WOODWARD ACADEMY

2015-2016

UPPER SCHOOL
SCHEDULING AND CURRICULUM GUIDE

Includes class scheduling, student evaluation, academic honors, and curriculum offerings.
UPPER SCHOOL
SCHEDULING AND CURRICULUM GUIDE
2015-2016

Presented to
STUDENTS, PARENTS,
FACULTY, AND STAFF

Publication by
WOODWARD ACADEMY
UPPER SCHOOL ACADEMIC DEAN'S OFFICE
Marylen Dobbins, Administrative Assistant
Margaret Sharpe, Registrar
Peggy D. McNash, Academic Dean
March 17, 2015
PREFACE

Woodward's approach to secondary education curriculum is successful in meeting the needs and aspirations of our students and in challenging students to become critical thinkers and ethical problem solvers. Administrators, department chairmen, and faculty have delineated graduation standards that meet or exceed all state requirements in the core academic areas; they have designed courses that will enable students to meet GHSA and NCAA and Hope requirements. Counselors, both grade level and college admissions, and the Academic Dean will offer wise counsel along the way as parents and students develop a four-year plan.

Guided by our core values of Excellence, Character, and Opportunity, we champion student success. Woodward is committed to providing a broad range of rich academic opportunities which are presented through a variety of teaching techniques. We believe that the learning environment that is created will help prepare our students for college.

The following pages comprise the Upper School Scheduling and Curriculum Guide which serves as a source of information on such academic matters as class scheduling, graduation requirements, academic honors, and semester exam policies for students in grades nine to twelve. In addition, it provides a listing and description of the various curriculum offerings for Upper School students. Students and parents should use this guide to plan the overall course study to be completed during high school. The counseling staff is available to help with any questions you may have and with the planning of the course of study. Classroom teachers and the departmental chairpersons are also valuable resources in helping the student select elective courses and plan course selections for each year. It is highly advisable for the student to finish most or all of the graduation requirements before deciding to take elective or optional courses.

We hope that you find this guide helpful. If we may be of any assistance, please call on us.

Peggy D. McNash
Academic Dean

Note: The statements set forth in this Scheduling and Curriculum Guide should not be construed as the basis of a contract between a student or parent and Woodward Academy. While the provisions and examples in the Scheduling and Curriculum Guide will ordinarily be applied as stated, Woodward Academy reserves the right to change any provision listed in this publication without actual notice to individuals. Every effort will be made to keep students and parents advised of any such changes. Information on changes will be made available in the office of the Academic Dean. It is the individual responsibility of each student to keep apprised of current graduation requirements.
# TABLE OF CONTENTS

Preface ............................................................................................................................................... i
Table of Contents ................................................................................................................................. ii
The Scheduling Process ......................................................................................................................... 1
  Graduation Requirements ................................................................................................................. 2
  Course Load ..................................................................................................................................... 3
  Exceptions to Standard Graduation Requirements ................................................................. 4
  Drop/Add Policy .............................................................................................................................. 4
  Advanced Placement Courses ....................................................................................................... 4
  College Admissions ......................................................................................................................... 5
  Georgia HOPE Scholarship Information ...................................................................................... 5
Evaluating Student Achievement ........................................................................................................ 7
  Philosophy ....................................................................................................................................... 7
  Progress and Grade Reports—Through Edline ............................................................................. 7
  Grading Criteria for Achievement Marks ..................................................................................... 8
  Grading Criteria for Effort Marks .................................................................................................. 8
  Areas of Evaluation ......................................................................................................................... 9
  Attendance and Make-up Work ...................................................................................................... 9
  Academic Probation and Study Hall .............................................................................................. 9
  Tutorial ........................................................................................................................................... 9
  School-Year Tutoring .................................................................................................................... 10
  Transfer Credit and Distance Learning ......................................................................................... 11
  Forward Credit ............................................................................................................................... 11
  School Year Abroad ....................................................................................................................... 12
  NCAA Eligibility Center ............................................................................................................... 12
  Summer School For F and Summer Tutoring ............................................................................... 12
  Summer Academic Program at Woodward (Attendance and Conduct) ..................................... 13
Academic Honors ............................................................................................................................... 15
  Course Weighting ........................................................................................................................... 15
  Grade-Point-Average ..................................................................................................................... 15
  Eagle Roll and Eagle Awards ......................................................................................................... 16
  Exam Exemption ............................................................................................................................ 17
  Honors at Graduation ................................................................................................................... 18
  National Honor Society ................................................................................................................ 19
Curriculum Offerings ........................................................................................................................ 20
  English ............................................................................................................................................ 21
    Summer School Courses ............................................................................................................ 26
  Mathematics ................................................................................................................................. 27
    Summer School Courses ............................................................................................................ 32
  Social Studies ............................................................................................................................... 33
    Summer School Courses ............................................................................................................ 37
  Science .......................................................................................................................................... 38
    Summer School Courses ............................................................................................................ 46
  World Languages ......................................................................................................................... 48
    Summer School Courses ............................................................................................................ 56
  Computer Science ........................................................................................................................ 57
  Performing Arts .............................................................................................................................. 59
  Extra-Curricular Performing Arts ................................................................................................. 64
  Visual Arts ...................................................................................................................................... 65
  Physical Education ......................................................................................................................... 68
  Supplemental Courses .................................................................................................................... 69
Appendix i: NCAA Worksheet ............................................................................................................. 71
THE SCHEDULING PROCESS

In the spring of each school year, the counseling staff, in cooperation with teachers and departmental chairs, completes the process of pre-scheduling students for the following school year. Counselors visit the English or math classes of current students in grades eighth to eleventh, explain the scheduling procedures, hand out scheduling materials including this guide, and answer questions. Students are asked to complete a form indicating their course requests for the upcoming school year. Thoughtful course selection plays a key role in ensuring optimal academic growth and personal development.

A few days later, teachers in all disciplines take time to review each student's course selections and either approve them or make alternate recommendations. Students then take their course request form home to be signed by their parents. When the signed form is returned to the Upper School, the grade-level counselor or registrar checks to ensure that the student has selected a program of study that is appropriate and will meet graduation guidelines. The Counseling Office involves the student, parents, teacher, and department chairman as necessary to resolve any discrepancy between the student's requests and the teacher's recommendations. The goal is to plan a program of study that is best suited to the student's unique capabilities and interests while factoring in the time demands inherent in any given program whether academic or co-curricular.

Woodward seeks to provide appropriate challenge and to maximize the potential of each student. Students enter their approved course selections using Edline; then, department chairs receive the data about course requests so that they can plan sections. During the month of June, using information from the student-entered data at Edline and from the department chairs, the Academic Dean's office builds a Master Schedule that provides for as many of the desired courses as possible.

Due to scheduling conflicts, every individual student may not get all his requests. When this happens, the grade-level counselor or Academic Dean will consult the student-request form for an alternate course. During the summer, student schedules are prepared. Students are strongly urged to resolve scheduling problems for both semester one and two before school begins in the fall. The Upper School counseling office will be open before fall semester begins to help resolve scheduling problems. Although modifications to a student's second semester schedule ideally should be made during the month of August before the school year begins, limited changes will be allowed prior to the beginning of second semester. Students may initiate a course Drop Request no later than the end of the second week of each the Fall Semester (for Fall Semester electives and year-long courses) or the end of the second week of the Spring Semester (for Spring Semester electives). It is not feasible for a student to move later than the second week of school into a totally new course; teachers and department chairs may suggest a level move (from Enriched College Prep to College Prep, for instance) in rare cases after the second week of the fall semester.

The Academy reserves the right to place students into classes and to modify student schedules in a manner that best benefits the student and the Academy. Placement is strongly influenced by teacher recommendations, class size, and graduation requirements. A student will have a change of status (ex. Enriched College Prep to Honors College Prep, College Prep to Enriched College Prep) only with the approval of the current teacher and the department chair. Overall supervision of such changes rests with the Academic Dean and Principal.
Graduation Requirements For Grades 9-12
(One Unit is equivalent to two semesters of work)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>REQUIRED UNITS</th>
<th>REQUIRED COURSE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 units (8 semesters)</td>
<td>English 1, 2, 3, 4 or AP</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units (8 semesters)*</td>
<td>Algebra 1, Geometry, Algebra 2, College Algebra, or Precalculus</td>
</tr>
<tr>
<td>Science</td>
<td>4 units (8 semesters) ***</td>
<td>Biology, Chemistry, Physical Science or Physics</td>
</tr>
<tr>
<td>World Language</td>
<td>2 units (4 semesters)****</td>
<td>Two consecutive years of the same World Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ unit (1 semester)</td>
<td></td>
</tr>
<tr>
<td>Comparative Religions</td>
<td>½ unit (1 semester)</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>½ unit (1 semester)</td>
<td>Visual or Performing Arts</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3 units (6 semesters)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>21.5 UNITS (MINIMUM)</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Students who have successfully completed Algebra 1 in the 8th grade must still complete four (4) consecutive units of mathematics in grades 9-12.

** Students completing United States Government/Economics in Woodward's 8th grade are exempt from this course requirement in the Upper School, but must still complete three (3) units of social studies in the Upper School.
Students must take four (4) units of science in grades 9-12. If a student completed both semesters of physical science in Woodward’s 8th grade with a grade of D or better, one unit will be reflected on the student’s transcript and will be included as a part of the four science units required in the High School. The grades received from the 8th grade physical science class, however, will not be calculated into the student’s Upper School GPA.

Students (including those who have completed world language study prior to the ninth grade) are still required to complete two consecutive years of world language in grades 9-12. All semester grades must be passing grades. In levels 1 and 2 of world language, any student who fails a semester should repeat the entire course the following year. While consideration will be given to a student who chooses to attend summer school and who passes a Woodward Academy departmental proficiency test, it is the Academy’s position that the most effective remediation for a failing grade in a language is to repeat the course during the regular school year. ESOL students will be released from requirement if their native language is a world language taught at Woodward and if the student scores A’s on Woodward’s HP level exams at the first and second-year levels.

Course Load: All students in grades 9-12 must select a minimum of five (5) graded subjects each semester each year. Each semester, a minimum of four (4) subjects must be from the core disciplines of English, mathematics, social studies, science, world language, religion, and/or computer. An exception is that a course load of four (4) Advanced Placement courses is considered the equivalent of five (5) subjects. Students who desire five (5) AP courses must have the permission of all the relevant department chairmen and of the Academic Dean and must realize that the normal Drop/Add policy still applies. No student will be permitted to take six (6) AP courses.

Woodward Academy has adopted the Georgia High School Association (GHSA) regulations concerning the units to be earned each year in grades 9-11. The GHSA regulates the extracurricular activities of students in Georgia’s public and private high schools. Athletes involved in those sports that are GISA sports (clay shooting for instance), rather than GHSA, must also meet GHSA standards. Eligibility for activities regulated by GHSA includes the earning (with a passing grade of C) of 2.5 Carnegie Units the semester prior to the athlete’s season as well as earning a prescribed number of credits by the end of each school year to be able to participate the following school year. A Carnegie Unit of credit is equivalent to two semesters of high school work. Students earn units and half-units by completing any course in the Upper School that earns a semester grade. For more information, see https://www.ghsa.net/.

Important note: The units that must be earned to be eligible for GHSA sanctioned activities are listed below:

- By the end of 9th Grade - Five (5) Carnegie Units of credit (10 semesters)
- By the end of 10th Grade - Eleven (11) Carnegie Units of credit (22 semesters)
- By the end of 11th Grade - Seventeen (17) Carnegie Units of credit (34 semesters)

The minimum units required in grades 9-12 for graduation from Woodward Academy are 21.5 (as stated on page 2), but the distribution of those credits in the first three years of high school will comply with GHSA guidelines. Exceptions will be made only when the parent and student sign a Letter of Non-Compliance and submit it to the Principal or Academic Dean.
**Exceptions to the Standard Graduation Requirements:** At times, a student will elect to pursue a maximum number of major courses during grades 9-12. If a student elects to take five (5) courses from the major disciplines and one additional course for all 4 years of high school, then certain supplemental graduation requirements may be waived. The decision to waive graduation requirements will be made at the discretion of the Upper School Principal in consultation with the Academic Dean. Woodward’s graduation requirements are designed to meet the admissions requirements of colleges and universities throughout the United States. Parents and students must be aware that opting to exempt any of the requirements may impact admissions, scholarships, and other decisions made by a college or university.

*****Important Note for Athletes:** Although Woodward considers four (4) AP classes the equivalent of five (5) subjects, the Georgia High School Association requires that students take and pass with a C or higher at least five (5) subjects that fulfill graduation requirements to be eligible to participate in sports.

In order to ensure that students make satisfactory progress toward meeting all graduation requirements, students who are not taking more than five (5) subjects each semester are expected by the end of the tenth grade to complete the following: a minimum of two (2) semesters of graduation requirements from the disciplines of physical education, comparative religions, or fine arts.

Ninth graders not enrolled in visual or performing arts courses or reading courses are to take one (1) semester of PE unless specifically excused by the Academic Dean or the Upper School principal. Ninth graders taking five (5) major discipline subjects plus one (1) semester of fine arts courses may postpone taking PE.

**Drop/Add Policy:** A great deal of care is taken by the Upper School to ensure that students are adequately advised by their counselors and classroom teachers regarding course selections for each school year. Therefore, course selections made by students and approved by parents and the Office of the Academic Dean are considered binding.

Students may initiate a course Drop Request no later than the **end of the second week of Fall Semester (for Fall Semester electives and year-long courses)** or the **end of the second week of the Spring Semester (for Spring Semester electives).** If the student wishes to drop a course after the second week of the semester, he or she must apply in writing to drop a course and meet with the Academic Dean and Grade Counselor who will consult with the teacher and department chair. Department chair approval is required. Changes are possible due to extraordinary circumstances. Faculty, however, may suggest a course Drop Recommendation at any point in the semester.

Students may request an academic status (Honors College Prep, Enriched College Prep, College Prep) change no later than the end of the first week after the completion of the first grading period in each semester. The Academic Dean will determine if the request is appropriate. Faculty may initiate an academic status change at any point in the semester.

**Advanced Placement Courses:** Advanced Placement (AP) courses are available to highly qualified students. The curricular requirements of all Advanced Placement courses are prescribed...
by the College Board; therefore, AP faculty must teach a required curriculum before the standardized exam in the spring. Consequently, AP courses are rigorous, fast-paced, and intensive. They are designed to engage students in intense discussions, complex problem solving, and critical thinking. Colleges may grant college credit to students receiving scores of 3, 4, or 5 on the five-point exam.

Enrollment in AP classes is limited and requires the approval of the current teacher and departmental chairman. Once enrolled in the class, students are expected to complete the entire course and are required to take the AP exam at the end of the second semester. Only Departmental Chair or the Principal may make an exception to this rule. The spring course exam is optional in AP courses for any student with a C or higher since the AP exam itself is a comprehensive test. Students in AP courses with a D or F must sit for the AP final exam either during senior exam week or the normal exam week for underclassmen. Those students opting for the semester exam must tell their AP teacher by the date set each spring by the Dean’s office.

Four (4) AP courses or three (3) and ISR is the recommended maximum for any student; Woodward considers it a full load; however, NCAA and GHSA may require other non-AP coursework. A student desiring five (5) AP courses must receive permission from all department chairmen and the Academic Dean during the normal spring scheduling time. Parents must sign the Overload line on the scheduling guide for such a schedule to be allowed. Drop/Add dates apply even when a student opts for an overload schedule. No student will be allowed to enroll in six (6) AP courses at Woodward in an academic year.

**College Admissions:** A student can best enhance his chances of gaining admission to college by having good grades in challenging course work. A student’s curriculum choices in grades 9-12 have an impact on honors at graduation, admission to college, and success in college courses. In cooperation with teachers, counselors, and parents, students should select the most challenging courses for which they are qualified. The quality and difficulty of previous academic work are important parts of the selection process for the more challenging courses in the Woodward curriculum. Placement into Honors College Prep or advanced placement courses is based on demonstrated abilities and aptitudes as well as interest and effort. Further information on state supported colleges and universities in Georgia can be obtained from the web site [www.usg.edu/ga-easy](http://www.usg.edu/ga-easy).

Woodward believes its core curriculum classes, its weighting of the GPA, and its Core GPA are fair assessments of our student’s work; however, colleges have their own methods of assessing student transcripts and of computing their own high school GPA.

Woodward Academy Upper School supports our seniors in their college search process by encouraging seniors to visit the campus of schools they are serious about attending. Many colleges and universities host special days for prospective students throughout the year, and we hope that Woodward seniors will take advantage of those opportunities. Of course, when school time is missed at Woodward, the faculty and administration will work with students to minimize the disruption to their academic learning.

**Georgia HOPE Scholarship Information:** The HOPE Scholarship Program is a merit-based scholarship program with specific academic and grade point average eligibility requirements. The scholarship provides financial assistance to Georgia residents who graduate from an eligible high school and have achieved a minimum of a 3.0 cumulative grade point average on a 4.0 scale. The
Georgia Student Finance Commission (GFSC) recalculates each student’s grade point average by using only core courses and a unique weighting scale (see chart below). Grades awarded in English, mathematics, science, social science and world language classes satisfying the core curriculum graduation requirement for a college preparatory diploma must be equated to a grade on a 4.0 scale, such that a grade of A equals 4.0, B equals 3.0, C equals 2.0, D equals 1.0, and F equals 0 regardless of our curriculum tracking. Grades for Honors College Prep courses or other special courses will not be weighted. Grades in Advanced Placement coursework will be weighted by the Commission when calculating the grade point average for HOPE Scholarship eligibility.

Weighting for the HOPE Scholarship

<table>
<thead>
<tr>
<th>Semester Grade</th>
<th>College Prep/Enriched College Prep Class</th>
<th>Honors College Prep Class</th>
<th>AP Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0*</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
<td>0.5</td>
</tr>
</tbody>
</table>

* No extra weighting for an A in AP; 4.0 is the highest average possible

When calculating eligibility for the HOPE scholarship, a grade in an Honors College Prep class will receive the same weighting as a grade in a College Preparatory class. All guidelines for eligibility for the HOPE scholarship are determined by the Georgia State Legislature and put into effect by the Georgia Student Finance Commission. There have been recent changes in the HOPE and Lottery-funded Program. For specifics on the changes and other information concerning the HOPE Scholarship, please go to [www.gacollege411.org](http://www.gacollege411.org) or call 770-724-9000.

The Hope Scholarship has added a rigor requirement, beginning with the Class of 2015. The web site--[http://tinyurl.com/RIGOR2014](http://tinyurl.com/RIGOR2014)--has a full list of the courses that fulfill the rigor requirement (and Woodward graduates should have no difficulty in meeting the rigor requirement). Courses offered at Woodward that meet the rigor requirement will be noted on pages 20-70.

- For the Class of 2016, students with the required GPA must also have taken 3 courses fulfilling the HOPE rigor requirement.
- For the class of 2017 and forward, students with the required GPA must also have taken 4 courses fulfilling the HOPE rigor requirement.

This site--[http://tinyurl.com/HOPE411](http://tinyurl.com/HOPE411)--has all the information related to HOPE, including meeting both regular HOPE and the more generous Zell Miller HOPE. The Academic Dean’s office sends grades to the Georgia Student Finance Commission, responsible for granting HOPE, and must have a copy of each student’s social security card in order for the GSFC to consider any student’s transcript. If your student is not considering a Georgia college, sending a copy of the social security card to Woodward’s Academic Dean’s office is still a wise move due to unexpected school plans and life changes. At times, club coaches ask for students to provide them with their HOPE GPA. Without a social security number, HOPE will not compute a GPA in progress for any student.
EVALUATING STUDENT ACHIEVEMENT

Philosophy

One of the most difficult responsibilities of the classroom teacher is to assess each student's progress and to assign a grade to represent his achievement. The five reasons at Woodward for grading achievement include the following:

1. Grades reflect the student's progress or achievement in a specific course of study and keep the student and parent aware of her status.

2. Grades help guide the student and his parents with respect to future educational plans and vocational goals.

3. Grades enable a high school to decide upon a student's readiness to enter certain elective courses.

4. Grades enable colleges to appraise the applicant's acceptability for study toward a desired goal.

5. Grades enable a potential employer to decide upon the suitability of the student for certain jobs that depend upon academic and vocational skills.

The policies on grading are established with the entire program in mind. While there are specific limitations, they are not intended to inhibit or infringe on the teacher's freedom to utilize his professional judgment.

In order to maintain consistency with teachers in all departments and to communicate more effectively with parents and students, teachers may use, when appropriate, plus or minus grades for the first and second grading period and for the exam each semester; however the final semester grade will be reported using exact grades (no plus or minus grades).

In calculating semester grades, the approximate weight for each grading period follows this pattern: each semester, the first and second grading period count one third each. The semester final exam also counts one third of the semester grade. Report cards are provided to parents following each grading period.

Progress Reports and Grade Reports – Teachers will report grades using Edline: Edline is an interactive web portal designed to let schools post grades, comments, homework, and other student information online quickly and easily. Reports of student academic progress (grades and/or narrative reports) are sent to the Edline accounts of students and of parents whose web address is on file. Reports are posted to Edline approximately each four weeks during the fall and winter semesters. Letter grades posted at the middle of each semester are the mid-term grades for that semester and reflect on the student report card. Only semester grades appear on the student transcript (see a partial transcript on page 16).
Grading Criteria for Achievement Marks:

**Grade A:** The grade A reflects superior academic achievement. This work demonstrates outstanding competence in both communication skills and cognitive understanding, including detail and data recall, listening, memorizing, etc. On objective evaluations (multiple choice, matching, etc.), this grade would reflect an extremely competent level of achievement. To earn this grade, a student must also show accomplished proficiency in these higher-level cognitive skills:

- the ability to understand significance of specific information, to draw larger conclusions, and to recognize interrelationships, continuities, or contradictions.
- the ability to reflect critically about perspective or to recognize ambiguity.
- the ability to think creatively about the possibilities of alternate applications.

A student must also be able to communicate skillfully or explain insights with elaborate, thorough analysis, using effective and appropriate language.

**Grade B:** The grade B reflects excellent academic achievement. This grade is appropriate for a student whose work, though very good, cannot be considered exceptional because higher level cognitive skills are less well developed or demonstrated or the communication process is less thorough or skillful. On objective evaluations this grade would reflect a high level of proficiency.

**Grade C:** The grade C reflects good, completely satisfactory academic achievement, fully exceeding the minimum required level for the course. This grade reflects reduced, but more than minimal, cognitive proficiency, analytical skills, and communication skills.

**Grade D:** The grade D reflects unsatisfactory academic achievement meeting only the course's minimum acceptable standards of cognitive proficiency and communication skills.

**Grade F:** The grade F reflects the student's demonstration of academic incompetence and failure to meet minimum cognitive proficiency standards of the course.

Grading Criteria for Effort Marks:

**E—Exceptional:** The letter E indicates a commendable, serious effort to achieve.

**S—Satisfactory:** The letter S indicates an honest effort to cooperate with the demands of the course and within the limits of the student's ability and interests.

**N—Needs Improvement:** The letter N indicates effort or achievement should improve.

**U—Unsatisfactory:** The letter U indicates indifference and/or an uncooperative attitude toward the course. (All effort grades of U will be explained on a special report).
Areas of Evaluation:

**Homework:** Homework should be meaningful to students. Homework should be sufficient and not excessive. Homework should not exceed an average of 45 minutes per night per subject for Upper School students. A student who fails to turn in homework will receive no credit for the assignment. Teachers may give partial credit for late homework.

**Periodic Tests:** These include daily tests, quizzes, weekly tests, bi-weekly tests, and unit or chapter tests. An appropriate amount of testing will be carried out during each grading period.

**Other Projects:** There will be other opportunities for student evaluation. Long range projects, short-range projects, oral reports, and classroom response are but a few of these. Students should be aware of the importance of these assignments.

**Semester Exams:** The final exam given at the end of the semester is a two-hour departmental exam in the Upper School. The final exam will be comprehensive and should be a fair examination of the content of the course. All students in a given course will take the same semester examination, and teachers should use the same scale to determine grades on the test. This grade will be considered one-third of the semester grade.

**Attendance and Make-Up Work:** Regular attendance in each class is necessary and required for academic success and for academic credit. The Woodward Student Handbook states the school policy concerning attendance. Students absent for a legitimate reason are allowed one day for each day absent to make up missed assignments. Students absent on the day of a scheduled test are expected to take the test on his first day back to school. Students absent on the day before a scheduled test are expected to take the test on the scheduled day unless new material was covered. It is the **student’s responsibility** to secure any assignments missed while absent. If work is not made up within the time span allowed, the teacher will assign a failing grade. Assignments are posted on the student’s Edline account. The 2015 Student/Parent Handbook (published by the Dean of Students) discusses academic ramifications of excessive absences, including being required to sit for spring exams no matter the students’ grade level or honor roll status.

**Academic Probation and Study Hall:** Because the grade of C is the minimum grade for college recommendation, students earning a semester GPA of less than C- based on the Core GPA are subject to being placed on academic probation. Students whose achievement is unsatisfactory (less than a C- average in core curriculum subjects) will be subject to placement into a supervised study hall during any free period. Students should be aware that free periods and use of the lounge are earned privileges.

**Tutorial:** Two 20-minute tutorial periods will be held on regular school days Monday through Thursday. One tutorial will be held at the end of common lunch and the other after the last period of the day. On Fridays one 20-minute tutorial period occurs after the last class or activity of the day. Students can make the best use of tutorial opportunities if they come prepared to ask specific questions about material that is unclear to them. Tutorial should not be viewed as a time for instructors to re-teach the daily lesson. When a student is experiencing academic difficulty, regular tutorial attendance throughout the semester should be expected by both teachers and parents. The Academy reserves the right to make tutorial mandatory.

*Excellence - Character - Opportunity*
School-Year Tutoring: The Academy desires to keep private tutoring to a minimum. Woodward's three-tiered program (college preparatory, enriched college prep, and honors college prep/AP) should provide students with an appropriate level of challenge, making long-term tutoring at any level unnecessary for student success. Quite often, when a student asks for a tutor, he or she may be experiencing difficulty because of incorrect placement. Consulting the teacher and department chair may result in a level move which precludes the need for a tutor. At times a teacher or grade-level counselor may recommend tutoring if he or she notes one of these situations:

- Diligent attendance at tutorial has not resulted in desired remediation.
- A student has a significant background weakness in a particular area (grammar, factoring, graphing, writing in a timed setting, for example).
- A student has missed a great deal of school, and normal tutorial attendance is insufficient.

Woodward’s policy is that no teacher offer private instruction to his or her own students except gratuitously during set tutorial times.

The Counseling office keeps a list of faculty, retired faculty, and other tutors approved by the Department Chairmen who know well the Woodward curriculum. If faculty members want to tutor during the school year, they should consult with their Department Chairman. With the permission of the Department Chairman, faculty members can tutor students not in their own classes. No faculty member is allowed to tutor between 8:00 am and the end of tutorial, not even during a teacher’s lunch or planning period. Please know that the business office does not allow outside-of-Woodward tutors on campus unless they have fulfilled key steps in the business office. Only limited space exists on campus for outside tutors. The Academic Dean’s administrative assistant will talk to parents about the steps that must be fulfilled by a non-Woodward tutor.

All aspects of tutoring should foster student responsibility and growth, in keeping with the Upper School's mission of "promoting academic excellence [and] demonstrating personal accountability" (http://www.woodward.edu/academics/us/index.aspx).

Student Responsibilities

- Continue to engage in all class activities and tutorials, using the classroom teacher as the first resource.
- Provide the tutor with copies of semester syllabi and weekly homework sheets and other materials available on the class Edline site.
- With parental approval, inform the tutor of progress in the course by sharing specific grades.

Tutor Responsibilities

- Support the teacher through encouraging the student to engage in classroom activities, to attend tutorial, and to act as his or her own advocate with the classroom teacher.
- Abide by the policy guidelines on appropriate amount and type of help from tutors and parents of student out-of-class assignments, homework, and projects. Tutors may access this information at English Department web site and the Plagiarism section of the Student/Parent Handbook. http://www.woodward.edu/academics/us/english/policy-manual/plagiarismplagiarism/index.aspx
- Procure all needed texts to support the remediation of the student.
- Devise worksheets and other supplemental instructional materials.
- Communicate with parents and students, rather than teachers.

Parent Responsibilities

- Encourage the student to communicate with the teacher and to attend tutorial for help.
Have realistic expectations about success of tutoring, focusing on building skills and filling in gaps rather than on raising an average dramatically or on helping a student skip a prerequisite course.

Teacher Responsibilities

- Unless the teacher initiates the need for a tutor or the tutor is retained in the case of a prolonged student absence, Woodward does not expect teachers to communicate regularly with tutors.
- When the teacher initiates the need for a tutor, he or she will communicate a time and method (email, school phone, etc.) to provide the tutor with information on the weaknesses that need to be addressed and the general progress of the student.
- Due to privacy issues, the teacher cannot share specific grades with any tutor.
- To insure the integrity of teacher, departmental, and standardized assessments, the teacher will safeguard assessments and graded work and will not share them with the tutor.

Transfer Credit and Distance Learning: For students in the classes of 2016 and 2017, prior to enrollment in Woodward, semester and quarter grades and credits from regionally accredited traditional high schools, home schools, home-school co-ops, and online (Distance Learning) high schools will be accepted for graduation requirements at Woodward and will be added to the official transcript as EP-level work, unless taken in an audited AP course (where AP credit will be granted).

In order to be in more in line with practices of other independent schools and to show clearly students’ achievement while at Woodward, for students in the class of 2018 and in succeeding classes, such work, while listed as TR- (transfer) on the official transcript and potentially earning graduation requirements, will not be included in the Cumulative Core or Comprehensive Core GPA. In addition, neither work completed at other middle schools nor completed at Woodward’s middle school (with the exception of Physical Science) nor completed at the college level will be recorded on the Woodward Upper School transcript.

Students who are interested in playing college athletics must register with the NCAA Eligibility Center. NCAA does not recognize all online (Distance Learning) courses. It is advisable to consult with the student’s grade counselor and check the NCAA Eligibility Center http://web1.ncaa.org/ECWR2/NCAA_EM/NCAA_EM.html# when considering an online (distance learning) program. See Appendix i (page 71) for a worksheet detailing information from NCAA.

Forward Credit: The Woodward curriculum is based on an upward spiral of skill building in each core discipline, where content knowledge and skill development enable students to find success at the next year’s level of work. Therefore, once a student is enrolled in the Woodward Upper School, any work for forward credit completed in another school—a traditional high school or online (Distance Learning) high school—will not be accepted for graduation requirements unless approved in advance and in writing by the Principal or Academic Dean. The Principal or the Dean will grant approval and forward credit will be accepted if the course meets all these conditions:

- the school is SACS/SAIS accredited;
- the curriculum of the course meets Woodward standards;
- the course is not offered at Woodward during the regular year or the summer program;
- the student completes the course work with a grade of D or higher;
- the student misses no Woodward school days to complete the work.

A student may take only a single year of forward-credit course work (either at Woodward or at another school) during each year he is enrolled in the Upper School in grades 9-11 (for no more than 3 credits total). In addition, within a single discipline, a student may complete no more
than two credits away from Woodward; the one exception to this rule is that the two required years of world language may not be taken in the summer at other schools.

Forward credit approved and taken away from Woodward will be included on the Woodward transcript, noted by the prefix of TR-, but for students starting with the class of 2018 and beyond, it will not become a part of any Woodward GPA computation or honor roll or graduation with honors consideration. The non-Woodward school granting the credit must provide a transcript for Woodward's record, and, as needed, for college admission, HOPE consideration, and NCAA eligibility. If students take course work without prior approval, in the hopes of accelerating in Woodward's upwardly spiraling curriculum, such acceleration will not occur unless the Principal or the Academic Dean gives permission after reviewing the coursework and, at times, requiring the student to achieve stated levels on exams based on Woodward coursework that the TR- course replaced.

Forward Credit is offered at Woodward during summer school for a limited number of courses, including S Basic Reading and Writing 1 and 2; S Basic Reading and Writing 3 and 4; S Multicultural Literature EP; Y Chemistry CP; S Topics in Multicultural, Ethnic, and Diversity Studies EP, HP; and a number of semester electives in science (S Criminal Investigation and Forensics EP; S Introduction to Biotechnology EP; S Geology of National Parks EP; S Microbiology EP; and S Tropical Ecology Field Study EP, HP). These offerings may expand and vary in future years. If Woodward offers a course, no student can earn forward credit for that course at any other school. Note: the course descriptors S and Y stand for Semester and Year-long (as used on pages 20-70 in this guide).

School Year Abroad (SYA): Woodward Academy’s Upper School supports students who choose to participate in a semester-long, or year-long program to have an educational experience outside of the College Park campus. The program must be approved by the Upper School Principal and Academic Dean prior to the beginning of the program. Students will be allowed to return to their appropriate grade level, and an enrollment spot will remain available to them, as long as they have completed such a program in good standing both academically and behaviorally. For the 2015-2016 school year, the only such program approved is SYA, School Year Abroad. Since they are earned in an officially sanctioned programs, courses from SYA will be noted on the transcripts as TR- courses but will be awarded HP to AP credit (as SYA awards that credit) on GPA calculations and on transcripts. Vintage Eagles will retain their status if they are accepted at SYA.

NCAA Eligibility Center: The NCAA Eligibility Center (formerly known as the NCAA Clearinghouse) is an organization that works with the NCAA to determine a student athlete’s eligibility for athletic participation in college. The Eligibility Center evaluates a student’s academic record to determine if the student is eligible to participate at a Division I or II college as a freshman student-athlete. Students who are interested in participating in college sports should log onto http://web1.ncaa.org/ECWR2/NCAA_EMSPortal/NCAA_EMSPortal.html# for detailed information concerning eligibility requirements. Each student athlete is responsible for reviewing these requirements to ensure eligibility through the NCAA. To help with this process, a checklist is included on Appendix I in the back of this guide (pp. 71-72). In addition, the student should communicate his goal to participate in a sport at the college level to his grade counselor.

Summer School for “F” Grades: A semester’s credit in an accredited summer school is MANDATORY for students who receive an "F" for any semester grade in either Math or English. Students may attend a SACS-accredited program at another high school if the needed course is not offered at Woodward. Grades and credits must be submitted to the Principal of the Upper School and the Upper School Counseling office upon satisfactory completion of the course (with a grade of D or higher) and before the beginning of the next school year. Failing work
for semester grades in course work other than Math or English can also be made up (as required) in an accredited summer school or accredited on-line school or (under certain rare conditions) by repeating a course at Woodward (for instance, a failure in semester 1 of Spanish 1 which resulted in a student's dropping Spanish in grade 9 could be remedied by the student's starting Spanish 1 again the next fall). Grades earned for summer school work not completed at Woodward appear on the Upper School school transcript as transfer summer school (TR-SS) work; such summer remedial grades taken away from Woodward are brought into the Upper School GPAs for the classes of 2016 and 2017 at the EP level; they do not replace failing grades earned during the regular school year. Starting with the class of 2018 and succeeding classes, such summer remedial work not taken at Woodward will not be included in Woodward GPA computations, nor will the grades replace failing grades earned during the regular school year.

Summer Tutoring: Students in grades 9-11 who receive a D in both fall and spring semester in Math or receive a D in both fall and spring semester in English are required to complete 20 hours of tutoring during the summer with an approved tutor, or they may attend an approved summer school program of 20 hours or more. Summer tutors must be approved by Upper School administration. The Math and English summer remediation coordinators will contact parents after semester one and mid-way through semester two if such required tutoring is a possibility for a 9th-11th grader; as soon as possible after spring exam week, they will send a formal letter should such tutoring be mandated. Parents will submit proof in writing of the completion of summer work before the beginning of the next school year to the Academic Dean's office. The Woodward summer courses Basic Reading and Writing 1 and 2 (entering grades 9 and 10) and Basic Reading and Writing 3 and 4 (entering grades 11 and 12) will count as English remediation work. Woodward's summer Academic Camps in English and Math will not count as the 20 hours of required tutoring. NOTE: Students entering grade 9 from Woodward's Middle School must complete all remediation mandated by the Middle School principal.

Summer Academic Program at Woodward Academy: Woodward Academy's Summer Academic Program is an opportunity for students to develop areas of special interest, reach proficiency, remediate weaknesses, and (under the conditions and in the specific cases noted above under Forward Credit) complete graduation requirements (core courses and elective credit). Small class sizes, innovative teaching methods, relaxed atmosphere—all help to create an excellent learning environment. Students may choose to take one for-credit course. The list of courses offered with their specific dates appear on pages 20-70 as well as on the Woodward Academy website under Summer Programs. (All courses without a minimum number of registrants are subject to cancellation).

The Summer Academic Program is an intense program, one requiring students be in class and on task; therefore, it is important that the student be fully committed when registering for the course. In addition to the class work during the academic day, students can expect homework designed to support and reinforce the class work. All students attending the Summer Academic Program are expected to adhere to the academic and personal standards of conduct and behavior as outlined in the Woodward Academy Student/Parent Handbook.

Attendance for students attending the Summer Academic Program: The Upper School academic year attendance policy is not feasible in the summer where a day of Woodward's compacted program is roughly the equivalent to more than a week in the normal school year. Therefore, all absences during the Summer Academic Program must be health-related or emergency family situations (funerals, etc.). The academic school day begins at 9:00 a.m. and
ends for most classes at 1:00 p.m. Students must arrive on time and thus take into consideration possible traffic problems as they are to be in their classroom no later than 8:55 for the start of the 9 a.m. class. Students should schedule or reschedule doctors’ appointments to the late afternoon. It is the student’s responsibility to schedule a time with the teacher to make up missed work.

Collaboratively, the teacher and student will devise a time-line for make-up work, a time line which the student must follow. If a student misses more than 10% (eight hours) of a semester course or 10% (eight hours) of either semester within a year-long course, the Academic Dean has the right to remove the student from the course and deny credit.

If a student needed remediation due to two D's, he may, with the Academic Dean's permission, be allowed to remain in the course but will receive no credit on his Upper School transcript (but will receive tutoring credit). The school is not obligated to refund money should a student's absenteeism exceed the above limits.

**Conduct for students attending the Summer Academic Program:** All Woodward Academy rules regarding student behavior apply to the summer sessions. Students are expected to behave in a mature and responsible manner at all times, respecting each other's desire to learn and develop to her or his fullest potential. The program director may at any time require a student to leave the program if her or his conduct is disruptive. A student who is dismissed under such circumstances is not eligible for a tuition refund.

Students are expected to uphold the traditions of an academic community in which all members accept responsibility to do their own work and to give credit to sources that they use. They are expected to respect the Woodward Academy Honor Code which does not tolerate lying, cheating, or plagiarism.

Students are not permitted to leave the campus for any reason while attending the program. If a student leaves campus without permission, he or she will be subject to dismissal from the Summer Academic Program.

Dress at the Summer School is informal but should be neat, clean, and appropriate.

**Grade Reports for the Summer Academic Program:** Mid-session and final grade reports will be issued to all students enrolled in for-credit courses. Final grades will be mailed home at the end of the session. Grades assigned will become part of the student’s academic record and thus reflected on the transcript.
**ACADEMIC HONORS**

**Course Weighting**

<table>
<thead>
<tr>
<th>Semester Grade</th>
<th>A.P.</th>
<th>Honors College Prep</th>
<th>Enriched College Prep</th>
<th>College Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.7</td>
<td>4.5</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.7</td>
<td>3.5</td>
<td>3.1</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.7</td>
<td>2.5</td>
<td>2.1</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Grade Point Average - GPA:** All students should keep in mind that all semester grades earned in grades 9-12 become a part of the permanent high school record used by college admissions officers, employers, and others. Students should work to assure that this record reflects their best efforts. Grade point averages are computed using semester grades. Two separate GPA’s are computed for grades 9-12: a **Comprehensive GPA** and a **Core GPA**. Grade point averages are computed to two decimal places.

The **Comprehensive GPA** is based on semester grades earned in all credited subjects graded A-F. Beginning with the class of 2018, only coursework completed at Woodward will be included in this GPA.

The **Core GPA** is based on semester grades beginning with the fall term of the ninth grade and is cumulative for grades 9-12. Courses from the disciplines of mathematics, science, English, social studies, computer science, world language, comparative religion, and advanced placement course work in any other discipline are considered in the computation. The Upper School uses the **Core GPA** for determining academic probation, honors at graduation, study hall exemption, and National Honor Society eligibility. Beginning with the class of 2018, only coursework completed at Woodward will be included in this GPA.

Both the Comprehensive GPA and the Core GPA are printed on the student’s official transcript and are provided to colleges, universities, and other institutions. Colleges, however, have their own methods of assessing student transcripts and of computing their own high school GPA.

Because Woodward Academy has a selective admissions policy, the high overall achievement of the student body, and the competitive performance of our students, the Academy does not release class rank information to persons, agencies, or colleges outside the Woodward community. The Upper School Academic Profile is available on the Academy website.
On the above portion of a transcript, note that credits in each discipline tally at the bottom. The two GPAs are listed above the credit line. This transcript from the first five (5) semesters of work shows a junior with three (3) more semesters to fulfill his graduation requirements. At the end of each school year, parents of underclassmen will receive unofficial transcripts so that all can be aware of the cumulative GPAs and the student’s progress towards graduation requirements.

**Eagle Roll and Eagle Awards:**  Students achieving the designated grade point average (with no grade less than D) are placed on the Eagle Roll at the end of the spring semester. Eagle Honor Roll Awards are given to students who earn a cumulative Comprehensive grade point average for the current school year of 3.8 (Gold Eagle) or 3.2 (Silver Eagle) on a scale of 4.0 (with no grade less than D for a semester grade.) The GPA for Eagle Honor Roll Awards are based on all courses taken during the current school year. The final date for accepting spring semester grades for honor roll consideration will be established by the Upper School administration. The columnar GPA appears at the bottom of every report card column. The first and second semester GPAs are averaged. On page 17, find a portion of a report card. This student would have achieved a Silver Eagle (a 3.26) GPA for the year. Course levels are to the right of each course and align with the weighting on page 15. Using the addresses in Edline, the Principal’s office sends report cards at the dates noted on the US calendar. If parents’ Edline emails are updated but they do not receive a report card, they should contact the Principal’s office if a report card does not arrive.
Exam Exemption for **Spring Semester**– Grades 9-12: Based on the GPA used to calculate Eagle Honor Roll, students in **GRADES 9, 10, and 11** will be eligible for exemption from spring semester exams if the student meets the following criteria:

1. The student has no grade less than **D** for any **semester** grade.
2. A GPA of 3.2 or higher for the **current academic year** on grades earned by the date established by the Upper School administration prior to spring semester exams.
3. Grades for spring semester exam exemptions are determined by teachers on the date set by the Upper School Administration prior to spring semester exams. While a student may meet the initial requirements for exam exemption for the spring semester based on items 1 and 2 above, students may exempt only those spring semester exams in which they have earned a grade of **A** or **B** for the spring semester which includes grades through the last class day prior to exam review day.
4. While Woodward expects absent students to make up all work, following the guidelines of one-day absent, one-day to make up work, first semester, teachers can also see the student’s mastery of the work through student accomplishment on the final exam. No matter what a student’s eagle roll status is, should these absences continue into second semester, upon missing the eleventh (11th) class in any subject, the Attendance Review Board, led by the Dean of Students and including the Academic Dean, can require the student to sit for the final exam in that subject in order to show mastery of the material. Students in AP courses with eleven absences, in addition to taking the AP exam, may be required to sit it for a course exam to be given at a time either during underclassmen exam week or, for seniors, a time set by the teacher that does not interfere with preparation for the AP testing.

Students in grade 9, 10, and 11 who do not meet the GPA requirement of 3.2 for exemption from all spring semester exams may, at the discretion of the individual teacher, be exempt from the spring semester exam for a specific course. Only those students, who have earned a grade of **A**
or higher for the entire spring semester (which includes grades through the last class day prior to the exam review day), are eligible for individual exemption.

**Senior students** have the privilege of exempting spring semester exams if the student has a spring semester average of C or higher in each of his or her courses unless exams are mandated by the Dean of Students as part of an attendance review. Seniors will be required to take spring semester exams in courses where their spring semester grade falls below a C average as calculated on the date established by the Upper School Administration prior to spring semester senior exams.

**Note:** Any student who is exempt from one or more spring semester exams may elect to take one or more exams. In addition, students in Advanced Placement classes may elect to take a spring semester exam in the advanced placement course. Students who are exempt from exams but choose to return to campus to take a final exam must take the exam in school uniform and must be in school uniform for all exam tutorials.

**Honors at Graduation**

**Valedictorian and Salutatorian:** The Valedictorian and Salutatorian will be the Summa Cum Laude students who have the highest GPA in their core courses in grades 9-12. All graduation honors are based on grades earned using the Core GPA, beginning in 2018, from courses earned at Woodward Academy.

**Graduation with Honors:** To graduate with honors, students must meet two criteria:

1. A student must earn a minimum GPA (based on the Core GPA) in grades 9-12 in courses from the disciplines of **math, science, English, social studies, computer science, comparative religions, world language, or advanced placement (AP) course work in another discipline.**

2. A student must take the requisite number of Honors College Prep or AP courses from these disciplines or AP course work in another department, beginning with the fall semester of the junior year and ending with the fall semester of the senior year. No semester grade can be lower than D. **Spring semester grades in the senior year are not included.**

<table>
<thead>
<tr>
<th>Honors Graduation</th>
<th>Minimum semesters of HP/AP Courses</th>
<th>Minimum GPA for Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>11 semesters (5.5 units)</td>
<td>3.80</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>8 semesters (4 units)</td>
<td>3.50</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>5 semesters (2.5 units)</td>
<td>3.20</td>
</tr>
</tbody>
</table>

**Note:** 2 Semesters = 3 quarters = 1 unit

A newly-enrolled senior must take three (3) semesters of HP or AP Courses fall semester to be graduated Cum, or four (4) semesters of HP or AP Courses fall semester to be graduated Magna. The appropriate GPA still applies.
National Honor Society: Membership in the Randolph W. Thrower Chapter of the National Honor Society is offered by the Faculty Council of the National Honor Society to selected juniors and seniors based on evidence of scholarship, service, character, and leadership (it is not determined by grade point average alone). Individuals do not request membership but submit, upon request, information to the Faculty Council. Candidates for selection are notified at least one week before the convocation in February. A grade point average of 3.5 based on the Cumulative Core GPA is the minimum scholastic requirement needed for consideration for induction. In addition, the following four criteria must be met.

Scholarship is reflected in one's GPA and in one's attitude and approach to academic matters.

Leadership, the candidate demonstrates by a positive influence on peers and others both in and outside of school. Additionally, the candidate demonstrates dependability and responsibility. The NHS expects the promotion of school activities and the upholding of school ideals in those deemed leaders.

Service, the candidate shows by loyalty and participation in organizations or projects that benefit others without any direct financial or material compensation. Courtesy, cheerfulness, and a willingness to take on inconspicuous responsibilities are characteristics of a servant-leader.

Character manifests itself in upholding and demonstrating high standards of conduct, morality, ethics, honesty, and reliability. In addition, the candidate demonstrates respect, responsibility, trustworthiness, fairness, caring, and citizenship.

In making its decision concerning membership selection and continuation of membership, the Faculty Council (which is appointed by the Academic Dean) will consider all the information available concerning the scholarship, leadership, character, and service of potential members. Information from the Academy Discipline Board, Honor Council, Dean of Students, will be part of the committee’s decision. Serious and/or recent violations of the rules and expectations of the Academy and of the community will be important factors in the decision process.

Once selected for membership, National Honor Society members are subject to dismissal from the Society if they do not maintain the standards of scholarship, leadership, service, and character that were the basis of their selection. The Faculty Council and National Honor Society Advisor (who is the Academic Dean) shall review the membership when necessary.
CURRICULUM OFFERINGS

The curriculum offerings are listed on the following pages. The courses are organized by department using these notations:

- Year long (two semester) courses are indicated with a Y.
- Semester courses are indicated with an S.
- An asterisk (*) by the course indicates the course (or its equivalent) is a graduation requirement.
- Courses recognized by NCAA as eligible for their 16-course GPA are noted as are those that meet HOPE’s Rigor Criteria.

Woodward Academy places students in one of four levels of College Preparatory classes. The College Prep (CP) level is the foundation level of our College Preparatory curriculum from which the other levels build in depth and analysis. The method of approach and/or teaching strategies distinguishes one level from the other. The determination of the level is based on previous school work, standardized test scores, teacher and departmental recommendations, and student motivation. All class work is designed to prepare the student for college; therefore, each level offered at Woodward Academy is considered **college preparatory work.** Each academic level in the curriculum offers similar goals and objectives. Teachers utilize different teaching techniques and styles to meet student needs, to promote independence in learning, and to develop critical thinking skills.

The terms used to designate the academic level are the following abbreviations:

- College Prep (CP)
- Enriched College Prep (EP)
- Honors College Prep (HP)
- Advanced Placement (AP)

*With Academy approval,* students may change from one classification to another and may take a combination of courses from the various classifications.
ENGLISH
(4 units required)

*Y English 1 (CP, EP, HP) Grade 9
1003 1004 CP 1005 1006 EP 1007 1008 HP
NCAA Approved
A study of language, speech, literature, and composition with emphasis on composition and grammar, the ninth-grade course begins a cycle of understanding great literature which will culminate during the student’s senior year. The literary portion focuses on heroes in a variety of times and cultures.

*Y English 2 (CP, EP, HP) Grade 10
1017 1018 CP 1019 1020 EP 1021 1022 HP
NCAA Approved
A study of major American writers through selected poems, short stories, novels, speeches, and plays, the sophomore course asks students to make evaluations of these works as they compose numerous essays, augment their word bank, and focus on improving individual grammar errors in writing.

*Y English 3 (CP, EP) Grade 11
1023 1024 CP 1025 1026 EP
NCAA Approved
A survey course tracing the development of British literature from early times into the twentieth century, the junior-level class stresses vocabulary development, literature, and memorization to improve writing ability and to emphasize America’s British heritage of ideas and ideals. Included is the preparation of a formal research paper on a literary topic.

*Y English 3 (HP) Grade 11
1027 1028 HP
NCAA Approved
A course which adds to the above course a serious review of critical interpretation and methodology, the class challenges the stronger junior students at Woodward.

Y AP English Language and Composition (AP) Grade 11 only
1029 1030 AP
NCAA Approved
HOPE Rigor Recognition
A course which adds to the English 3HP study preparation for the AP Language and Composition test, the class also asks junior students to read and write on non-fiction works in preparation for the AP Language and Composition test in May. Note: Enrollment requires permission of Department Chairperson or superior completion of English 2 HP.
*Y  English 4 (CP, EP) Literary Types  Grade 12

**NCAA Approved**

Fall semester emphasizes grammar, vocabulary, composition, and the elements of fiction (with CP and EP using the same college-level anthology). Spring semester, CP focuses on literature and works (including a novel) by modern authors on the theme of conflict and war. EP during spring semester, students will apply the elements of fiction to a variety of genres chosen by the individual teacher. Spring semester courses vary each year but usually include emphases on satire, Southern literature, evil in British and American literature, gender in literature, modern writers, and other thematic groupings. The *senior-level* course finalizes the preparation of students for the reading and writing (including research writing each semester) found in a freshman college environment.

*Y  English 4 (HP) (Evil in Literature/Southern Literature)  Grade 12

**NCAA Approved**

A course designed for our strongest *senior* students, senior Honors College Prep English provides students an opportunity to study fiction and drama written by a variety of world authors. The reading and writing expectations and assignments are challenging, providing opportunities for creative and analytical oral and written expression. Using works from Shakespeare and other authors, first semester explores evil in literature using text and film; second semester, students concentrate on four major Southern writers. Enrollment requires satisfactory completion of English 3HP or AP Language and Composition or permission of Department Chairperson, recommendation of current 3EP teacher, and superior completion of English 3EP. Any student approved for the course but unable to schedule it will be automatically moved to English 4 (HP)—(Contemporary Drama) unless his or her request sheet notes that he or she desires English 4EP instead.

*Y  English 4 (HP) (Contemporary Drama)  Grade 12

**NCAA Approved**

A course designed for our strongest *senior* students, senior Honors College Prep English provides students an opportunity to study drama written by a variety of world authors. The reading and writing expectations and assignments are challenging, providing opportunities for creative and analytical oral and written expression. Using text and film, the course highlights the best work by modern dramatists. Enrollment requires satisfactory completion of English 3HP or AP Language and Composition or permission of Department Chairperson, recommendation of current 3EP teacher, and superior completion of English 3EP. Any student approved for the course but unable to schedule it will be automatically moved to English 4 (HP)—(Evil in Literature/Southern Literature) unless his or her request sheet notes that he or she desires English 4EP instead.

*Y  AP English Language and Composition  (AP)  Grade 12 only

**NCAA Approved**

A college-level course for those *seniors* with superior analytical reading and writing skills that emphasizes prose analysis and argument, the class culminates in taking the AP Language and Composition exam in May. The course trains seniors to observe the author’s rhetorical choices in relation to his or her purpose. Students then practice their own writing
skills, with a focus on analytical, persuasive, and document-based essays. The course will cover both fiction and nonfiction. The student’s performance on the May AP test may result in college credit for the course. **Note:** Enrollment requires satisfactory completion of English 3HP or permission of the Department Chairperson.

**Y AP English Literature and Composition (AP) Grade 12 only**

1043 1044 AP  
**NCAA Approved**  **HOPE Rigor Recognition**

A college-level course emphasizing composition and advanced literary criticism, the course centers on literary classics requiring superior close reading techniques and intuition and superior analytical writing. The **senior-level** class culminates in the taking of the AP Literature and Composition exam in May. The student’s performance on this test may result in college credit for the course. **Note:** Enrollment requires satisfactory completion of English 3HP, AP English Language and Composition (11th grade), or permission of Department Chairperson.

**Y Contemporary Literature (EP) Grades 9-10**

1013 1014 EP  
**NCAA Approved**

A course designed for ninth and tenth grade students whose classroom performance and test scores indicate that assistance in oral reading skills, vocabulary, and reading comprehension is required, the class focuses on reading works of fiction and nonfiction by authors since 1940. **Note:** Placement is decided by the Reading Specialist, Department Chairperson, and recommending teacher. For some 9th grade students, the course is required.

**Y Writers Workshop (CP, EP) Grade 11**

1031 1032 CP 1033 1034 EP  
**NCAA Approved**

A year-long course designed to help those juniors who have a need for concentrated work in improving their writing skills, the class is mandatory for all those students who have not demonstrated satisfactory composition skills by the end of English 2. The course is **not** available on an elective basis for one semester, and only a small number of non-required students may elect the year-long course.

**S (Fall) Creative Writing 1 (EP, HP) Grades 9-12**

1070 1072 EP  
**NCAA Approved (1 unit max with other Creative Writing)**

Creative Writing is offered for a limited number of students who want to pursue creative writing in addition to the opportunities found in English 1, 2, 3, or 4; the course will focus on **writing creative poetry and fiction** during fall semester. Students recommended for English 1HP, 2HP, 3HP, 4HP or AP may elect this course at the Honors College Prep level. **Note:** Enrollment requires permission of Creative Writing Teacher and Department Chairperson.
S (Spring) Creative Writing 2 (EP, HP) Grades 9-12
1076 EP 1078 HP
NCAA Approved (1 unit max with other Creative Writing)
Creative Writing is offered for a limited number of students who want to pursue creative writing in addition to the opportunities found in English 1, 2, 3, or 4; the course will focus on writing creative nonfiction during spring semester. Students recommended for English 1HP, 2HP, 3HP, 4HP or AP may elect this course at the Honors College Prep level. **Note:** Enrollment requires permission of Creative Writing Teacher and Department Chairperson.

S (Fall) Creative Writing 3 (HP) Grades 10-12*
1090 HP
NCAA Approved (1 unit max with other Creative Writing)
Creative Writing is offered for a limited number of students who want to pursue creative writing in addition to the opportunities found in English 1, 2, 3, or 4; the course will focus on writing creative poetry and fiction during fall semester. **Note:** Enrollment requires satisfactory completion of Creative Writing 1 (HP) and permission of Creative Writing Teacher and Department Chairperson.

S (Spring) Creative Writing 4 (HP) Grades 10-12*
1092 HP
NCAA Approved (1 unit max with other Creative Writing)
Creative Writing is offered for a limited number of students who want to pursue creative writing in addition to the opportunities found in English 1, 2, 3, or 4; the course will focus on writing creative nonfiction during spring semester. **Note:** Enrollment requires satisfactory completion of Creative Writing 2 (HP) and permission of Creative Writing Teacher and Department Chairperson.

*Creative Writing 3 and 4 may not be offered every year.

S (Fall and Spring) Multi-Cultural Literature (EP) Grade 9-11
1064 EP
NCAA Approved
Offered each semester for students in grades 9, 10, and 11, the course prepares students for college reading and writing. Focusing on the influence of time and culture on word meanings and syntax, the course provides students an opportunity to investigate the distinctive voices and literature of many different cultures (in addition to the American and British literature which is covered in English 2 and 3). Because the vocabulary and critical reading skills necessary for comprehending these works are challenging, students will improve their ability to be successful in college-level work. **Note:** For some 9th grade students, the course is required. This course is also offered during the June summer school for a semester of work.


**S (Fall and Spring)  Journalism I EP**

1093 EP  
NCAA Approved

This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing.

**Y Student Publications/ Journalism (EP, HP) Grades 9-12**

(grades do not count in the CORE GPA)

1869  1870  EP  1871  1872  HP

Journalism is a year-long course designed for students interested in news journalism and in developing their skills as writers. Students will generate, write, and edit content necessary to produce *The Blade*, Woodward’s student news magazine. In addition to writing, students will design computer-generated layouts as well as meet all predetermined production and editorial deadlines. Motivation, responsibility, independence, and self-direction are essential characteristics for students who enroll in this course. Students must apply for a staff position, a process which includes a staff application, teacher recommendation, and portfolio. Students and parents must sign a contract stipulating the students will follow the student journalist's code of ethics and commit their time to the creation of the news magazine. **Prerequisite:** Journalism I or permission of the Executive Director of Student Publications through an interview and portfolio submission process. **Note:** Enrollment requires approval through an application process.

**Y Student Publications/ Yearbook (EP, HP) Grades 9-12**

(grades do not count in the CORE GPA)

1876  1877  EP  1878  1879  HP

Yearbook is a year-long course designed for students interested in studying and applying the journalistic skills and processes necessary to produce the Woodward Academy yearbook, *The Phoenix*. Students develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, proofing, editing, and creative writing. The course requires considerable time outside school hours as well as leadership and teamwork abilities. Students must apply for a staff position, a process which includes a staff application, teacher recommendation, and portfolio. Students and parents must sign a contract stipulating the students will follow the student journalist's code of ethics and commit their time to the creation of the yearbook. Students who successfully complete the course will have met the fine arts semester requirement. **Prerequisite:** Journalism I or permission of the Executive Director of Student Publications through interview and portfolio submission process. **Note:** Enrollment requires approval through an application process.
SUMMER SCHOOL ENGLISH COURSES
Please see http://www.woodward.edu/summer/school/index.aspx for more information on dates, times, fees, and registration.

S Multicultural Literature (EP) Grades 9-11
1064 EP
NCAA Approved
This course prepares students for college reading and writing. Focusing on the influence of time and culture on word meanings and syntax, the course provides students an opportunity to investigate the distinctive voices and literature of many different cultures (in addition to the American and British literature which is covered in English 2 and 3). Because the vocabulary and critical reading skills necessary for comprehending these works are challenging, students will improve their ability to be successful in college-level work. The course counts as elective credit and will cover one summer reading selection as well as vocabulary enrichment as the students refine the metacognitive reading skills by using literature from around the globe. Note: For some 9th grade students, the course is required.

S Basic Reading and Writing I and II; Basic Reading and Writing III and IV (CP, EP)
Basic Reading and Writing I and II 1060 CP 1061 EP
Basic Reading and Writing III and IV 1062 CP 1063 EP

Basic Reading/Writing I and II: Fulfilling the mandatory summer work for those students who are going into grades 9 and 10 who are required to have 20 hours of tutoring because they earned D’s for two semesters in English 8 or English 1, this course is also available to students who want support to find greater success in English 1 and 2 in the Upper School. The course does give the student elective credits in the US (which tutoring does not). Reviewing grammar, using a summer reading book to teach writing, and teaching critical reading and thinking skills as well as listening, speaking, and viewing skills comprise the coursework.

Basic Reading and Writing III and IV: Fulfilling the mandatory summer work for those students who are going into grades 11 and 12 who are required to have 20 hours of tutoring because they earned D’s for two semesters in English 2 or English 3, this course is also available to students who want support to find greater success in English 3 and 4 in the Upper School. The course does give the student elective credits in the US (which tutoring does not). Reviewing grammar, using a summer reading book to teach writing, and teaching critical reading and thinking skills as well as listening, speaking, and viewing skills comprise the coursework.

S Shakespeare (EP, HP), Rising Grades 10-12
1001 EP 1002 HP
NCAA Approved
This course offers the skills students need to explore and study William Shakespeare’s life and works. Through a survey of selected Shakespearean plays, students learn to read text accurately and imaginatively and to appreciate Shakespeare’s dramatic dimensions. The plays are reviewed via a range of media. Students develop the ability to interpret literature and complex ideas, recognize, discuss, and write about universal themes in literature, compare and contrast characters, and become familiar with Elizabethan English. Critical writing skills as well as speaking skills are components of the coursework.

Excellence - Character - Opportunity
MATHEMATICS
(4 units required)

A general note to parents and students: Mathematics, like the other disciplines at Woodward, is taught in three tracking levels: College Prep (CP), Enriched College Prep (EP) and Honors College Prep (HP), with AP options for some. The majority of students in each grade study at the EP level. To clarify the nature of the other two levels:

- Both the College Prep (CP) and Enriched College Prep (EP) courses cover all mathematical concepts necessary for graduating students to be ready students for college level mathematics. The EP courses include additional, optional topics; in addition, some concepts may be studied in greater depth than at the CP level.

- The Honors College Prep track (HP) at Woodward is a selective program designed to produce excellence in mathematics, and it is intended for those students who truly enjoy mathematics. The Math Department understands that the demands and rigor of this track are designed to challenge even the best of Woodward’s students. However, the goal is to help students recognize that their greatest potential for growth will be realized during their most difficult challenges.

*Y  Algebra 1 (CP, EP)  
1105  1106  CP  
1107  1108  EP  
NCAA Approved  
This is a year-long course whose topics include order of operations, writing algebraic expression and equations, solving linear equations and inequalities, graphs of linear functions, graphs of linear inequalities, solving systems of linear equations and inequalities, calculating slope, meaning and properties of exponents, and solving absolute value and quadratic equations.

*Y  Geometry (CP, EP)  
1109  1110  CP  
1111  1112  EP  
NCAA Approved  
This is a year-long course whose topics include points and lines, logic, angles, properties of polygons, congruence, perimeter, area, volume, coordinate geometry, similarity, right triangle trig, parallel lines, transformations, and circles. Algebra 1 skills are incorporated throughout the course so that those skills will be strengthened and retained.

Y  Geometry (HP)  
1103  1104  HP  
NCAA Approved  
This is a year-long course which is a more rigorous and faster paced course in geometry. It emphasizes formal structures and makes appropriate use of technology (e.g. Ti Nspire calculators) for student-centered exploration and conjecture. Topics include deductive and inductive reasoning, polygons and their properties, congruence, similarity, inequalities, circles, coordinate geometry, transformations on the plane, and area and volume of geometric figures.
The text is a collection of assignments which the class works through; by answering the questions and correcting their work, the student learns the skills and topics covered by the course. It is intended for students of above average intelligence with at least average work ethic, but with extremely high interest in mathematics. Topics include analytical geometry, transformations, multiple representations of functions, matrices, complex numbers, quadratics, area, polygons, circles, secant and tangent properties, linear functions, inductive and deductive reasoning, and applications and appropriate use of technology.

This is a year-long course whose topics usually include arithmetic and geometric sequences (using both explicit and recursive formulas), variation, review of linear relations, linear programming, matrices, systems of equations, quadratic functions, solving quadratic equations, exponents, polynomials, conic sections and rational expressions. Because of its intrinsic capabilities with graphics, matrices, and programming, the graphing calculator is an invaluable tool in the course.

This is a year-long course which covers topics of Algebra 2 in more rigorous detail and with a different style (more learning through exploration, discovery, and use of technology). Sophomores who take Algebra 2 Honors College Prep (HP), if recommended, will follow it with a year of Pre-Calculus Honors College Prep and then a choice of either AP Statistics or AP Calculus. Sophomores who wish to take BOTH AP Statistics and AP Calculus should plan space in their schedule (either during their junior or senior year) for two math courses.

This course is the completion of a single two-year course (started in the course called GAT). It is an exercise-driven course in algebra, analytical geometry, trigonometry, and pre-calculus. This course makes extensive use of both inductive and deductive reasoning (i.e., creation and derivation and appropriate use of technology. Topics include one variable statistics, linear regression, exponential, polynomial, rational and logarithmic functions, 3-D vectors, and conics. Prerequisite: GAT HP
**Statistics (CP)**
1123 1124 CP
NCAA Approved
**HOPE Rigor Recognition**
This is a year-long course which introduces the student to the topics and skills of statistics. Statistical topics include sampling and experimental design, one-variable data analysis, two-variable data analysis (including correlation and regression), probability and probability distributions including uniform, binomial & normal and statistical inference (including confidence intervals and hypothesis tests).

**Pre-Calculus With Algebra (EP)**
1129 1130 EP
NCAA Approved (0.68 unit) **HOPE Rigor Recognition**
This course is intended for juniors who need a slower paced pre-calculus course spread over three semesters. This year-long course studies all pre-calculus topics except trigonometric topics, and is followed in the senior year by Pre-Calculus with Trigonometry (EP) fall semester and either Discrete Mathematics 2 (EP) or Statistics (EP) or Calculus (EP) spring semester.

**Pre-Calculus (EP, HP)**
1131 1132 EP 1135 1136 HP
NCAA Approved **HOPE Rigor Recognition**
This is a year-long course whose topics include the study of functions (polynomial, rational, trigonometric, exponential, logarithmic, and polar), analytic geometry, sequences, and series. Pre-Calculus Honors College Prep is a more rigorous, theoretical treatment of pre-calculus, often using discovery-based learning, which moves at a very quick pace since the course is intended to prepare students for a year-long college-level calculus course in the senior year. Both versions stress both technological and pencil-and-paper approaches to provide maximum preparation for students’ subsequent study of mathematics.

**College Algebra (CP)**
1137 1138 CP
NCAA Approved (0.5 unit)
This year-long course has been designed to prepare college prep students well for what will likely be their first (and, in some cases, only) college mathematics course. The course follows the content of a traditional college algebra course and stresses both technological (graphing calculator) and pencil-and-paper approaches to the mathematics studied (again, as a preparation for whatever situation they might face in college mathematics.) Topics include methods of solving equations and inequalities, graphing and analyzing functions, mathematical modeling of real-world situations, the study of functions (linear, polynomial, rational, trigonometric, exponential, and logarithmic), analytic geometry, and sequences.
S (Fall) Pre-Calculus with Trigonometry (EP)
1170 EP  
NCAA Approved (0.34 unit)  
HOPE Rigor Recognition  
This one-semester course is the continuation of Pre-Calculus with Algebra. It covers the complete study of trigonometric functions and identities, along with a selection of applications of these topics (complex numbers, polar coordinates, parametric functions etc.). Students completing Pre-Calculus with Trigonometry fall semester will choose either Statistics EP or Discrete 2 EP or Calculus EP for their spring semester math course.  
**Prerequisite:** Pre-Calculus with Algebra EP

S (Fall and Spring) Calculus (EP)
1176 Calculus (Fall) EP  
1177 Calculus (Spring) EP  
NCAA Approved  
HOPE Rigor Recognition  
This is a semester-long course whose topics include functions and their properties, limits, the derivative and its applications, and the integral and its applications. Appropriate use of technology (graphing calculator, computer software, and the Internet) is also a significant component of the course.  
**Prerequisite:** Pre-Calculus EP or Pre-Calculus with Trigonometry EP.  
**Note:** Pre-Calculus with Algebra EP does NOT satisfy the prerequisite for this course.

S (Fall and Spring) Statistics (EP)
1171 Stat Math (Fall) EP  
1172 Stat Math (Spring) EP  
NCAA Approved  
HOPE Rigor Recognition  
This is a semester-long course whose topics include data collection and analysis, surveys and experiments, probability and probability distributions, simulations, confidence intervals, and significance tests. Appropriate use of technology (graphing calculator, computer software, and the Internet) is also a significant component of the course.  
**Prerequisite:** Pre-Calculus EP or Pre-Calculus with Algebra EP.  
**Note:** This course not available to students who have completed AP Statistics.

S (Fall) Discrete Mathematics 1 (EP)
1174 EP  
NCAA Approved  
HOPE Rigor Recognition  
This is a semester-long study of the mathematics of social choice and decision making in the context of real-world questions. Topics include voting schemes, weighted systems, and fair division.  
**Prerequisite:** Pre-Calculus EP or Pre-Calculus With Algebra EP

S (Spring) Discrete Mathematics 2 (EP)
1175 EP  
NCAA Approved  
HOPE Rigor Recognition  
This is a semester-long study of management science in the context of real-world questions. Topics include apportionment, game theory, linear programming, street networks, visiting vertices, planning and scheduling, coding and encryption.  
**Prerequisite:** Pre-Calculus EP or Pre-calculus with Algebra EP.  
**Note:** Discrete Mathematics 1 is NOT a necessary prerequisite for Discrete Math 2).
Y AP Statistics
1141 1142 AP
NCAA Approved HOPE Rigor Recognition
This is a year-long Advanced Placement course designed to prepare students for an end of course exam which may allow them to receive college credit for the course. It will be taught with the rigor and pace of a college class. Topics that will be covered include proper methods of collecting, displaying and analyzing data, linear and non-linear relationships between variables, design of experiments and surveys, probability, probability models, behavior of random variables, and inferential statistics using the Normal model, Student’s T-distribution, and the Chi Square statistic. Appropriate use of technology (graphing calculator, computer software, and the Internet) is also a significant component of the course. Prerequisite: Satisfactory completion of Pre-Calculus EP or Pre-Calculus HP, and permission of Department Chairperson.

Y AP AB Calculus
1143 1144 AP
NCAA Approved HOPE Rigor Recognition
This is a year-long course whose topics include limits, the derivative and its applications, and the integral and its applications. A national, standardized examination for possible college credit is required for completion of the course. Prerequisite: Satisfactory completion of Pre-Calculus HP or superior completion of Pre-Calculus EP and permission of Department Chairperson.

Y AP BC Calculus
1145 1146 AP
NCAA Approved HOPE Rigor Recognition
This is a year-long course whose topics include limits and continuity, the derivative and its applications, the integral and its applications, polynomial approximations and series, infinite series, and vector calculus. The syllabus of BC Calculus contains several topics which are not covered in the AB syllabus. An examination for possible college credit is given at the end of the course. Prerequisite: Analysis HP or Pre-Calculus HP, and permission of Department Chairperson.

Y AP Statistics (Calculus-Based CP/Introduction to Multivariable Calculus)
1147 1148 AP
NCAA Approved HOPE Rigor Recognition
This is a year-long course whose goals are to introduce the student to multivariable calculus, and to explore statistics in a deeper, calculus-based approach (yet still prepare the student for the AP Statistics exam). Prerequisite: AP Calculus and permission of Department Chairperson.
SUMMER SCHOOL MATH COURSES
Please see http://www.woodward.edu/summer/school/index.aspx for more information on dates, times, fees, and registration.

*Y  Geometry (CP, EP)  
1109  1110  CP  1111  1112  EP  
NCAA Approved  
This is a year-long course whose topics include points and lines, logic, angles, properties of polygons, congruence, perimeter, area, volume, coordinate geometry, similarity, right triangle trig, parallel lines, and circles. Algebra 1 skills are incorporated throughout the course so that those skills will be strengthened and retained.

S  Pre-Calculus with Trigonometry (EP)  
1170  EP  
NCAA Approved (0.34 unit)  HOPE Rigor Recognition  
This one-semester course is the continuation of Pre-Calculus with Algebra. It covers the complete study of trigonometric functions and identities, along with applications of these topics (complex numbers, polar coordinates, etc.). Students completing Pre-Calculus with Trigonometry fall semester will choose either Statistics EP or Discrete2 EP or Calculus EP for their spring semester math course. **Prerequisite:** Pre-Calculus with Algebra EP
SOCIAL STUDIES
(3 units required)

*Y United States Government/Economics (CP, EP)
1203 1204 CP  1205 1206 EP
NCAA Approved
The emphasis of this required ninth grade course is on independent thinking. The economic portion is intended as an introduction to basic micro- and macroeconomic concepts and helps the student understand the economic decisions made by individuals, businesses, and nations. The government portion is intended as an introduction to the structure and function of the American government (with particular emphasis on the federal government) and helps the student understand government decision- and policy-making.

*Y Modern World History (CP, EP, HP)
1207 1208 CP  1209 1210 EP  1211 1212 HP
NCAA Approved
The basic goal of the course is to introduce students to the four-hundred-year period beginning approximately 1500 AD. The course is designed as an initial study of the major modern historical figures and the modern social, political, and economic forces at work in thought and action in Europe and Asia.

*Y United States History (CP, EP)
1213 1214 CP  1215 1216 EP
NCAA Approved
This course covers the growth of the United States from colonial times to the modern world. Topics include the American Revolution, the political and economic maturing of the country, the American Civil War, the growth of national government power, social movements, and the United States’ involvement in twentieth century international affairs such as WWI and WWII.

*Y United States History (HP)
1217 1218 HP
NCAA Approved
This course is designed for the tenth and eleventh grade student who is approved by the Social Studies Department for the Honors College Prep program. The course stresses student reading and interpretation of primary United States political, economic, and social documents; thoughtful class analysis of major movements in United States History; and an emphasis on writing and research skills.

S (Fall) The History of the Middle East (EP, HP)
1268 EP  1270 HP
NCAA Approved
This senior elective explores the historical foundations and current state of contemporary issues in Middle East nations. The course will examine major events and trends in Middle Eastern history, politics, society, and economics relevant to the current era.
S (Spring) The History of East Asia (EP, HP)
1272 EP 1274 HP
NCAA Approved
This senior elective explores the historical foundations and current state of contemporary issues in East Asian nations. The course will focus on major events and trends in Chinese and Japanese history, politics, society, and economics relevant to the current era.

S (Fall or Spring) United States and World Affairs: The 1950's and 1960's (EP, HP)
1264 EP 1266 HP
NCAA Approved
This senior elective looks at two of the United States’ most interesting decades, the 1950's and 1960's. A major focus of the course will be the Cold War. Additional topics to be considered include the Korean War, McCarthyism, the Civil Rights Movement, the Vietnam War, and the 1960's counterculture. Prerequisite: US History

S (Fall) United States Political Economy and its Critical Choices (EP, HP)
1276 EP 1278 HP
NCAA Approved
This senior level elective analyzes major economic problems currently facing the United States and the world. Students will read, analyze, and discuss current political and economic issues such as environmental policy, immigration, health care, oil, public-choice theory and other topics of current interest. Part of the first semester will be dedicated to a reintroduction of basic micro- and macroeconomic principles.

S (Spring) United States Political Economy and its Critical Choices (EP, HP)
1280 EP 1282 HP
NCAA Approved
This senior level elective analyzes major economic problems currently facing the United States and the world. Students will read, analyze, and discuss the political-economy of economic growth, the rise of China and India as economic contenders, US fiscal and monetary policy, financial markets, foreign exchange and international trade and other topics of current interest.

S (Fall) The American Presidency (EP, HP)
1229 EP 1230 HP
NCAA Approved
This senior elective is designed to explore the theoretical and historical roles of the American Presidency. The course will examine the president's relationship with the legislative and judicial branches, the importance of the press and public opinion, and the significance of presidential campaigns. In addition, students will study both the influence of past and recent presidents on executive authority and our current president's authority. Prerequisite: United States Government and Economics or Permission from instructor.
S (Spring) Current Issues: Social Media (EP)
1231   EP
NCAA Approved
This junior and senior social media course does not focus on how to use popular social media applications. Rather, the curriculum addresses political, social, economic, legal/ethical issues surrounding the use of social media. Students are encouraged to recognize that the world of social media revolves around them and their actions, decisions, and interests. This class will empower students to have an academic understanding of a phenomenon that affects their daily lives. It also addresses current trends in technology that the students may not have exposure to in an academic setting.

S (Fall) Landmark Supreme Court Cases: Civil Liberties (EP, HP)
1295   EP  1296   HP
NCAA Approved
This course is an in-depth study of those parts of the United States Constitution that most specifically involve civil liberties – namely the 1st, 2nd, 4th, 5th, 6th, 8th, and 14th Amendment. The class structure involves case studies of the landmark Supreme Court cases dealing with each Amendment. Prerequisite/co-requisite: US History

S (Spring) Topics in Multicultural, Ethnic and Diversity Studies (EP, HP)
1298   EP  1299   HP
NCAA Approved
The Topics in MEDS course is an introductory survey class examining America’s diverse cultural heritage through the voices and visions of racial, religious, and ethnic minorities including, but not limited to Native-, African-, Jewish-, Muslim-, Irish-, Italian-, Asian-, and Latino-Americans. We will also examine the roles of women and those whom are differently abled. This topics course is interdisciplinary incorporating themes in history, art, literature, sociology, psychology, music, pop culture, and the media. Students will identify, compare, and contrast these various themes in their historical, social, cultural, economic, personal, political, and legal contexts. Topics include genocide, slavery, anti-Semitism, eugenics, reparations, profiling, affirmative action, assimilation, racism, discrimination and inter and intra-racial/religious relations, among others. Prerequisite/co-requisite: US History

S (Fall or Spring) Military History from the Ancient World to Modern America (CP, EP, HP)
1260   CP  1262   EP  1263   HP
NCAA Approved
This semester course will survey military history over the past 5,000 years, including the origins of war, ancient warfare, warfare in the Middle Ages, and modern war. Special emphasis will be on the evolution of tactics, strategy, and weapons. Students will study such conflicts as the Greco-Persian Wars, the Norman invasion of England, the American Civil War, and World Wars I and II. Prerequisite/co-requisite: US History
Y  AP United States History
1221  1222  AP
NCAA Approved  HOPE Rigor Recognition
The Advanced Placement Program in United States History is designed to provide students with the skills and knowledge necessary to understand the problems and concepts in United States history. Students will study the political, economic, and social factors that have contributed to the development of the United States from its colonial beginnings to the post-Watergate era. The course prepares students for the Advanced Placement examination in United States History offered in May of each year. Successful completion of this examination may qualify a student for college credit. **Prerequisite:** Approval of Department Chairman.

Y  AP European History
1225  1226  AP
NCAA Approved  HOPE Rigor Recognition
The Advanced Placement European History course is designed to provide the student with the factual knowledge of major events and trends in Europe from approximately 1450 to the present. Areas of emphasis include the following: social, intellectual, economic, religious, and political developments in modern Western Europe. This course prepares students for the AP examination in European History offered in May of each year. Successful completion of this examination may qualify a student for college credit. **Prerequisite:** Approval of Department Chairman.

Y  AP United States Government and Politics
1223  1224  AP
NCAA Approved  HOPE Rigor Recognition
The Advanced Placement course in United States Government will focus on understanding the ideas of political philosophers; public voting behavior and national elections; the political activities of Congress and the President; and controversial Supreme Court decisions. The spring semester is devoted to an analysis of the important political concerns facing the United States. This course is designed to prepare students for the AP exam in U. S. Government offered in May of each year. Successful completion of this examination may qualify a student for college credit. **Prerequisite:** Approval of Department Chairman.

Y  AP Microeconomics
1227  1228  AP
NCAA Approved  HOPE Rigor Recognition
The Advanced Placement course in Economics will focus on preparing students for the AP Microeconomics exam administered in May of each year. Class material and discussion will emphasize decisions encountered by private-sector businesses (this includes publicly owned companies). Students will also be responsible for analyzing case studies and presenting their findings to the class. Successful completion of the AP examination may qualify a student for college credit. **Prerequisite:** Approval of Department Chairman.
SUMMER SCHOOL SOCIAL STUDIES COURSES
Please see http://www.woodward.edu/summer/school/index.aspx for more information on dates, times, fees, and registration.

**S Topics in Multicultural, Ethnic and Diversity Studies (EP, HP)**

1298 EP  1299 HP

**NCAA Approved**

The Topics in MEDS course is an introductory survey class examining America's diverse cultural heritage through the voices and visions of racial, religious, and ethnic minorities including, but not limited to Native-, African-, Jewish-, Muslim-, Irish-, Italian-, Asian-, and Latino-Americans. We will also examine the roles of women and those whom are differently abled. This topics course is interdisciplinary incorporating themes in history, art, literature, sociology, psychology, music, pop culture, and the media. Students will identify, compare, and contrast these various themes in their historical, social, cultural, economic, personal, political, and legal contexts. Topics include genocide, slavery, anti-Semitism, eugenics, reparations, profiling, affirmative action, assimilation, racism, discrimination and inter and intra-racial/religious relations, among others. **Prerequisite/co-requisite:** US History
SCIENCE
(4 units required)

The Science Department devotes a great deal of time and consideration in the counseling of our students regarding appropriate course selection. Much thought must be given to insuring that each student is appropriately challenged in his coursework, and therefore teacher recommendations for science students’ scheduling follow these guidelines:

● Students electing to take an Honors College Prep course or an AP course in science can drop the course only under one of the following circumstances: (a) the student pursues a schedule change during the first two weeks of the school year or (b) after this initial two week period, the teacher of the course decides that the course is not the appropriate placement for the student.

● If a student has been counseled by his or her science teacher that another course (such as Honors College Prep) might be a more appropriate challenge for the student, and the student has elected not to take the more challenging course, this decision on the part of the student may be one of the variables used in determining departmental approval for taking Honors College Prep or AP level courses in science in the future. Other variables used in this decision will, as usual, include teacher recommendation, standardized test scores, and current performance in science.

● The Science Department supports the school’s policy on coursework and college admissions: “In cooperation with teachers, counselors, and parents, students should select the most challenging courses for which they are qualified.” Students are discouraged from electing course placement on the basis of receiving a better grade rather than pursuing appropriately challenging work.

*Y Biology (CP)
1303 1304 CP
NCAA Approved
This course is a study of life at all levels and of how important each level of life is to all others. Emphasis is placed on repetition and student involvement in the learning process through the use of activity-oriented laboratory work, review guides, charts, creative writing, and projects. Note: A Saturday field trip to Cochran Mill Nature Center during Spring Semester is a course requirement.

*Y Biology (EP)
1305 1306 EP
NCAA Approved
Biology EP engages students in an examination of the concepts and principles that govern life, with an emphasis on the diversity of living organisms and the symbiotic relationships that organisms have with each other and with their environment. This course explores this ecological and evolutionary theme beginning at the cellular level and expanding outward to the multi-cellular level. The independent importance of each level and the interactions that the various levels have with each other are emphasized. Faculty use a variety of techniques—including lecture, classroom activities, and laboratory investigations—to help students investigate the complexities of living organisms and improve their science literacy. Note: A Saturday field trip to Cochran Mill Nature Center during Spring Semester is a part of the course requirements.
*Y Biology (HP)

1307  1308  HP
NCAA Approved
Designed for the above-average student, the course is a study of life and life processes beginning with the initial introduction at the cellular-molecular level and continuing to the multi-cellular level with course summation being a study in ecology. Emphasis is placed on laboratory work and the use of printed resource materials. **Note:** A field trip to Jekyll Island 4-H center during Spring Semester is a course requirement. **Note:** Enrollment requires permission of Department Chairperson.

*Y Chemistry (CP)

1309  1310  CP
NCAA Approved   HOPE Rigor Recognition
This course provides for the study of the properties and the behavior of matter. Emphasis is placed on laboratory work and chemical problem solving. Fall semester begins with a study of matter, where it comes from, how we use it, how matter can change, and the importance of conservation. Fall semester concludes with a study of our atmosphere and the properties of gases. Spring semester examines energy, bonding, and intermolecular forces with an initial emphasis on hydrocarbons and the importance of petroleum to our society, both in its energetic components as well as its use in the formation of synthetic materials. The year concludes with a unit on water and specific studies related to solubility, solutions, and water quality. **Prerequisite:** Biology

*Y Chemistry (EP)

1311  1312  EP
NCAA Approved   HOPE Rigor Recognition
This course consists of the study of matter which includes the basic concepts of the atom, the mole, and reaction tendencies. Emphasis is put on both the descriptive and quantitative aspects of chemistry in class and in the lab. Furthermore, emphasis is placed throughout the course on the stoichiometric relationships of reactants and products. **Prerequisite:** Biology

*Y Chemistry (HP)

1313  1314  HP
NCAA Approved   HOPE Rigor Recognition
Honors college prep chemistry provides the student with an overview of chemical theory that relates the properties of structure and matter. Strong emphasis is placed on problem solving and experimentation to enhance and support the theoretical methods concepts. It is strongly recommended that students planning on taking AP Chemistry take this class as the first-year chemistry course. **Prerequisite:** Biology   **Note:** Enrollment requires permission of Department Chairperson.
Y Anatomy and Physiology (EP)
1321 1322 EP
NCAA Approved    HOPE Rigor Recognition
This elective course provides a moderate understanding of the structure and function of the human body through the detailed introduction of specific organ systems and how they interrelate forming an integrated whole. The course includes lecture along with various laboratory dissections, activities, and demonstrations. In addition, students work through case studies as an integral part of the course where, through the understanding of disease, they are able to relate structure and function of various organs systems of the body to a functional unit that maintains homeostasis and thus survival. Prerequisite: Biology, Chemistry

Y Botany (CP)
1385 1386 CP
NCAA Approved
This college prep course in Botany is a year-long course devoted to the scientific study of plants. Plant ecology, genetics, and chemistry are examples of topics that will illuminate the diversity of plant life. Students will also explore the economic importance of plants. There will be lab and fieldwork along with greenhouse studies as part of this course. Students will develop scientific writing skills on the caliber with other CP courses in the Upper School as they research and write on a specific topic related to botany. Prerequisite: Biology, Chemistry

Y Botany (EP)
1329 1330 EP
NCAA Approved
This enriched college prep course in Botany is a year-long course devoted to the scientific study of plants. Plant ecology, genetics, and chemistry are examples of topics that will illuminate the diversity of plant life. There will be substantial lab and fieldwork along with greenhouse studies as part of this course. Students will develop scientific writing skills on the caliber with other EP courses in the Upper School and use field data to create formal scientific research papers. Prerequisite: Biology, Chemistry

Y Physics (CP)
1315 1316 CP
NCAA Approved    HOPE Rigor Recognition
This course is a study of fundamental physics designed for the college prep student. The course will focus on classical mechanics including topics in kinematics, momentum, energy, and gravitation with a focus on real world applications of the topics. Other topics covered based on student interest may include optics, heat, electricity, magnetism and modern physics. Emphasis will be placed on qualitative understanding and problem solving using algebra. The course will contain an extensive laboratory component. Prerequisite: Biology, Chemistry   Note: Physics is strongly recommended for any student who might have an interest in higher level science courses in high school or college.
**Y Physics (EP)**

1317  1318  EP

NCAA Approved  HOPE Rigor Recognition

The enriched college prep physics course will focus on classical mechanics including topics in kinematics, momentum, energy, gravitation and astrophysics, waves, and optics. Other topics covered may include thermodynamics, electricity, and magnetism. Recurring themes include frequent use of mathematics in problem solving, appreciation of mathematics as the language of nature, and objective investigation of nature through direct experimentation. Competing and evolving models throughout history are explored.

**Prerequisite:** Biology, Chemistry  **Note:** Physics is strongly recommended for any student who might have an interest in higher level science courses in high school or college.

---

**S (Fall) Criminal Investigation and Forensics (EP)**

1350  EP

NCAA Approved  HOPE Rigor Recognition

This course will provide students with an opportunity to learn the procedures and principles of forensic science and criminal investigation. Students will play the role of a crime scene investigator, learning the importance of collecting and processing multiple avenues of evidence during a course-long investigation. The course will cover a large range of techniques in forensic analysis, including DNA Typing, Questioned Document Examination, Forensic Entomology, Bite Mark Analysis, Blood Spatter Analysis, Hair and Fiber Analysis, and more. Forensic science incorporates skills in biology, chemistry, mathematics, physics, and criminal justice. It introduces law enforcement topics such as criminal investigations, fingerprint development, firearms identification, and questioned document examination. Students will show their understanding of the knowledge and skills learned by composing investigative reports and concluding the investigation.

**Prerequisite:** Biology and Chemistry

---

**S (Spring) Introduction to Biotechnology (EP)**

1352  EP

NCAA Approved  HOPE Rigor Recognition

This course introduces students to the fundamentals of biotechnology. Included in this course is a basic overview of current trends and careers in biotechnology. Additionally, emphasis on basic laboratory skills along with the business, regulatory, and ethical aspects of biotechnology is included. In the course, students learn fundamental skills such as lab design, lab safety, how to write and keep up a lab notebook (required by anyone who does research in an NIH-funded institution), and writing and presentation skills. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society and with a set of foundation skills for entry into the career pathway. Topics covered in this course are: the Biotech industry, Microbiology and Cell Culture, DNA Structure and Analysis, bacterial transformation and plasmid purification, PCR, protein structure and analysis, and immunological applications.

**Prerequisite:** Biology and Chemistry
S (Fall) Astronomy (EP)
1362 EP
NCAA Approved
Astronomy traces the development of man’s view of the universe and the methods and tools of investigation that have made this process possible. In the context of physical law, descriptive information about the solar system, life cycles of stars and galaxies, black holes, and cosmology is presented. In addition, a familiarity with the sky and its apparent motions is developed, partly through occasional nighttime observing sessions and use of Woodward’s planetarium. **Prerequisite or co-requisite:** Biology, Chemistry, Physics

S (Spring) Meteorology (EP)
1363 EP
NCAA Approved
In meteorology, the student will investigate how weather and climate are produced and how they affect daily lives. The course will cover the following topics: the atmosphere, solar radiation, temperature, humidity, precipitation, air pressure, winds, air masses, severe weather, and weather analysis (maps). Instruction is enhanced by frequent use of real-time weather information from online sources; use of computer software for forecasting; and for analyzing past weather. **Prerequisite or co-requisite:** Biology, Chemistry, Physics

Y Environmental Science (CP)
1345 1346 CP
NCAA Approved
This course is designed for the college prep student. Environmental science is an interdisciplinary course which uses the natural sciences (biology, chemistry, and geology) and social sciences (economics, politics, and ethics) to identify and analyze environmental issues/concerns and examine solutions for resolving and/or preventing them. Emphasis will be placed on qualitative understanding, laboratory activities, and promoting independent thinking and problem solving. **Prerequisite:** Biology, Chemistry

Y Environmental Science (EP)
1323 1324 EP
NCAA Approved
Environmental science is an interdisciplinary course which uses the natural sciences (biology, chemistry, and geology) and social sciences (economics, politics, and ethics) to identify and analyze environmental issues/concerns and examine solutions for resolving and/or preventing them. A field trip is a course requirement. **Prerequisite:** Biology, Chemistry
**Y AP Environmental Science**

1337 1338 AP  
NCAA Approved  HOPE Rigor Recognition  
The course is designed to accomplish the goals of the Advanced Placement Environmental Science syllabus. The biology, chemistry, geology, and physics of the earth’s interconnected systems are the focus of this elective course. Emphasis is also placed on understanding impacts of human activity and resource use on natural systems, understanding current research and experimentation, and analysis of decision-making processes that govern human use of natural resources. A summer assignment, extended lab work outside of class time, and a field trip are required. At the end of the course, students are required to take the AP Environmental Science exam. **Prerequisite:** Chemistry  
**Note:** Enrollment requires permission of Department Chairperson.

**Y AP Biology**

1331 1332 AP  
NCAA Approved  HOPE Rigor Recognition  
The course is designed to accomplish the objectives of the Advanced Placement Biology syllabus. The course develops biological principles at the introductory college level through organized class lectures, outside reading, and intensive laboratory activities. Additional emphasis is placed on the molecular organization and function of life and on the relevance of these molecular mechanisms to the existence and evolution of the organism. Extensive lab work outside of class time, a **4-day field trip**, and a summer assignment are course requirements. The college level lab work requires that students come to class early (7:30-7:45 am) periodically to fulfill the demands of an advanced laboratory program. At the end of the course, students are required to take the AP Biology exam. **Prerequisite:** Biology, Chemistry.  
**Note:** Enrollment requires permission of Department Chairperson.

**AP Chemistry**

1333 1334 AP  
NCAA Approved  HOPE Rigor Recognition  
The course is designed to accomplish the objectives of the Advanced Placement Chemistry syllabus. The course develops chemical principles at the introductory college level and emphasizes the theoretical aspects of general chemistry. The college level lab work requires that students come to class early (7:30-7:45 am) periodically to fulfill the demands of an advanced laboratory program. At the end of the course, students are required to take the AP Chemistry exam. **Prerequisite:** Biology, Chemistry  
**Note:** Enrollment requires permission of Department Chairperson.

**Y AP Physics 1**

1347 1348 AP  
NCAA Approval  HOPE Rigor Recognition  
This course accomplishes the objectives of the Advanced Placement Physics 1 syllabus. AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also

**Excellence - Character - Opportunity**
introduce electric circuits. The course is designed to allow time for the investigation of additional topics of interest and relevance throughout the year. Extensive work in the laboratory is utilized to develop science application and reasoning skills and to enhance the understanding of important physical phenomena and concepts. At the core of the course is an emphasis on science practices and inquiry-based investigations. At the end of the course, students are required to take the AP Physics 1 exam. **Prerequisite:** Biology, Chemistry, Algebra II  **Note:** Enrollment requires permission of Department Chairperson.

**AP Physics 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>AP NCAA Approved</th>
<th>HOPE Rigor Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1353 1354</td>
<td>AP</td>
<td></td>
</tr>
</tbody>
</table>

This course accomplishes the objectives of the Advanced Placement Physics 2 syllabus. AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. The course is designed to allow time for the investigation of additional topics of interest and relevance throughout the year. Extensive work in the laboratory is utilized to develop science application and reasoning skills and to enhance the understanding of important physical phenomena and concepts. At the core of the course is an emphasis on science practices and inquiry-based investigations. At the end of the course, students are required to take the AP Physics 2 exam. **Prerequisite:** Biology, Chemistry, and AP Physics 1, Algebra II.  **Note:** Enrollment requires permission of Department Chairperson and successful completion of AP Physics 1.

**AP Physics C**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>AP NCAA Approved</th>
<th>HOPE Rigor Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1364 1365</td>
<td>AP</td>
<td></td>
</tr>
</tbody>
</table>

This course accomplishes the objectives of the Advanced Placement Physics C syllabus. The aim is to develop a student's ability to perform well in several areas: reading, understanding, and interpreting physical information; describing and explaining the sequence of steps in analysis of physical phenomena; using mathematical reasoning in a physical situation or problem; and performing experiments, interpreting results, and making assessments. There are two parts to this course. The Mechanics portion covers the following topics: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The Electricity and Magnetism portion covers the following topics: electrostatics; conductors; capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. If time permits, other topics of interest may be presented, but are not included on the AP Physics C exams. The AP Physics C course differs from AP Physics 1 and AP Physics 2 by examining physics through the application of calculus. This course prepares students for work in higher education who wish to pursue studies in engineering and the analytical sciences. Extensive work in the laboratory is utilized to develop science application and reasoning skills and to enhance the understanding of important physical phenomena and concepts. At the end of the course, students are required to take the AP Physics C exam. **Prerequisite:** Biology, Chemistry, Physics  **Note:** Students must have completed, or be enrolled in, AP Calculus.  **Note:** Enrollment requires permission of Department Chairperson.
Y Independent Student Research (HP)

NCAA Approved

HOPE Rigor Recognition

This course is designed to provide the upper level science student an opportunity to perform authentic independent scientific research under the guidance of a faculty research advisor. Possible research topics are selected from a variety of disciplines, including the biological, physical, chemical, and engineering sciences. Students identify their topic of research, form a hypothesis or design goal, conduct experiments, analyze results, and report their findings through written and oral presentations. Students are expected to enter their research in local, state, and national competitions. The course is open to juniors or seniors who have demonstrated successful completion of advanced science course work, with a heavy emphasis on laboratory experience. Students are chosen to participate in the course based on their written research proposals, which are evaluated by a faculty committee during the spring prior to enrollment in the course. Interested students should see the department chair for detailed proposal requirements. Co-requisite or Prerequisite: Biology, Chemistry, Physics Note: Enrollment requires permission of Department Chairperson.
SUMMER SCHOOL SCIENCE COURSES
Please see http://www.woodward.edu/summer/school/index.aspx for more information on dates, times, fees, and registration.

*Y Chemistry (CP) Rising Grade 10

1309  1310  CP

NCAA Approved  
HOPE Rigor Recognition

This course provides for the study of the properties and the behavior of matter. Emphasis is placed on laboratory work and chemical problem solving. The first semester begins with a study of matter, where it comes from, how we use it, how matter can change, and the importance of conservation. First semester concludes with a study of our atmosphere and the properties of gases. Second semester examines energy, bonding, and intermolecular forces with an initial emphasis on hydrocarbons and the importance of petroleum to our society, both in its energetic components as well as its use in the formation of synthetic materials. The course concludes with a unit on water and specific studies related to solubility, solutions, and water quality. This course is required for graduation from Woodward Academy. **Prerequisite:** Biology CP or Department Chairperson approval.

S Criminal Investigation and Forensics (EP, HP) Rising Grades 10-12

1350  EP  1377 HP

NCAA Approved  
HOPE Rigor Recognition

This course will provide students with an opportunity to learn the procedures and principles of forensic science and criminal investigation. Students will play the role of a crime scene investigator, learning the importance of collecting and processing multiple avenues of evidence during a course-long investigation. The course will cover a large range of techniques in forensic analysis, including DNA Typing, Questioned Document Examination, Forensic Entomology, Bite Mark Analysis, Blood Spatter Analysis, Hair and Fiber Analysis, and more. Forensic science incorporates skills in biology, chemistry, mathematics, physics, and criminal justice. It introduces law enforcement topics such as criminal investigations, fingerprint development, firearms identification, and questioned document examination. Students will show their understanding of the knowledge and skills learned by composing investigative reports and concluding the investigation. **Prerequisite:** Biology and Chemistry

S Introduction to Biotechnology (EP, HP), Rising Grades 10-12

1352  EP  1378 HP

NCAA Approved

This course introduces students to the fundamentals of biotechnology. Included in this course is a basic overview of current trends and careers in biotechnology. Additionally, emphasis on basic laboratory skills along with the business, regulatory, and ethical aspects of biotechnology is included. In the course, students learn fundamental skills such as lab design, lab safety, writing and keeping a lab notebook (required by anyone who does research in an NIH-funded institution), and writing and presentation skills. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society and with a set of foundation skills for entry into the career pathway. Topics covered in this course are the Biotech industry, Microbiology and Cell Culture, DNA Structure and Analysis, bacterial transformation and plasmid purification, PCR, protein structure and analysis, and immunological applications. **Prerequisite:** Biology EP or HP

Excellence - Character - Opportunity
**Geology of National Parks (EP, HP), Rising Grades 10 – 12**

1375 EP 1376 HP

NCAA Approved

This course presents basic geologic concepts through the lens of our national parks and monuments. Students will be exposed to national park geology through plate tectonics, mountains, volcanoes, earthquakes, and other geological phenomena that result from processes that occur within or on the surface of the Earth. We will see how processes occurring at plate boundaries and hotspots result in the dramatic landscapes seen in national parks. Students will study other geologic concepts such as rock types, geologic time, and historical geology using examples from the national parks. These tools allow students to understand why landscapes and rocks in a given park are similar to those in some parks yet differ from those in others; and to appreciate why the preservation of geologic features within national parks helps students understand natural science and its relationship to society and the environment. There is a required field study associated with this course. **Prerequisite:** Biology

**Tropical Ecology Field Study (EP, HP), Rising Grades 11-12**

1380 EP 1381 HP

NCAA Approved

This course will be taught by Chery Gibson (former member of the Woodward Academy Faculty and Science Department Chair) and Mark Wainwright (author and naturalist from Costa Rica). For 11 days, students will travel throughout Costa Rica exploring and learning about some of the richest ecosystems on earth, some of the fascinating Costa Rican history and culture that surrounds them, and often, the connection between the two. The ecosystems to be explored include lowland Caribbean rainforest, highland cloudforest, coastal Pacific rainforest, mangroves, and even caves. In addition, students will also look at how people use the surrounding areas, with visits to a pineapple plantation, an organic farm, and a reforestation project. And along the way, we will take every opportunity to "taste" Costa Rica--its food literally, but also Costa Rica's scenery, its everyday life, its music and dance, its ocean. Total cost for the course will be $3600 which includes airfare, room and board in Costa Rica, and course and registration fee. Contact Elaine Carroll (elaine.carroll@woodward.edu) for additional information.

**Microbiology (EP), Rising Grades 11-12**

1382 EP 1383 HP

NCAA Approved  **HOPE Rigor Recognition**

Microbiology is the study of single-celled organisms and simple multi-celled organisms. This course is designed for the serious high school science student interested in gaining more lab techniques and a deeper understanding of cell processes. Course work includes, but is not limited to, wet labs, computer simulated labs, team projects, independent learning activities, teacher-directed instruction, and research. During this course the student will cover an introduction to the biology of microorganisms, including phylogeny and diversity, growth, metabolism, and genetics. A main objective is to gain appreciation and understanding of diversity and dominance of microorganisms. The course also considers the role of microorganisms in human's lives, from ways in which they have shaped our environment to direct microbe-human interactions. The laboratory introduces basic techniques of pure culture work, enrichments and isolation, and experimentation with microorganisms. **Prerequisites: Biology EP/HP, Chemistry EP/ HP**

*Excellence - Character - Opportunity*
WORLD LANGUAGES
(2 units required. The units must be comprised of 4 consecutive semesters of the same language.)

Departmental Policies:
A. Most world language courses taught during the academic school year are year-long. Students enrolled in year-long elective courses are expected to complete both semesters of the course.
B. All Enriched College Prep (EP) and Honors College Prep (HP) Spanish, French, and German classes are taught in the world language beginning in level 1. Students are expected to speak only the world language in class. They may ask for clarification in English during tutorial and occasionally during the last few minutes of class. College Prep (CP) classes offer more class time for clarification in the beginning of each year, but there is a steady progression toward full teaching in the target language.
C. Ninth-grade World language options:
   1. Students who have completed first-year in the Middle School with semester grades of A or B should sign up for 2EP or 2HP, based on Middle School recommendations.
   2. Students who have completed first-year in the Middle School with semester grades of C or D should select from the following:
      a. continue to 2EP (summer tutoring is strongly recommended)
      b. repeat level one
      c. change to a different language
   3. Transition College Prep (TP) or College Prep (CP) students may begin Spanish or French 1CP or postpone language until 10th grade and plan to take Spanish or French 1CP at that time.
   4. Students who have had no previous world language course should sign up for 1CP, 1EP, or 1HP, based on Middle School recommendations.
D. World language study must begin by the tenth grade, and students must complete at least two consecutive years of the same world language in grades 9-12.
E. The Language Department administers an assessment to all new-to-Woodward students in second and third year in order to verify accurate placement. Most students are successful in the level in which they are placed initially. Should a student's performance be significantly weak or strong, the department counsels the student and his/her parents as to an appropriate change in level.

*Y French 1 (CP, EP, HP)
1513 1514 CP 1423 1424 EP 1425 1426 HP
NCAA Approved
French 1 emphasizes the development of speaking, listening, reading, and writing skills. The course includes the study of elementary grammar and vocabulary, pronunciation, and an introduction to the major aspects of Francophone culture. The honors prep course is designed to prepare the student for future AP work including more exposure to authentic recordings.
French 2 (CP, EP, HP)  
1565  1566 CP  1433  1434 EP  1435  1436 HP  
NCAA Approved  
HOPE Rigor Recognition  
French 2 develops the skills and material acquired in French 1. Students practice and perfect additional vocabulary and grammar including past and future tenses. A variety of francophone cultural themes are discussed. In French 2HP the study of Le Petit Prince introduces students to reading and writing on an advanced level. The honors prep course is designed to prepare the student for future AP work.

French 3 (EP, HP)  
1443  1444 EP  1445  1446 HP  
NCAA Approved  
HOPE Rigor Recognition  
French 3 reviews basic grammar and introduces more advanced concepts. Students are allowed greater freedom with the language and are encouraged to use the language to express themselves creatively. The use of reading selections develops conversational skills as well as an awareness of current Francophone culture. Students in the 3HP course read a French novel designed to enhance their skill in dealing with abstract ideas and literary interpretation in the target language. The honors prep course is designed to prepare the student for future AP work. **Note:** French 3 is a required course for those students who completed level 1 in the Middle School and level 2 in the ninth grade.

French 4: Francophone World Studies (EP, HP)  
1543  1544 EP  1545  1546 HP  
NCAA Approved  
HOPE Rigor Recognition  
This advanced course stresses the use of the target language in analyzing and discussing reading selections, current events, and film. There is also a continued emphasis on the development of practical communication skills including reading, writing, speaking, and listening. The Honors Prep Course is designed to prepare the student for future AP work.

French 5: Voices in Francophone Literature and Film (EP, HP)  
Seniors Only  
1554  EP  1556 HP  
NCAA Approved  
HOPE Rigor Recognition  
This is a survey course of French literature and other forms of national media, from the early silent films shown in 1895 to today's most renowned works of the 20th and 21st centuries. The course will cover important literary periods and movements starting with the earliest contributions to recorded media including poetic realism, Nouvelle Vague (New Wave), and postwar mode rétro (inspired by the past). Selected 20th century pieces of literature (théâtre de l'absurde) will also be read and discussed in conjunction with French philosophies of society and culture such as La leçon and Les chaises. **Note:** The prerequisite is either Level 4 French or AP French Language & Culture.
S (Spring) French 5: Colonial Literature and Culture (EP, HP)
1558 EP 1559 HP
NCAA Approval HOPE Rigor Recognition
The texts, lectures, and screenings in the course are geared toward an investigation of the post-colonial French literary movements. Students will read the seminal texts of Négritude, the central intellectual movement of the French Caribbean. One of the central goals of the course is to help students appreciate its role in defining French Caribbean and Maghrebi (North African) identity, subjectivity, and citizenship. The course will study such topics by means of film, poetry, and other selected texts that will allow students to see the strong connect that France has had and continues to have with its former colonies. Note: The prerequisite is either Level 4 French or AP French Language & Culture.

Y AP French Language and Culture
1477 1478 AP
NCAA Approved HOPE Rigor Recognition
The emphasis of this advanced level course is to promote fluency and accuracy in the use of language. It also encourages students to explore culture in contemporary and historical contexts. Students will demonstrate proficiency in the three modes of communication (interpersonal, interpretive, and presentational) and will develop an awareness and appreciation of aspects of the target culture, including products, practices, and perspectives. The AP French Language and Culture examination allows students to demonstrate their proficiency within the Intermediate to Pre-Advanced Range of the nationally-recognized ACTFL Performance Guidelines for K–12 Learners. Note: Students must have been in HP level courses in all previous years in order to request AP French or receive department head approval.

*Y Spanish 1 (CP, EP, HP)
1417 1418 CP 1419 1420 EP 1421 1422 HP
NCAA Approved (CP 0.5 unit 2012-13 and 2013-14; 1 unit 2014-2015 forward)
Level 1 Spanish emphasizes the development of speaking, listening, reading, and writing skills. The course includes the study of grammar and vocabulary, pronunciation and an introduction to the major aspects of Hispanic culture. The honors prep course is designed to prepare the student for future AP work including more exposure to authentic materials.

*Y Spanish 2 (CP, EP, HP)
1427 1428 CP 1429 1430 EP 1431 1432 HP
NCAA Approved HOPE Rigor Recognition (CP 0.5 unit 2012-13 and 2013-14; 1 unit 2014-2015 forward)
Level 2 Spanish develops the skills and material acquired in level 1. Students practice and perfect the use of more advanced grammar and vocabulary concepts while continuing the study of the culture of Hispanic countries. The honors prep course is designed to prepare the student for future AP work.
**Spanish 3 (CP, EP, HP)**

- CP 1437 1438
- EP 1439 1440
- HP 1441 1442

NCAA Approved

HOPE Rigor Recognition

(CP 0.5 unit 2012-13 and 2013-14; 1 unit 2014-2015 forward)

In Spanish 3 the students review basic grammar and are introduced to more advanced concepts. Greater freedom in the use and creativity of the language is encouraged. Reading selections create the opportunity to increase conversational and writing skills. Students in the 3HP course read selected chapters of El Ingenioso Hidalgo Don Quijote de la Mancha to enhance their skill in dealing with abstract ideas and literary interpretation in the target language. The honors prep course is designed to prepare the student for future AP work. **Note:** This is a required course for those students who completed level 1 in the Middle School and level 2 in the ninth grade.

**Spanish 4 (CP, EP, HP)**

- CP 1473 1474
- EP 1447 1448
- HP 1449 1450

NCAA Approved

HOPE Rigor Recognition

(CP 0.5 unit 2012-13 and 2013-14; 1 unit 2014-2015 forward)

The level 4 Spanish courses include a comprehensive review of grammatical concepts and a continued emphasis on vocabulary acquisition. There is also a continued emphasis on the development of practical communication skills and cultural awareness. The EP and HP courses stress the use of the target language in analyzing and discussing reading selections from literature and print media and audio-visual media from radio, TV, and movies from Spain and Latin America. The 4HP course includes additional material on a more advanced level for those students who prefer not to take AP or for those who wish to refine their skills after 3HP prior to taking AP language.

**Spanish 5 (EP, HP)**

- EP 1455 1456
- HP 1459 1460

NCAA Approved

HOPE Rigor Recognition

Level five expands on the students’ knowledge of language and culture to include classic and contemporary literature, current events, film, and culture along with grammar review in order to prepare students for college level courses. The focus is on speaking and expressing opinions about the important issues of today and the students’ own personal experience. In addition, honors students are required to do outside reading.

**AP Spanish Language**

- AP 1467 1468

NCAA Approved

HOPE Rigor Recognition

The AP Spanish Language course helps prepare students to demonstrate their level of Spanish proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas outlined in the Standards for World Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level and is designed to prepare the students to take the AP Spanish Language Exam in the spring.
Y AP Spanish Literature and Culture
1461 1462 AP
NCAA Approved HOPE Rigor Recognition
The AP Spanish Literature and Culture course is designed to introduce students to the formal study of a representative body of literature written in Spanish from Spain, Latin America, and the United States. The course aims to provide students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing. Note: The Department will advise students regarding which AP Spanish to select. Recommendations will be made based on the skill level and language proficiency of the student. The department reserves the right to determine whether one or both AP courses will be offered in a particular year.

*Y Latin 1 (EP, HP)
1401 1402 EP 1403 1404 HP
NCAA Approved
This is an introduction to Latin vocabulary, grammar, and syntax with emphasis on ancient Roman and Greek culture and civilization, mythology, and derivatives. Note: Placement of seniors in Latin 1 will be based on availability of space, with priority given to underclassmen.

*Y Latin 2 (EP, HP)
1405 1406 EP 1407 1408 HP
NCAA Approved HOPE Rigor Recognition
This course continues with more advanced Latin grammar and syntax and stresses development of translation ability, with the goal of reading short selections of intermediate and authentic Latin literature in the second semester.

Y Latin 3 (EP, HP)
1409 1410 EP 1411 1412 HP
NCAA Approved HOPE Rigor Recognition
This course concentrates on advanced syntax and sentence structure, develops proficiency in translation of authentic Latin authors, stresses rhetorical and literary devices, and increases mastery of forms and deviations. The honors prep course is designed to prepare the student for future AP work.

Y Latin 4 (EP, HP)
1413 1414 EP 1475 1476 HP
NCAA Approved HOPE Rigor Recognition
Course content is designed by the department to meet the abilities and the needs of students who have completed Latin 3 (EP,HP).
Y AP Latin: Vergil

1415 1416 AP

NCAA Approved  HOPE Rigor Recognition

The course curriculum has been revised to promote reading Latin poetry and prose with historical and literary sensitivity. Students are encouraged to develop linguistic skills by engaging in multiple activities, including translating poetry and prose from the required-reading list, precisely and literally; reading passages of poetry and prose with comprehension; and analyzing literary texts in clear, coherent written arguments, supported by textual examples. AP Latin is roughly equivalent to an upper-intermediate college or university course. Note: Department Chair approval required.

*Y German 1 (EP, HP)

1550 1551 EP 1552 1553 HP

NCAA Approved

In German 1, students learn to talk about themselves, their home environment, and school, and develop skills such as making a purchase or paying a compliment in German. The course includes the study of elementary grammar and vocabulary, pronunciation, and an introduction to major aspects of German culture.

*Y German 2 (EP, HP)

1479 1480 EP 1481 1482 HP

NCAA Approved  HOPE Rigor Recognition

German 2 continues the development of speaking, listening, reading, and writing skills while students expand their communicative competencies. Students also practice and perfect the use of more advanced grammar and vocabulary concepts while continuing the study of the culture of Germany.

Y German 3 (EP, HP)

1483 1484 EP 1485 1486 HP

NCAA Approval  HOPE Rigor Recognition

This intermediate course continues to emphasize all four language skills while students learn more nuanced communicative competencies. They acquire greater freedom with the language and are encouraged to use the language to express themselves creatively. The course rounds out all the major grammatical concepts in Modern High German and includes more primary source materials that foster development of reading, writing, and conversation skills as well as cultural awareness.

Y German 4 (EP, HP)

1567 1568 EP 1569 1570 HP

NCAA Approval  HOPE Rigor Recognition

The level 4 course includes a comprehensive review of grammatical concepts and a continued emphasis on vocabulary acquisition. Students in German 4 continue to develop interpersonal and presentational communication skills while discussing German, Austrian, and Swiss history and contemporary society in German. Both the EP and HP courses stress the use of German in analyzing and discussing reading selections from literature and print and audio-visual media. The 4HP course includes additional practice in advanced grammar.
*Y Japanese 1 (EP, HP)
1497 1498 EP 1499 1500 HP
NCAA Approved
The course places an emphasis on the spoken aspects of learning the language and on mastering hiragana and katakana, the Japanese phonetic syllabaries. In addition to speaking and listening skills, the Japanese writing system, using KANJI (characters of Chinese origin), will be introduced gradually through reading and writing practice. Basic elements of Japanese culture will also be addressed.

*Y Japanese 2 (EP, HP)
1501 1502 EP 1503 1504 HP
NCAA Approved
HOPE Rigor Recognition
The course continues to emphasize vocabulary development, reading comprehension, oral communication, and simple composition of the Japanese language. Informal speech is introduced and expanded upon, and by the end of level 2 students should be familiar with this more natural way of speaking. Reading and writing practices will continue using KANJI (characters of Chinese origin). Aspects of Japanese culture and everyday life will be covered.

Y Japanese 3 (EP, HP)
1505 1506 EP 1507 1508 HP
NCAA Approved
HOPE Rigor Recognition
Japanese 3 is an advanced level course that builds on the grammar, vocabulary, written language, and cultural lessons learned in levels 1 and 2. This course uses more extensive cultural themes to introduce and/or reinforce language concepts. Lessons in level 3 equip students with the skills needed for writing traditional letters, discussing the experience of learning Japanese, navigating popular attractions around Tokyo, using proper etiquette during meals, and more.

Y Japanese 4 (EP, HP)
1509 1510 EP 1511 1512 HP
NCAA Approval
HOPE Rigor Recognition
Japanese 4 is an advanced level course that builds on level 1, 2, and 3. Students will explore “the Japanese soul”: the social, historical, and cultural forces that influence Japanese life. They will study keigo (honofiric language), the historical context of Japanese immigration, the issue of Japanese internment camps during World War II, and the bombing of Hiroshima. Cultural discussions include the traditional cultural arts of the tea ceremony, calligraphy, and Japanese haiku poetry. Lessons center around more sophisticated dialogues and complex narratives. In order to encourage character memorization, students create their own illustrations for newly learned kanji. After completing the Adventures in Japanese series, students will be able to write 340 kanji and communicate at an intermediate level in Japanese.
The goal of the course is to develop the students’ communicative competency in listening, speaking, reading, and writing skills at an elementary level. Emphasis will be placed on Pinyin, the Chinese phonetic system, and on the acquisition of character components. While the learning of sentence patterns is a major part of the course, students also will be taught to handle simple tasks such as greetings, talking about family members, discussing time and daily routines, talking about school life and personal hobbies, discussing shopping, weather, transportation, food; and writing short passages with the help of dictionaries. The use of cultural and news programs in both Chinese and English will keep students informed of current events in China.

Level 3 continues to stress the four language skills in Chinese communication through the presentation of additional vocabulary and more sophisticated grammar. More original sound track materials like Chinese movies and video clips will be used along with textbook CDs and DVDs for the listening training, and longer paragraphs and articles will be read. Four-character idioms will be introduced while short stories and traditional customs are studied.

Level 4 continues the training on the four language skills through real Chinese communications. It will focus on vocabulary expanding by reading and writing longer paragraphs and articles and by completing language projects. Various cultural topics will be adopted for language discussions. The Chinese AP test will also be introduced for HP students.
SUMMER SCHOOL WORLD LANGUAGE COURSES
Please see http://www.woodward.edu/summer/school/index.aspx for more information on dates, times, fees, and registration.

S French Grammar Workshop 1, 2, & 3 (CP, EP)
1983 CP 1984 EP
An opportunity to receive specific help on areas of concern in French 1, 2, & 3, this course earns a semester of elective credit and provides opportunities in speaking and listening and writing in the core French courses, using teacher provided texts and worksheets. This course is recommended for anyone with a grade of C or lower in French 1, 2, or 3.

S Spanish Grammar Workshop 1 and 2 (CP, EP)
1985 CP 1986 EP
An opportunity to receive specific help on areas of concern in Spanish 1 and 2, this course earns a semester of elective credit and provides opportunities in speaking and listening and writing in the core Spanish courses, using teacher provided texts and worksheets. This course is recommended for anyone with a grade of C or lower in Spanish 1 or 2.
COMPUTER SCIENCE

S (Fall) Technology Applications (CP, EP)

1804 CP
1805 EP
This course develops digital literacy among various software applications. A strong emphasis will be placed on academic computing: word processing, spreadsheets, multimedia presentations, Internet research, and desktop publishing. Technology: Microsoft Office, Google Apps for Education, Adobe Photoshop, and various Web applications.

S (Fall) Digital Design (EP, HP)

1806 EP
1807 HP
This course develops key digital creative and communication skills using Web design and image editing software. Students produce Web sites using HTML, WordPress, and other platforms. Each project practices and reinforces listening to client requirements, planning projects with storyboards, utilizing a client’s content, and creating a professional-looking Web site. Technology: HTML, Adobe Brackets, WordPress, and various Web applications.

S (Spring) Digital Media (HP)

1810 HP
This course develops creative skills essential to building a digital platform: blogs, podcasts, online video, social media marketing, and online merchandising. Writing, storyboarding, and editing will be emphasized prior to the introduction of advanced techniques used to create, manipulate, and distribute digital media. Technology: WordPress, GarageBand, Twitter, YouTube, Vimeo, and various multimedia and Web applications.

S (Spring) Game Design and Development (HP)

1838 HP
Students will design and develop their own game while learning about gameplay, interface design, prototyping, and cross-platform game development. Topics include history of the mobile game industry, production team roles, playtesting, marketing, and the future of the mobile game industry. Technology: GameSalad Creator and various Web applications.

S (Spring) Robotics (HP)

1820 HP
This course provides a fundamental understanding of the systems that make up robots and the development of workplace competencies. The cornerstone of the class involves applying techniques, skills, and technology to solve robotic engineering technology problems. Working in teams, students will build, code, drive, and troubleshoot their robot as they complete multiple challenges. Technology: k'nex Education, Lego Mindstorms EV3, VEX robotics platform, ROBOTC.

S (Fall and Spring) Advanced Robotics (HP)

1817 HP
This course builds upon the techniques, skills, and technologies mastered in Robotics. Students will work in teams to engineer and implement robotic solutions to compete in local, state, and national robotic competitions. Technology: VEX robotics platform, ROBOTC. Prerequisite: Robotics and/or permission of the Department Chair. Note: Active involvement with the competition robotics team is a mandatory requirement. This course involves extended lab time through lunch during tournament week, after school time commitments, and full participation in team competitions.
S (Fall) Robotics at Tech (HP)
1819   HP
This course represents the equivalent of the CS1301 course taught at Georgia Tech. Through a unique partnership, a Georgia Tech teaching assistant works directly with Woodward students throughout the course. Students are expected to make reciprocal visits to the downtown Tech campus for study review sessions. Students program Scribbler robots using the Python language. Technology: Python. Prerequisite: Enrollment requires permission of the Department Chair.

S (Fall and/or Spring) Independent Study (HP)
1815   HP
This course develops technological analysis and synthesis skills, permits independent work investigating the theory and practice of a significant facet of technology, and offers opportunities to experiment, research and develop technology solutions. Students propose a substantial project and detail their progress throughout the semester. Students work either directly with the department chair or an approved outside mentor. Prerequisite: Enrollment requires permission of the Department Chair.

Y AP Computer Science
1821 1822 AP
This Advanced Placement course, the equivalent of approximately three semester hours of college work, involves theories of computer science and programming in Java. Topics include object-oriented program and class design, program implementation, program analysis, effective use of array data structures, and standard searching and sorting algorithms. This is a two-semester course. Students must take the AP Computer Science Exam, an examination for possible college credit, at the end of the course. Technology: Java. Prerequisite: An “A” or “B” in Honors College Prep Math and/or permission of the Department Chair.
PERFORMING ARTS
(1/2 unit required of visual or performing arts; except for AP, none of the grades from these classes count in the CORE GPA)

S (Fall and Spring) Introduction to Music Production (EP, HP) Grades 9-12
1685 EP 1686 HP
This semester course is an overview and introduction to electronic and computer based music technology. The course includes fundamentals of synthesis, digital sampling, music sequencing software, and MIDI (Music Instrument Digital Interface). Prerequisite for HP: Introduction to Music Production EP and permission of the instructor. Note: Previous musical training, while helpful, is not a prerequisite for this course, and grading is based on effort and progress—not musical ability.

Y Band (EP, HP) Grades 9-12
1605 1606 EP 1607 1608 HP
Woodward’s Performing Arts department offers three band classes: Concert Fundamentals Band which is for students of a pre-intermediate level needing to complete additional developmental work before entering the Concert Band; Concert Band which is an Intermediate, developing, performing group; and the Symphonic Winds which is the Academy’s most advanced group and responsible for all major musical presentations at Woodward. Membership in either the Concert Fundamentals class or Concert Band organization carries Enriched Prep Credit. Honors Prep credit for Concert Band may be given (with permission of instructor only) to a member whose work is extended by range and quality beyond the regular class. Membership in the Symphonic Winds carries Honors Prep credit and requires a commitment to excellence in daily collaborative work and individual practice by each member of this organization. Symphonic Wind students are strongly encouraged to arrange and take regular private lessons during the class term. In all band classes with the exception of Concert Fundamentals Band, a full year of membership is expected. Note: Enrollment in any of these groups requires prior musical training and is only through an individual audition with the Director of Bands.

S Beginning Guitar (EP) Grade 9-12
1609 EP
This course covers the basic technique on the guitar and music reading skills. Levels 1 and 2.

S Intermediate Guitar (EP) Grades 9-12
1612 EP
This course covers intermediate techniques on the guitar and music readings skills. Levels 3, 4, 5. Prerequisite: Beginning Guitar, previous levels, and permission of the instructor.

S Advanced Guitar (EP) Grades 9-12
1613 EP
This course covers advanced techniques on the guitar and music literature. Levels 6, 7, 8. Prerequisite: Intermediate guitar, previous levels, and permission of the instructor.

'Note: Students may take one semester or continue on for as many as their schedule will allow. Each semester taken equates to one level. In any one year, students may group classes together (i.e. Beginning Guitar with Intermediate Guitar or Intermediate Guitar with Advanced Guitar).

Excellence - Character - Opportunity
Y Chamber Orchestra (EP, HP) Grades 9-12  
1601 1602  EP  1603 1604  HP  
Students in this ensemble must have previous playing experience. This orchestra focuses on applying previously learned concepts to advanced music. Intermediate students are Enriched Prep. Advanced students may be Honors Prep (with permission of the instructor after the first year of being in a Woodward Orchestra). Three public performances are given each year. A full year of involvement is expected. **Note:** Enrollment requires permission of instructor.

Y String Machine (HP) Grades 9-12  
1583 1584  HP  
This is an audition-only group made up of orchestra students (violin, viola, cello and bass). Students in this ensemble must have previous experience at an advanced level of playing. This ensemble focuses on previously learned concepts at the advanced level. Five public performances are given each year. A full year of involvement is expected. **Note:** Enrollment requires an audition and permission of instructor.

Y Choraliers (EP, HP) Grades 9-10  
1615 1616  EP  1617 1618  HP  
This course is the choral instruction and performance class for beginning through advanced male and female students. Students who also participate in Jazz Choir may receive Honors Prep credit. A full year of involvement is required. **Note:** Enrollment requires audition.

Y Festival Singers (EP, HP) Grades 11-12  
1619 1620  EP  1621 1622  HP  
This course is the choral instruction and performance class for advanced musicians. Students who also participate in Jazz Choir or Camerata may receive Honors Prep credit. Festival Singers students are strongly encouraged to arrange and take regular private lessons in either voice or piano during the class term. A full year of membership is required. **Note:** Enrollment requires audition.

Y AP Music Theory Grades 11-12  
1629 1630  AP  
This course focuses on the continued development and building of the skills necessary for students who are preparing for a career in music. The course concentrates on the study of harmony while also stressing ear training, terminology, and music notation. A strong background in music reading is highly recommended; a background in piano study, while not required, is also helpful. **Note:** Enrollment requires the recommendation of a Woodward music faculty member and permission of the instructor. Students must also be concurrently enrolled in chorus, band, or strings.

Y Dance I (EP) Grade 9  
1633 1634  EP  
No dance experience or audition is required. A full year of involvement is expected.

*Excellence - Character - Opportunity*
**Y  Dance II (EP)  Grade 10**
1637  1638  EP
A full year of involvement is expected. **Note:** Enrollment requires permission of instructor.

**Y  Dance III (EP)  Grade 11**
1639  1640  EP
A full year of involvement is expected. **Note:** Enrollment requires permission of instructor.

**Y  Dance IV (EP)  Grade 12**
1641  1642  EP
A full year of involvement is expected. **Note:** Enrollment requires permission of instructor.

**Y Advanced Dance (HP)  Grades 10-12**
1643  1644  HP
This course is for the Woodward Academy Dance Ensemble. The class meets on Monday and Wednesday **after school.** Performance participation is required. **Note:** Enrollment requires audition.

**S (Fall)  Dance Fitness (EP)  Grades 9-12**
1588 EP
This course can fulfill the Fine Arts graduation requirement or an elective requirement. Those students interested in yoga, pilates, social dancing, Zumba as well as interested in working with weights and strength and stretching exercises will enjoy this class. There is no performance component to this course.

**S (Fall and Spring)  Theatre Appreciation (EP)  Grades 9-12**
1653 EP
Offered each semester for students 9-12, this is a survey course on all the aspects of theatrical development including terminology, the Drama and its analysis, elements of design and principal elements of performance theory. This course serves as a fine arts credit and is a prerequisite for Intermediate and Advanced Acting and Performance Ensemble.

**S (Fall and Spring)  Introduction to Stagecraft (EP)  Grades 9-12**
1650 EP
This is an introductory, semester long course examining the principles and practices commonly used in theatrical stagecraft. Included are the equipment, basic use, and the best practices of lighting, sound, painting, and construction. Upon completion of this course, students will have familiarity with hand and power tools, conventional and intelligent lighting, as well as a variety of sound equipment. This class is an excellent first step for those interested in theatre technology as it combines active learning and a hands-on style classroom. This class meets during the academic day and may not be repeated for credit. This course is a prerequisite for Intermediate Acting, Advanced Acting, Performance Ensemble, and Technical Theatre Production.
S (Fall and Spring) Technical Theatre Production
1587   EP
This course provides the opportunity to learn and apply the crafts and technologies necessary to the successful completion of a theatrical production. Technical Theatre students receive training in theatrical lighting, scenic construction, sound reinforcement, scenic painting, rigging, and theatre safety. Technical Theatre is hands on, focused on the full artistic realization of Woodward Academy theatrical productions and other performing arts department (band, choir, orchestra, and dance) programs with technical needs. (After school commitment may be required.) Prerequisites: Theatre Appreciation and Stagecraft. May be repeated for credit.

Y Intermediate Acting (EP, HP) Grades 10-12
1655 1656 EP 1657 1658 HP
This course focuses on the critical development of the actor through contemporary performance literature and scene challenges. This course serves as a prerequisite for Advanced Acting. Prerequisite: Theatre Appreciation and Introduction to Stagecraft. May be repeated with Director of Theatre’s permission.

Y Advanced Acting (HP) Grades 11-12
1673 1674 HP
This scene study course will introduce the student to playwrights and genres not covered in Intermediate Acting and serves as an excellent course for competition preparation. Prerequisite: Theatre Appreciation and Intermediate Acting. May be repeated with Director of Theatre’s permission.

Y Performance Ensemble: (HP) Grade 12
1647 1648 HP
This course will hone the skills of student performing artists through the development of projects suitable for showcasing in the Black Box Theatre. Prerequisite: Advanced Acting, audition, and/or permission of the instructor.

S (Fall) Principles of Theatrical Design—Scenic (HP) Grades 11-12
1585 HP
This semester-long course covers the basic principles of scenic, lighting, and sound design. Looking at scripts from the designer’s perspective, upon completion, students will have a working knowledge of moving from page to stage via their own scenic and lighting design. Students entering this class should already possess a working understanding of stagecraft terminology and practice. This class is an exploration of the designer’s process through hands-on projects and group discussion. This class meets during the academic day. Prerequisite: Theatre Appreciation and Stagecraft. May be repeated with Director of Theatre’s permission.

Excellence - Character - Opportunity
S (Spring) Principles of Theatrical Design—Lighting (HP) Grades 11-12
1586    HP
This semester-long course covers the basic principles of scenic, lighting, and sound design. Looking at scripts from the designer’s perspective, upon completion, students will have a working knowledge of moving from page to stage via their own scenic and lighting design. Students entering this class should already possess a working understanding of stagecraft terminology and practice. This class is an exploration of the designer’s process through hands-on projects and group discussion. This class meets during the academic day. **Prerequisite:** Theatre Appreciation and Stagecraft. **May be repeated with Director of Theatre’s permission.**

S (Fall and Spring) Beginning Video 1 (EP) (Grades 9-12)
1660    EP
This course introduces video as an art form and establishes a foundation of skills for communication through television. Students learn to use video cameras, microphones, editing on non-linear computers; they learn production skills for their video projects. Students also experience a wide variety of location shooting, from multi-camera production in the TV studio to E.N.G. news features. Some students also produce documentary or feature pieces as well as interviews. The course provides opportunities to participate in each phase of video production with emphasis of design in composition exercises. **Note:** No prerequisite is required, but enrollment is limited by equipment.

S (Fall and Spring) Broadcast/Video Production (EP, HP)
1599  1600 Spring  EP  1665 Fall  1666 Spring  HP
This course is for the serious video production student who has successfully completed Beginning Video Production. The course focuses on live video production skills and web streaming. This course requires a time commitment outside of the school day including some nights and weekends (most broadcast dates are available before the start of a new semester). Students will work as Directors, Technical Directors, Camera Operators, Commentators, and work with a variety of video switchers and live graphics.

S (Fall and Spring) Independent Video Studies (HP) Grades 9-12
1669  1670    HP
This course is for the serious video production student with previous video courses. The student and teacher will set up independent study assignments in the studio using a variety of equipment. Problem solving and risk taking will be stressed. Primary emphasis is centered on editing techniques and editing principles. **Note:** Enrollment requires permission of instructor.
EXTRA-CURRICULAR PERFORMING ARTS ACTIVITIES

These offerings are available during free time, before, or after school.

S (Fall) Marching Band Auxiliary (Color Guard)
   Membership is only through audition and by selection of the Color Guard Instructor and through a special contractual arrangement with the Director of Bands.

S (Fall) Marching Band
   Membership is only through audition, selection and special contractual arrangement with the Director of Bands.

Y Jazz Band— Enrollment requires audition.

Y Camerata Singers— Enrollment requires audition.

Y Jazz Choir— Enrollment requires audition.

S Fall Theater Production 1 and 2—Enrollment requires audition. 

S Spring Theater Production 3—Enrollment requires audition. 

* See the school calendar for audition dates and times.

NOTE: For additional charge, private lessons are available in piano, strings, voice, woodwinds, brass, and percussion.
VISUAL ARTS
(1/2 unit required of visual or performing arts;
none of the grades of these classes count in the CORE GPA)

ALL MIDDLE SCHOOL STUDENTS MUST SEE A MS ART TEACHER AND ALL UPPER
SCHOOL STUDENTS MUST SEE AN US ART TEACHER TO CHECK AVAILABILITY.

S (Fall) Design Studio 1 (EP) Grades 9-12
1748 EP
This studio class is a fundamental course for the student who wants to try a variety of art
media in one semester. Students will be introduced to the elements and principles of design
through the creation of two-dimensional compositions using drawing, design, and
printmaking. This is a general art class which meets the one semester fine art requirement
and is also an introduction to art. See above underlined note.

S (Spring) Design Studio 2 (EP) Grades 9-12
1749 EP
This studio class is a continuation of Design Studio 1. Students will use design elements
and principles to explore more complex design problems. A variety of art materials and
media will be implemented to build on concepts and lessons from Design Studio 1.
Prerequisite: Design Studio 1 See above underlined note.

S (Fall) Drawing 1 (EP) Grades 9-12
1750 EP
This is a studio course designed to offer the student the opportunity to explore a variety of
techniques and media emphasizing drawing. Exploring the elements of line, value, space,
shape, texture, and different tools for drawing will be emphasized. See above underlined note.

S (Spring) Drawing 2 (EP) Grades 9-12
1751 EP
This second semester of drawing is concerned with learning a variety of approaches to
solving problems in drawing. It will build upon the foundation of Drawing 1 with the
introduction of color. Intensive study of two-dimensional surface treatment, illusion of
space, and the structure of objects will be explored. Prerequisite: Drawing 1 See above
underlined note.

S (Fall) Painting 1 (EP) Grades 10-12
1761 EP
This course starts with the basics of color mixing, brush handling, use of media, stretching
of canvas, but advances to problem solving. Realistic and abstract approaches to
communicate visually will be explored. Prerequisite: Drawing 1 and Drawing 2
See above underlined note.
**S (Spring) Painting II (EP) Grades 10-12**

1763  EP

This course is a continuing of Painting I with emphasis on response to color, form and a feeling for paint. Expressive techniques and a contemporary approach to painting will be explored. **Prerequisite:** Painting 1. "See underlined note at the top of page 65.

---

**Y Advanced Painting (HP) Grades 10-12**

1703  1704  HP

This course is a study of drawing and painting problems for the serious and highly motivated art student. Students will be expected to continue to explore and enhance the foundations of painting techniques and skills of Painting I and II. Students are encouraged to develop and pursue personal imagery, style, and direction. At the end of the course a portfolio of the course’s work will be expected. **Prerequisite:** Painting 1 and 2 and written permission of the instructor and Department Chairperson. "See underlined note at the top of page 65.

---

**S (Fall) Photography I (EP) Grades 10-12**

1753  EP

This course is designed to teach the student how to use a 35mm film camera; how to see through the camera, develop film, print film, do darkroom work; and how to exhibit photos. Photographic design, composition, and expression are stressed. **Note:** A 35MM SLR (Single Lens Reflex) film camera with a Manual Operation Mode is **REQUIRED.** A Nikon FM-10 is recommended and should be brought to the first class. "See underlined note at the top of page 65.

---

**S (Spring) Photography II (EP) Grades 10-12**

1754  EP

This course is designed to further explore camera and darkroom techniques with emphasis on advanced darkroom techniques using multiple images, high contrast, solarization, and alternative techniques. The use of a 4x5 camera, a holga camera, and a pin-hole camera will also be explored. **Prerequisite:** Photography 1 and permission of the instructor and Department Chairperson. "See underlined note at the top of page 65.

---

**Y Advanced Photography I (HP) Grades 11-12**

1701  1702  HP

This class is designed to further explore camera and darkroom techniques with emphasis on independent work and experimentation. Alternative techniques will be emphasized. Developing the student’s own style and beyond-the-classroom work will be emphasized. **Prerequisite:** Photography 1 and 2 and permission of the Department Chairperson. "See underlined note at the top of page 65.

---

**Y Advanced Photography II (HP) Grades 11-12**

1711  1712  HP

This class is a continuing investigation into alternative techniques. Emphasis on independent study and portfolio development will be stressed. **Prerequisite:** Advanced Photography "See underlined note at the top of page 65.
S (Fall) Jewelry Design 1 (EP) Grades 10-12 or permission of the instructor
1755 EP
This is a studio course designed to offer a study in traditional metal techniques. The use of tools, materials, and techniques such as sawing metals, finishing metals, polishing metals, and the fabrication of metals will be taught. Metals used will be brass, silver, and copper. \(^{^\prime}\) See underlined note at the top of page 65.

S (Spring) Jewelry Design 2 (EP) Grades 10-12
1756 EP
This is a more advanced continuation of Jewelry 1. Cast objects, inlaying of metals, and advanced techniques will be explored. **Prerequisite:** Jewelry 1 \(^{^\prime}\) See underlined note at the top of page 65.

S (Fall and Spring) Ceramics 1 (EP) Grades 9-12
1757 EP
This is a studio course designed to offer students experiences in the techniques of clay design through hand-building and glazing techniques. \(^{^\prime}\) See underlined note at the top of page 65.

S (Spring) Ceramics 2 (EP) Grade 9-12
1758 EP
This is a studio course designed to offer students an advanced experience in working with clay, including glaze formation, surface design, and alternative firing techniques. **Prerequisite:** Ceramics 1 \(^{^\prime}\) See underlined note at the top of page 65.

S (Fall) Three Dimensional Design (EP) Grades 9-12
1760 EP
This is a studio course designed to offer the student experimentation in 3-dimensional design. Materials such as paper, plaster, wood, clay, and wire will be used for construction. \(^{^\prime}\) See underlined note at the top of page 65.

Y Advanced Sculpture (HP) Grades 11-12
1705 1706 HP
This course is designed to offer the highly motivated student a year-long study of sculptural forms. Many different materials and techniques will be explored to enable individual expression. **Prerequisite:** 3-D Design or Ceramics 1 and 2 and permission of instructor. \(^{^\prime}\) See underlined note at the top of page 65.
PHYSICAL EDUCATION

(1/2 unit required from either Physical Conditioning for Life or Physical Conditioning for Sports; none of the grades in these classes count in the CORE GPA)

*S (Fall and Spring) Physical Conditioning for Life (CP)
1844 Fall 1845 Spring  CP
This course introduces skills, strategies, and information that can lead to a healthy lifestyle. Students will participate in aerobic and anaerobic fitness activities, develop an appreciation of lifetime sports, and attend weekly health and wellness classes.

*S (Fall and Spring) Physical Conditioning for Sports (boys, girls) (CP) Grades 9-12
1847 Fall 1848 Spring CP
1849 (Fall Zero Period) 1850 (Spring Zero Period) CP
This course is designed to assist the competitive athlete and other students who desire to improve physical strength, power, speed, and flexibility. The class is composed of four days each week of weight training, stretching, agility exercises, and running and of a fifth day of attending weekly health and wellness classes.
SUPPLEMENTAL COURSES
(except for religion, none are classes that count in the CORE GPA)

*S (Fall and Spring) Comparative Religions (CP, EP, HP) Grades 11-12

1851 CP  1852 EP  1853 HP

This course provides a comparative survey of selected religious traditions from the East and West. Primary focus will be on Hinduism, Buddhism, Judaism, Christianity, and Islam. The course affords students the opportunity to explore various dimensions of multiple cultures along with their accompanying religious traditions.

S (Fall and Spring) Study Strategies (CP)

1874 Fall  1875 Spring  CP

Study Strategies supports student academic success through the following areas: self-advocacy, time management, note taking, self-knowledge, active reading strategies, test prep, and organizational skills. The course is designed for students who have previously been enrolled in the Transition Program. Other students may take this course with permission from the Transition Office. Because content is reshaped to address student needs, this course may be repeated as desired. Students will be assigned mandatory tutorial attendance and teacher will maintain progress reports on grades and assignments.

S Tools 1—for Academic Success (CP) Grades 9-10

1895 CP

This semester-long course is geared toward preparing students for success in the classroom. While helping students set academic goals, the class will provide instruction in the following: organization, time management, note taking, and basic life skills. Students will be assigned mandatory tutorial attendance and teacher will maintain progress reports on grades and assignments.

S Tools 2—for College Success (CP) Grades 11-12

1897 CP

This semester-long course is geared towards preparing students for academic success in college. The course emphasizes the importance of time management, organization, independence, and awareness of academic standing while providing a positive environment to help students work towards achieving their academic goals. Grades 11-12
S (Fall and Spring) ESOL I (English Speakers of Other Languages)

1858 CP

ESOL supports international student success through intensive work on speaking, writing, reading comprehension, and grammar. The course is designed to give international students support with writing and reading assignments in core courses as well as advancing students' proficiency in English. The course also provides extra help for students in preparing for standardized tests such as the PSAT and SAT. All new International students will be assessed during the orientation week to see if ESOL placement is appropriate.

S (Fall and Spring) ESOL II (English Speakers of Other Languages)

1859 CP

ESOL II is designed for international students who have demonstrated advanced proficiency in English. The course provides students with support in writing and research assignments in other courses. Students work on advanced communication skills such as presentations as well as intensive SAT verbal and writing preparation. **Prerequisite:** ESOL II. **Note:** International students may be exempt from this course pending demonstrated English proficiency and administrative approval.

Y Oral and Written Communication (Speech) (EP, HP) Grades 10-12

1863 1864 EP 1865 1866 HP

This course develops the skills necessary for argument construction and communication. The class focuses on two aspects to effective communication: Speaking Skills and Critical Thinking. As students learn to recognize valid interpretations of an argument, they apply this knowledge to develop and defend their individual interpretations of an argument. Students are expected to read critically, ask pertinent questions, recognize assumptions and implications, and evaluate ideas all within time constraints. This is an advanced course—previous competitive debate experience necessary. Admission into this class requires the teacher’s approval in writing. **Note:** For Honors College Prep credit, active involvement with the debate team is a mandatory requirement.

Driver Education

Driver education is offered on the Upper School campus after school by Taggart’s Driving School. **The results of the course will not be a part of the school record.** The class meets the State of Georgia requirements for a qualified driver education program. Taggart will bill the course fee directly to the student. Successful completion of the course will qualify families for a direct tax credit by the state and usually a 10% discount on auto insurance. Further information on Taggart’s driver education courses can be found on their web site: www.taggartsdrivingschool.com.
Appendix I: NCAA Worksheet

This worksheet is to be used by the student to monitor his/her progress toward NCAA eligibility for a DIVISION 1 school. Normally, a year-long course counts for 1 credit; a semester course counts for .5 credit. 16 Core courses are required by the NCAA Eligibility Center in four years from the time the student enters grade 9, and, starting for the class of 2016, 10 must be taken before the start of the student's seventh semester in the following combination (and these courses become “locked in” as part of the required courses for the GPA requirement):

4 credits required from English:

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
</table>

3 credits required from Math (the courses must be Algebra 1 and above):

<table>
<thead>
<tr>
<th>Alg 1</th>
<th>Geo</th>
<th>GAT HP</th>
<th>Analysis HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stat CP (Yr)</td>
<td>Alg 2EP/HP</td>
<td>Alg 2 CP (1/2 c)</td>
<td>P Cal</td>
</tr>
<tr>
<td>P Cal/Trig (1/3 c)</td>
<td>College Alg CP (1/2 c)</td>
<td>P Cal/Alg EP (2/3 c)</td>
<td>Calc EP (Sem)</td>
</tr>
<tr>
<td>Stat EP (Sem)</td>
<td>Discrete EP (Sem)</td>
<td>AP Calc AB</td>
<td>AP Calc BC</td>
</tr>
<tr>
<td>AP Stat</td>
<td>AP Stat w/ Calc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 credits required from the Natural/Physical Sciences (at least 1 a lab science):

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
<th>Anatomy/Physiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Sci</td>
<td>Geology (Sem)</td>
<td>Astronomy (Sem)</td>
<td>Meteorology (Sem)</td>
</tr>
<tr>
<td>Botany</td>
<td>Microbiology (Sem)</td>
<td>Tropical Ecol (Sem)</td>
<td>CI/Forensics (Sem)</td>
</tr>
<tr>
<td>Bio Tech (Sem)</td>
<td>ISR</td>
<td>AP Bio</td>
<td>AP Environmental Sci</td>
</tr>
<tr>
<td>AP Physics</td>
<td>AP Chem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 additional elective credit required from Math, English, Science:

NOTE: In addition to the above courses, these count as electives for English (to be used here or below):

_____ Journalism 1 (Sem) _____ Multicultural Lit (Sem)
_____ Creative Writing (.5 credit or 1 unit if student takes 2 or more semesters)
_____ Contemporary Literature _____ Shakespeare (Sem)
_____ Other from Math or Science (specify)

7 NOTE: Beginning with the class of 2016, the student-athlete must have taken seven courses from English, science, or math by the start of semester seven.

2 credits required from Social Science: (list course)

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
</table>

4 additional credits required from Math, Science, English, World Language, Social Science, Comparative Religions (Check the current Scheduling and Curriculum Guide for NCAA approval and for numbers of credits granted each course).

Total number of NCAA Credits: ____________________________ (16 credits required; for those not “locked in,” select the courses to use where student has the highest grades). **Student MUST have a 2.3 minimum GPA in these 16 core courses and a high school diploma.** The student receiving Academic Redshirt status must have a 2 to 2.299 in the 16 courses and he does not have to have the 10 courses “locked in” at start of senior year. Check the NCAA for the required SAT/ACT scores that go along with the various GPAs.
NCAA

Woodward students must self-monitor their progress towards meeting eligibility requirements for hopeful college athletes. The 2015-2016 Scheduling and Curriculum guide provides information under the core course descriptions about each course's acceptance from NCAA; Appendix i provides a worksheet to help student-athletes and their parents. Coaches can provide support and encouragement. Counselors, the registrar, and the academic dean can answer questions. The Academic Dean's office is the official provider of grades and standardized scores to any college coach or recruiter. Woodward provides advice and support so that all students meet the requirements to receive financial aid, practice, and participate as freshmen in Division I schools.

Finding the most up-to-date information is critical for the student athlete. See the NCAA websites, including [http://www.ncaa.org/student-athletes/future](http://www.ncaa.org/student-athletes/future).

2016 NEW Division 1 summary
https://www.dropbox.com/sh/dik6tyzwd1w1m7g/AAA4DFZ8Vvc-nCsgir3PHCiTa/2016_DI_New_Academic_Requirements.pdf?dl=0

NCAA Quick Reference Guide:

https://www.dropbox.com/sh/dik6tyzwd1w1m7g/AADk7NpSHfwamlyfQFr8iwyja/Quick_Reference_Sheet%20spring%202015.pdf?dl=0