Storytelling (Spring Semester)

Python & Data Sciences (Fall Semester)

Java (Spring Semester)

AP Computer Science Principles (Full Year)

VISUAL ARTS

Studio Art Foundations I and II

Specialized Studio Art I and II

AP Art Portfolio

MODERN LANGUAGES

French I, II, III, IV and V
AP French Language and Culture

Spanish I, II, III, IV and V
AP Spanish Language and Culture

CLASSICAL LANGUAGES

Latin I, II, III

ELECTIVE CHOICES

Chorus, Learning Lab

Acting for Theater, Theater Art and Design, Theater Technology

UPPER SCHOOL ENGLISH

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

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

LITERATURE I: INTRODUCTION TO WRITING AND CRITICAL THINKING

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

LITERATURE II: DEVELOPING WRITERS AND THINKERS

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

LITERATURE III: LITERATURE AND LANGUAGE

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

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

LITERATURE IV: PERSPECTIVES

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

AP ENGLISH LANGUAGE & COMPOSITION *(PERMISSION REQUIRED)*

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

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.

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.

UNITED STATES GOVERNMENT AND POLITICS

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.

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.

FRENCH

FRENCH I

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

FRENCH II

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

FRENCH III

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

FRENCH IV

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

FRENCH V: ADVANCED LITERATURE AND COMPOSITION

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

SPANISH

SPANISH I

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

SPANISH II

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

SPANISH III

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

SPANISH IV

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

SPANISH V: ADVANCED COMPOSITION AND READING

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

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. The TI-Nspire II CAS graphing calculator is required as students develop increased understanding and use of current technology and explore more complex mathematical ideas.

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

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

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

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

CALCULUS

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

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

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

UPPER SCHOOL SCIENCE

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

BIOLOGY

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

CHEMISTRY

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

ENVIRONMENTAL SCIENCE

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

PHYSICS

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

UPPER SCHOOL COMPUTER SCIENCE

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

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

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

FOUNDATIONS OF COMPUTER SCIENCE

This course introduces the principles of computer science, including computer hardware knowledge and software knowledge, research methods, and programming in Python, HTML, and Scratch. Students explore the basics of how computers work, how to use

them effectively, and how they can be used to solve problems. Throughout the course, students also develop research skills and learn how to use online resources to find and analyze information. This include navigating the web safely and effectively and understanding how to evaluate the credibility of sources.

SWIFT PROGRAMMING (FALL)

Students learn the fundamentals of programming logic and syntax, and how to use code to solve problems and create interactive programs. Students learn how to create apps for iOS devices in Apple's ecosystem. They learn the basics of Swift language, including variables, data types, and control structures. They also learn how to use Xcode, Apple's development environment, to design and create mobile apps that can perform a range of functions.

STORYTELLING (SPRING)

This course is designed to introduce upper school students to the principles of storytelling through three lenses. Students will explore three different modalities of storytelling -- spoken word, architecture, and cinematography -- each of which utilizes technology and computer science in unique ways.

PYTHON AND DATA SCIENCES (FALL)

This course is designed to introduce female high school students to Python programming and its relationship to statistics. Students will learn the fundamentals of Python programming, including data types, operations, control structures, functions, and file I/O, and then apply these skills to data analysis and visualization using popular Python libraries, such as NumPy, pandas, and Matplotlib. The course explores the concepts of statistics, including data management, data exploration, and statistical inference within the context of computational programming. Students will also learn best practices and techniques for programming using Jupyter.

JAVA (SPRING)

This course is designed to introduce high school students to Java programming and Minecraft game modifications using Minecraft Forge. Students will learn the basic concepts of programming fundamentals such as syntax, data types, flow control, methods, arrays, and object-oriented programming using Java. The course will focus on Minecraft Forge Modding for the students to build their own modifications (mods) for Minecraft.

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

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

VISUAL ARTS

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

-John Berger

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

STUDIO ART FOUNDATIONS I AND II (9TH AND 10TH GRADE)

In the course we will be studying the elements and principles of design by learning how to look; how to turn an idea into an image, how to create a visual narrative. Composition, color, space will be -taught through traditional painting, drawing, and digital mediums. Lessons will include working from still life, skeletons, portraiture and landscape; we will be covering linear perspective, basic color theory and human anatomy. Mediums will include charcoal, ink, pastel, watercolor and acrylic. Students will study both classic and contemporary examples of artists working in 2-dimensional media. Regular group and individual critiques will introduce students to language used to analyze their own and peer work.

SPECIALIZED STUDIO ART I AND II (11TH AND 12TH GRADE)

Specialized Studio Art is an independent study course aimed at cultivating art skills in a chosen art medium. Students may choose focus areas including clay works, print making, digital illustration, painting, drawing, graphic design, jewelry-making, and many more. Upper school students who have taken Studio Art Foundations may take this course and choose a focus area to create an individualized program. Students will have the support of the visual arts teacher who will provide resources for independent study. Students will be expected to create a series of works throughout the semester demonstrating their learned skills and techniques throughout the course. Regular group and individual critiques will enable students to analyze their own and each other's work. The class will culminate with the creation of a presentation in conjunction with Night of the arts that demonstrates the student's ability to create a visual narrative through a series of artwork following a singular theme.

ADVANCED PLACEMENT STUDIO ART (12TH GRADE) *(PERMISSION REQUIRED)*

In the AP Art and Design course, you will create a portfolio that you will submit for an AP score. The student can choose one of three Art and Design portfolios options: 2-D, 3-D, or Drawing. In the 2-D option, students develop skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. The artwork will reflects the students own ideas and showcase their skills.

UPPER SCHOOL THEATER AND CHORAL PROGRAM AT WOODWARD

THEATER

Woodward students of all grade levels participate in The School's theater program, which has historically produced two productions annually. Students choosing to focus on **Acting for Theater** explore the fundamentals of theater and different ways that we can perform on stage. This course will also examine works from published plays, musicals and monologues. Students will be provided with tools and tactics on character development, text analysis, and general acting techniques to perform in school productions. Students choosing to focus on **Theater Art and Design** create and support school productions. Students choosing to focus on **Theater Technology** learn and perform the lighting, sound, and other tasks associated with the productions.

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.

LEARNING LAB

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

HEALTH & WELLNESS

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

COMMUNITY SERVICE

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