

CURRICULUM GUIDE



ABOUT THIS GUIDE

WINDWARD'S MISSION STATEMENT

Windward School is a dynamic college preparatory school that challenges each student to achieve excellence in a nurturing, inclusive community. Windward teachers, parents, and administrators work together to inspire our students to be responsible, caring, well informed, ethical, prepared, and well balanced young adults.



MIDDLE SCHOOL DIVISION (7-8)

Windward's Middle School program provides a challenging and stimulating environment in which our students can learn. We know that young adolescents learn best when they are given the chance to engage actively with the material they are studying. Our dynamic classrooms provide our students with opportunities to develop the academic and critical thinking skills needed for success in middle school and in life. We balance an innovative, cutting-edge curriculum with developing a strong foundation in the fundamental skills needed for academic success. We are further committed to providing strong programs in the visual and performing arts, athletics, leadership, technology, and service learning. These programs enable our students to experiment with a wide array of activities, to find their passions, and to develop their talents, their character, and their leadership skills.



PREP DIVISION (9-10)

The Prep Division focuses on a student's foundational learning in a college preparatory environment. In our nurturing culture, every student is known and engages in getting to know themselves more fully. Students are supported in exploring questions about their own interests, curiosities, strengths, and challenges: where they are thriving and where they want to go next as learners, both academically and extracurricularly. With dynamic classrooms, close relationships with inspiring teachers and mentors, experiential learning and leadership opportunities, global partnerships and trips, and a multitude of extracurricular offerings, students become more independent as students and as thinkers.

ABOUT THIS GUIDE

COLLEGIATE DIVISION (11-12)

The Collegiate Division focuses on a student's readiness for and transition to college. In our nurturing environment, students feel safe to challenge ideas, to take thoughtful risks, to create and to innovate, to build lasting relationships, and to explore who they are and who they want to be in this complex world. Within our array of academic and extracurricular offerings, they grow into independent thinkers who are able to think creatively and differently and to contribute positively to the diverse world around them. They learn who they are and what they love and ultimately, through this self-awareness, are able to make thoughtful and appropriate choices about their futures.

WINDWARD CURRICULUM

Windward School's curriculum combines required courses with a rich selection of elective classes. At Windward, students are encouraged to play an active role in devising their courses of study, and this guide is designed to help facilitate both short-term and long-term planning. The faculty, department chairs, college counselors, and administrators are always available to assist both parents and students with program planning.

Most of the classes listed in this guide are available every year pending approval and enrollment. Some classes are available only upon demand or in alternate years; such classes are indicated with an asterisk (*).



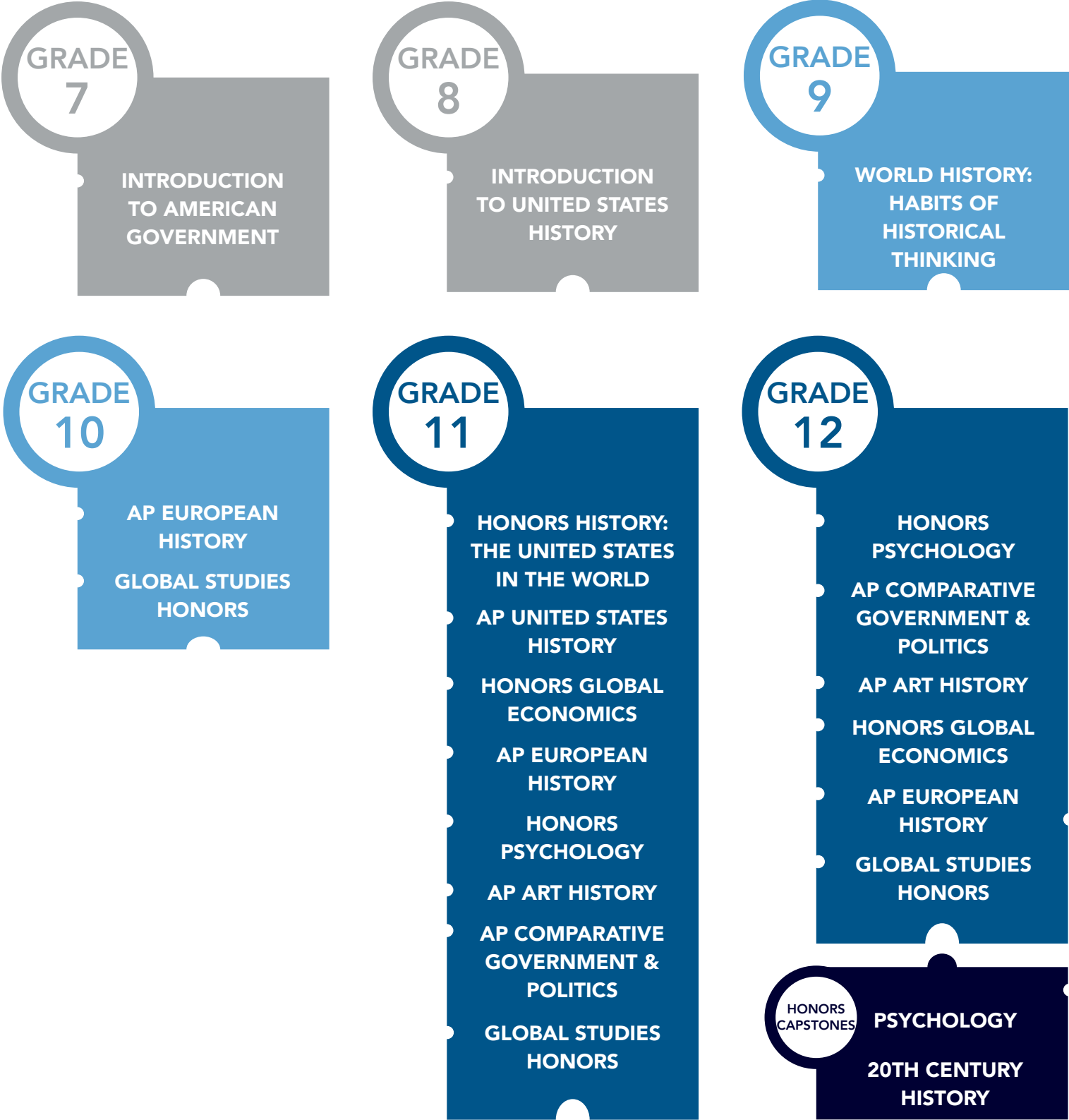
GRADUATION REQUIREMENTS

- 4 years of English
- 3 years of Social Studies, including U.S. History and World History
- 3 years of Mathematics, including Algebra 2/ Trigonometry
- 3 years of Science, including Physics, Chemistry, and Biology
- 3 years of the same World Language or 2 years each of two World Languages
- 2 years of Visual or Performing Arts
- 2 years of Physical Education
- 20 hours of Community Service
- Completion of Senior Capstone

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PHILOSOPHY AND PLACEMENT

The Windward School History Department imparts to its students the critical and analytical skills necessary to succeed in college and to be engaged with the modern world. Additionally, the department exposes students to important historical moments and fosters an appreciation of the past through various modes of teaching designed to support each student, respond to their needs, and maximize their growth as a historical thinker.

In the History Department, Honors courses begin in the 10th Grade. Students’ course selections are discussed every year in a conversation involving the student, the teacher, and the department chair with the chair making the final decision. In making these decisions, all parties consider both the student’s readiness and the student’s desire for advanced work as demonstrated by their performance, work ethic, and growth in relevant prior courses.

REQUIREMENTS

Windward students are required to take History in Grades 7-11. The University of California requires two years of History/Social Science including: one year of World History, Cultures, and Geography and one year of U.S. History or one half-year of U.S. History and one half-year of Civics or American Government.

COURSE DESCRIPTIONS

Intro to American Government (7)

This course presents students with an introduction to both the history of American government and contemporary politics. The class begins with an introduction to the purpose and types of government along with a consideration of what it means to be an American. Next, students embark on a study of the growth and development of American government, including an in-depth look at the events leading to the American Revolution, the development of the Constitution, and the Bill of Rights. Students then learn about groups outside the government with political power, including political parties, the mass media, and interest groups. The year finishes with a detailed look at the way each of the three branches of government functions. Contemporary political issues are infused throughout the curriculum with the opportunity for students to discuss and debate current events. A research project on a political issue is one of the key elements of the course. A strong emphasis is placed on developing the skills of historians, including critical reading, research, primary source analysis, argumentative writing, and public speaking.

Intro to United States History (8)

This course provides an introduction to the methods of historical study, engages the students’ concerns as citizens of the nation and the world. These include American foreign policy, intolerance, and the relationship between the individual and their community at scales from local to global. The course incorporates electronic and technological resources to develop skills in acquiring, processing, and assessing the validity of research information. Assignments reinforce each student’s communication, reading, and study skills. Students develop the skills of interpreting primary sources as they are introduced to enduring themes in American history and to consider how these themes influence contemporary issues.

World History I: Habits of Historical Thinking (9)

World History provides students with an experientially intensive foundation in the study of history in the 21st century. Through this course, students develop an understanding of history on many scales and across the world’s regions. In units that span prehistory to the present, students learn the kinds of questions that historians ask and the methods of inquiry they use to answer them. These essential questions for the course include: How do we know what we know about the past, how do historians use different kinds of tools to understand the past, and as historians, what is our obligation to the past? Students will understand the influence of geography on culture, the social construction of human identity, and the ways in which power is consolidated and contested within and across societies. Ultimately, students begin to understand the forces that define us as humans. The course places a heavy focus on the use of primary source material; students will master the tools necessary for critically reading and analyzing historical sources including written documents, oral accounts, and material culture (such as art and archaeological artifacts). Particular attention is paid to the exercise of historical empathy and the scholarly importance of interpreting cultures “on their own terms.” Students will learn to use the habits of historical thinking to create interpretive arguments and express them through thesis-driven writing, oral presentations, and digital media.

COURSE DESCRIPTIONS

Global Studies Honors (10-12)

This course develops student understandings of the connections between contemporary global challenges and historical events and trends. Global Studies Honors students approach learning with the intention of debating and developing historically informed responses to these contemporary challenges. The approach is centered on thematic units on topics such as genocide and migration. These units build on the historical content in order to approach a related contemporary issue using innovative and often collaborative approaches such as design thinking, international policy development simulation, and case study analysis. Course units frequently culminate in innovative, collaborative projects facilitated by the Director of Global Studies and/or outside experts.

AP European History (10-12)

AP European History students study Western civilization from 1500 to the present. Students enrolled in this course are expected to rely on historical documents and other original sources in their studies. The reading and writing demands of this course are equivalent to those of an introductory survey course at the college level. Students registered in Advanced Placement classes will be prepared to take the Advanced Placement exam.

Honors History: The United States in the World (11)

This course approaches the study of American history as inherently a part of broader regional and global histories. Understanding the course of American history in relation to, rather than isolation from, other parts of the world promotes global citizenship through comparative analysis, awareness of varied perspectives on the actions of the American government, and engagement with diverse sources. Students in this course will have the opportunity to examine pivotal moments in American history such as the Revolutionary and Cold War eras through examination of global contexts including other hemispheric revolutions and transnational ideological movements such as socialism and anticolonialism. As an Honors course, this class provides a rigorous engagement with primary texts and the opportunity to demonstrate growing mastery of research methods and communications skills.

COURSE DESCRIPTIONS

AP United States History (11)

Advanced Placement United States History examines the same political, constitutional, diplomatic, economic, and social developments covered in United States History. However, students enrolled in this class are expected to rely on historical documents and other original sources in their studies. The reading and writing demands of this course are equivalent to those of an introductory survey course at the college level. Students registered in Advanced Placement classes will be prepared to take the Advanced Placement exam. Enrollment is by permission of the department.

Honors Global Economics (11-12)

Global Economics is an introduction to macroeconomics and international economics. By the end of the year, students will gain a basic understanding of how both the U.S. and global economic systems work. Some of the big questions we grapple with in this class include:

- What are the causes of long- and short-term economic growth?
- What causes economic downturns (recessions, depressions)?
- Why are there economic inequalities both within countries and between countries?
- What role do governments play in regulating economic life?

We cannot always provide definitive answers to these questions. But by the end of the year students will understand the views of mainstream economists on these questions as well as the debates that exist between economists on issues that are still in contention. And students will leave the class with a new set of analytical tools for better understanding the world and engaging in an educated conversation about some of the important economic issues of our times.

AP Comparative Government and Politics (11-12)

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. In addition to examining the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course explores specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings. Students registered in Advanced Placement classes will be prepared to take the Advanced Placement exam.

Eleventh graders wishing to enroll must seek the permission of the instructor.

COURSE DESCRIPTIONS

Honors Psychology (11-12)

This course is designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the 14 major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The rigor of the course is equivalent to a semester-long, college-level program and requires students to submit regular written reviews of research, give oral and group presentations, engage in outside readings, and have extensive participation.

Eleventh graders wishing to enroll must seek the permission of the instructor.

Honors Capstone: Psychology (12)

The Honors Capstone in Psychology provides an opportunity for students currently enrolled in Honors Psychology and with strong interests in psychological research to build on those concepts to deepen their understanding of a specific field of study. Participants will engage in a multi-disciplinary approach that explores the ways an understanding of theoretical research in psychology can facilitate individual growth and social transformation.

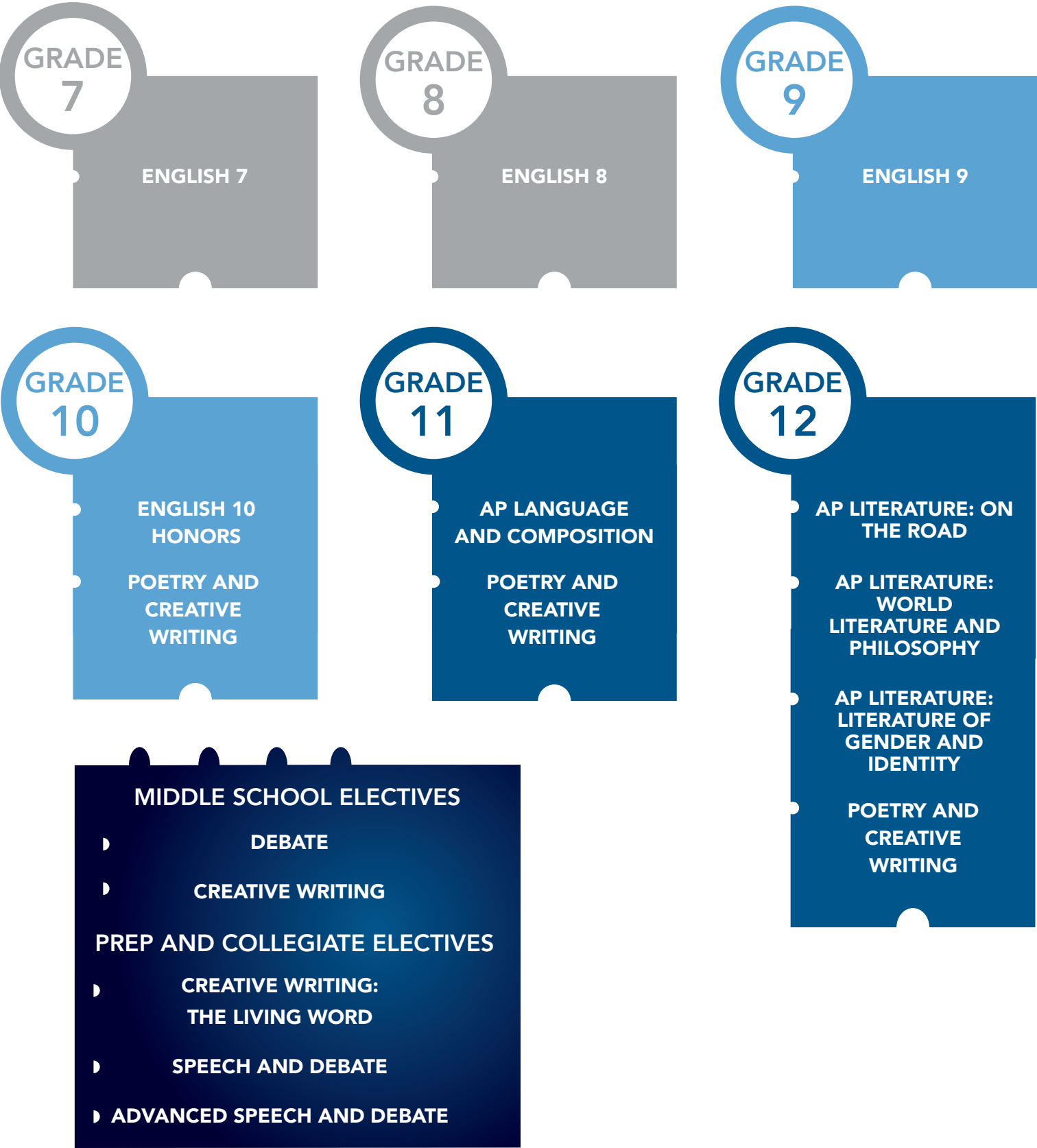
Honors Capstone: 20th Century History (12)

The History Honors Capstone introduces students to a specialized course of study in the history of the 20th century. The course is not a survey of that time frame; rather, students develop historical analysis skills, which they apply to research a topic of their choosing. Sample topics pursued in past years include World War II-era poster propaganda in the United States and Germany, the social history of organized crime in Los Angeles, and anti-Apartheid sports boycotts in South Africa. Class activities consist of discussions, readings, presentations, and individualized research and writing. The main purpose of the course is to instruct students in the process and rigor of writing a college-level research paper. Students select a topic in the Fall and go through the process of writing a research question, developing a thesis, compiling an annotated bibliography, and writing a literature review. A field trip to UCLA provides students with an opportunity to gather research materials. The spring months are dedicated to the drafting and revision processes. Throughout the course, students work closely with the instructor and CTL research librarians in order to research and refine their topic and to develop their argument through drafts. The final 20-page paper is due in April; the course culminates in a formal presentation of the student's work to the school community.

ELECTIVE

Model United Nations (9-12) (Eighth Period)

Given the increasingly global nature of our world, it is imperative that students are able to not only understand but also articulate their understanding of world issues. Model United Nations (MUN) has long been a program that excels in this regard. As a complement to Windward's Global Studies program, this elective will allow students to undertake detailed investigation of different countries' perspectives as they prepare to participate as delegates in a series of MUN conferences in the Los Angeles area. Thus, this elective will consist both of classroom time and numerous opportunities to participate in MUN conferences.



PHILOSOPHY AND PLACEMENT

The English Department endeavors to foster confidence and fluency in writing, skillful close reading, and critical thinking in every student. We study a wide variety of texts across literary traditions, including poems, short stories, essays, plays, and novels, in a diversity of voices and perspectives. In our classrooms, large and small group discussions offer opportunities to deepen understanding and develop communication skills. Interactive approaches, involving techniques ranging from Harkness discussions to Socratic seminars, challenge our students to engage actively and authentically with ideas, language, and one another. While analytical, argument-driven writing is an emphasis of our six-year program, students write in a range of genres, including creative, informational, and reflective modes. We teach mechanics and principles of usage in the context of teaching writing, working together to understand errors of convention and issues of fluency. In the service of information literacy, we employ many forms of technology, from pencil and paper to the latest digital tools for language arts. Thinking critically and engaging dynamically in our coursework, students become more skillful, articulate, and self-aware as readers, communicators, and citizens.

Our courses are differentiated according to the interests and readiness of individual students, providing challenge and support to all. Learning experiences and assessments in reading, writing, speaking, and listening operate at various degrees of difficulty and sophistication, making it possible for every student to thrive at every level. Personalized feedback on individual growth and progress in these areas encourages risk-taking, revision, resilience, and a growth mindset.

Highly valuing student voice and choice, we encourage students, over the years, to take advantage of our intra- and extracurricular offerings, including electives like Creative Writing, peer consulting in our Studio for Writing and Rhetoric, and writing and/or performing for events like the One Act Play Festival and Shirley's Slams 'n Jams.

REQUIREMENTS

Windward students are required to take English in Grades 7-12. The University of California requires four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice in listening and speaking.

COURSE DESCRIPTIONS

English 7

The Seventh Grade course is a crucial first year of English at Windward. We aim to teach our students the essential habits of academic life—from note-taking and time-management skills, to strategies for effective reading comprehension and the fundamentals of analytical writing. The Seventh Grade curriculum includes intensive study of both vocabulary and grammar, and—as in all of Windward’s English courses—we pursue an individualized, student-centered approach in the classroom. The course also offers students an opportunity to develop literary-analysis skills through exposure to a variety of textual genres and perspectives. Seventh Grade English focuses on moving the students beyond a rudimentary understanding of plot and characterization and learning to recognize, discuss, and write about broader thematic ideas. We do this through text-based discussions, frequent writing work, and collaborative assignments. Students develop critical thinking skills, learn to craft persuasive paragraphs incorporating textual evidence in support of a clear thesis, and give voice to their individual ideas.

English 8

The Eighth Grade English curriculum emphasizes skills and academic habits that will provide a foundation for students when they transition to the Upper School. The course stresses literature, writing, grammar, and vocabulary. Students are exposed to a wide variety of increasingly difficult texts as they refine their close reading and analytical skills. Formal writing is a cornerstone of the course; we emphasize the structure and conventions of academic writing, beginning with individual paragraphs and moving on to full-length essays. In these compositions, as well as some creative pieces, students are encouraged to view writing as a process through which ideas become more refined and language more precise and sophisticated. We review basic grammatical principles—parts of speech and sentence structure—and progress to more complex concepts relating to phrases and clauses. Vocabulary work focuses on broadening students’ lexicon, helping them understand words’ denotations and connotations while also reinforcing principles of usage in sentence and paragraph construction. As in all Windward English courses, we stress an individualized approach in the classroom, seeking to hone each student’s particular strengths.

English 9

Close and critical reading, writing, speaking, and listening are the emphases of Ninth Grade English. Students will carefully examine fiction, nonfiction, poetry, and drama, acquiring confidence with the text itself as a means of understanding. Discussion topics range widely, from how to read closely and develop an annotation style, to considerations of character growth, themes, and narrative voice. From discussions spring writing topics through which students exercise and hone their writing skills. Analytical writing assignments, moving from the paragraph to the full critical essay, stress structure, organization, focus, the use of supporting data, and clarity of expression. In fact, students study concepts of grammar and usage with an eye toward their function within formal writing. Yet the course also provides opportunities for writing creatively and reflectively, as students become more aware of their own voices, perspectives, strengths as learners, and processes as writers.

English 10 Honors

In English 10 Honors, British literature serves as a lens for examining identity on both an individual and a cultural level. We explore the construction of the self, synthesizing our texts with personal reflection; larger constructions, such as community, culture, and society; and the outcomes of cultural collision, anticipating changes to come in our increasingly global and digital society. Students acquire a deeper understanding of their own identities and have ample opportunities to explore the ways in which stories enable us, as humans, to understand ourselves and the world in which we live. Through frequent and varied writing assignments as well as student-led discussions, students acquire new strategies for presenting their ideas both aloud and in writing.

COURSE DESCRIPTIONS

AP Language and Composition (11)

AP Language & Composition is a college-level course focused on reading as well as thinking, writing, and talking about nonfiction—analytical and persuasive writing—and advancing students’ abilities to formulate and articulate arguments about rhetoric, the art of persuasion. Students practice close reading and analysis of wide-ranging texts, across subjects and disciplines, including visual texts. Engaging in research and synthesizing ideas across multiple sources, students generate compositions in response to the arguments they study. Becoming more skillful readers at a high level and capable analytical writers, students engage frequently and rigorously in the writing process—drafting, getting feedback on, and revising their compositions to new levels of sophistication and dynamism. Students registered in Advanced Placement classes will be prepared to take the Advanced Placement exam.

SENIOR COURSES

In their Senior year, students are encouraged to pursue individual areas of interest through a choice of specialized topics in AP Literature. In each option, students will read poetry, fiction, and drama, and advance their abilities to formulate and articulate arguments about literary phenomena and ideas. Students practice close reading and analysis across a range of challenging texts, honing their abilities to decipher language, describe style, and understand nuances and subtleties in literary works. Compositions explore literary elements, examining the relationship between form and content. Becoming more skillful readers at a high level and capable literary writers, students engage frequently and rigorously in the writing process—drafting, getting feedback on, and revising their compositions to new levels of sophistication and dynamism. Students registered in Advanced Placement Literature & Composition will be prepared to take the Advanced Placement exam.

AP Literature: On the Road

Henry David Thoreau wrote, “Not until we are lost do we begin to understand ourselves.” How does leaving home add to our understanding of ourselves? Do we need to lose ourselves in order find ourselves? What is the good life? Do we need to leave home to find the good life? From Cervantes to Kerouac, writers have thrust their characters into the great unknown. Why? What is the appeal? Why is the open road an apt setting for writers of fiction? In this course students will read novels, short stories, poems and essays. Students will write analytical essays, poetry, and personal essays as well as engage in discussions about travel, the “good life,” and our place in the world. Authors will include Kerouac, Cervantes, Steinbeck, Theroux, Bryson, Homer, Melville, and Voltaire, among others. The course will encourage students to question the nature of home and the allure of seeing new things. As Henry Miller wrote, “One’s destination is never a place, but always a new way of seeing things.”

COURSE DESCRIPTIONS

AP Literature: World Literature and Philosophy

Who are we? Why are we here? How do we explain our existence and our reality? Do the concepts of “self,” “knowledge,” and “reality” change through time and space? We will mostly work with creative authors inspired by philosophical thinking (e.g. Voltaire, Shakespeare, Kafka, Murakami, and yes, even Lady Gaga). Some highlights from our reality- and existence-questioning texts: people forced to spend their whole lives in a cave, a father’s ghost coming back for revenge, a walking and talking nose, a sentient cockroach, a boy who turns into a snake, a dancing dwarf, and more. As we delve into our texts, we will try on various critical approaches to literature such as feminist, psychoanalytic, Marxist, or post-colonial. Students will participate in Harkness discussions, journal, hold a competitive debate, write creative, personal and analytical pieces, and culminate the year with a project that will allow students to show their understanding of the material through a favorite medium (music, film, art, poetry, etc.) The goal of the course is to help students think critically and empathetically about the world around them and to understand that there are, and have always been, multiple perspectives on enduring existential questions.

AP Literature: Gender and Identity

Literature offers us ways of understanding how gender is constructed as well as imagining alternatives and possibilities beyond current norms. This course will range across time, genre, and place, from Shakespeare’s gender-bending comedies to Woolf’s ground-breaking Orlando, from Bechdel’s graphic novels to Murakami’s short stories. Students will write in a variety of modes, including analytical essays, personal responses, short stories, and poetry, and will share ideas in Harkness discussions. Students will also have the chance to select some of their own reading based on their own interests. Ultimately, our goal is not to understand what gender might mean for all people, but rather to explore multiple perspectives and our own interactions with these texts and ideas. Additional authors might include Margaret Atwood, David Foster Wallace, Shahrnush Parsipur, Henry David Hwang, Sylvia Plath, and more!

ELECTIVES

Middle School Creative Writing (7-8)

Workshop participants engage in fun writing projects in a variety of different genres, including poetry, memoir, and creative fiction. Students have the opportunity to explore their own ideas and explore new genres of writing. Students share work and learn from the ideas of their peers.

Middle School Debate (7-8)

Is nuclear energy safer than fossil fuel? Are cell phones in school a good idea? In this class, students learn how to take either side of issues like these and win the argument. We investigate a wide range of current issues, honing our research, discussion, and rhetorical skills. Students have the opportunity to participate in both formal parliamentary debate competitions against other LA area schools and more informal opportunities on campus to have some fun with argumentation skills. Students of all experience levels are welcome.

COURSE DESCRIPTIONS

Creative Writing: The Living Word Project (9-12) (Eighth Period)

Workshop participants engage in fun writing projects, lively debate and discussion, word games, and critique. Genres include poetry, memoir, creative fiction, and a few surprises. The group will also try “stress free,” “no pressure” exercises to help with performance of their work, utilizing easy techniques for public speaking.

Speech and Debate 1,2,3,4 (9-12) (Eighth Period)

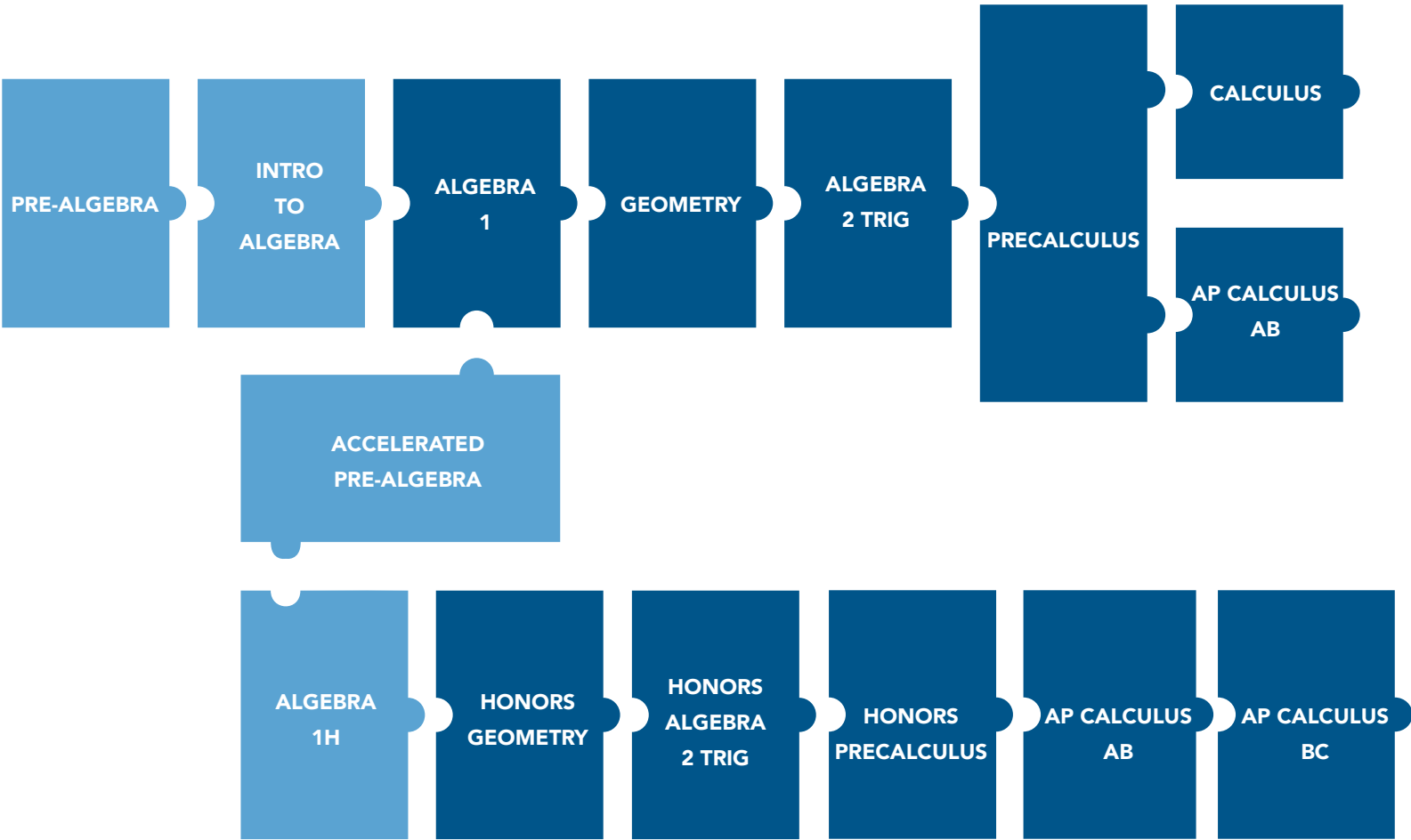
Public speaking is an essential tool of leadership. To prepare students for public speaking in their academic and professional careers, the course covers the basic principles of oratory, various styles of debate, and tools for extemporaneous speaking. Through advanced techniques in debate, public speaking, and rhetoric, this course will build critical communication skills founded on research, logical argumentation, and oral presentation.

Advanced Speech and Debate 1,2,3,4 (9-12) (Eighth and Ninth Periods)

The advanced version of the Speech and Debate elective requires enrollment in both period 8 and 9, as well as, an additional commitment to attend tournaments. Students work closely with the instructor on case writing, debate strategy, theory, and argumentation. Through discussion and in-depth analysis of current events, students cultivate analytic frameworks that they can apply to many political, economic, social, and cultural issues. Topics covered include rhetoric, economics, philosophy, policy, social theory, and international relations.

Poetry and Creative Writing (10-12)

Poetry and Creative Writing is a workshop developed originally for professional authors to help maintain a steady “flow” of ideas and inspiration. Enhanced here for young writers, the course begins with an introduction to modern poetry, the traditions that shaped it, and the “uses” of poetry both artistic and practical. The latter part of the course examines recent trends in poetry such as slam and performance poetry, neo-formalism, and other hybrids and then moves on to explore the future with an emphasis on discussion and employment of “new” poetic forms. This course also familiarizes students with the basics of fiction: plot, characterization, conflict, dialogue, narrative voice, and point of view. Students will begin writing from day one and will be expected to maintain journals of their work. Special “industrial” projects will be given periodically and much of the overall grade will be determined by responses to these tasks. Students will also be coached on performance and shown techniques for public speaking. The course culminates in an on-campus reading given by the class.



OTHER COURSES

AP STATISTICS

ADVANCED ALGEBRA
WITH FINANCIAL
APPLICATIONS

ELECTIVE

CRYPTOLOGY

HONORS
CAPSTONE

DATA
ANALYSIS

PHILOSOPHY AND PLACEMENT

The Mathematics Department fosters and nurtures a positive disposition and appreciation for mathematics through a rich and engaging curriculum. Students have multiple opportunities to develop their analytic skills and conceptual understanding individually and collaboratively. Teachers provide rigorous, comprehensive, and interactive instruction with technology integrated throughout the curriculum to develop students’ critical thinking and problem-solving skills. Students in turn build confidence in their abilities as they embrace the challenges of the problem-solving process, pushing themselves outside of their comfort zone with perseverance. Students reason both abstractly and quantitatively and effectively communicate this reasoning both orally and in writing. Teachers support and challenge all learners, providing choices and opportunities appropriate for their individual interests and development.

Upon enrollment to Windward, each student is placed in the appropriate math class with respect to diagnostic testing completed upon admission. Detailed course descriptions are listed below. If a student wants to advance in the curriculum progression by taking a summer math course to substitute for a full year course at Windward, they must obtain approval from the Mathematics Department Chair prior to taking the course. Students must also have their transcripts sent to Windward’s Registrar and pass Windward’s final exam for the respective course prior to the first day of classes. To transition to Honors from a regular level course, students must have earned an A for at least the two most recent years of math, have current teacher’s recommendation, and obtain permission of the Math Department Chair. To advance to the next level in non-Honors courses, students must have earned a passing grade in the prerequisite course.

We encourage students and families to embrace the growth mindset, especially when faced with difficulty in a particular class. For more information and resources specifically related to math, see: <https://www.youcubed.org/>.

REQUIREMENTS

A minimum of three years of mathematics is required in grades 9-12, including Algebra 2/Trigonometry. The University of California requires three years (four years are strongly recommended) of college preparatory mathematics, which include Algebra 1, Geometry, and Algebra 2.

COURSE DESCRIPTIONS

Pre-Algebra (7)

This course reviews and expands upon fundamental arithmetic skills. Students develop number sense and learn mathematical vocabulary. They also focus on computational accuracy. Topics include whole numbers, integers, fractions, decimals, percents, writing variable expressions and equations, ratios, proportions, the coordinate plane, and area and perimeter. Students apply these concepts to develop problem-solving skills in preparation for Intro to Algebra and use several online programs to better individualize instruction in the course.

Advanced Pre-Algebra (7)

This course bridges arithmetic and algebra skills to prepare for Algebra 1. Topics include evaluating expressions involving real numbers, absolute value, and exponents, solving and graphing linear equations, proportions, word problems, percent change and interest, area and volume, square roots and Pythagorean Theorem, and basic probability and statistics. Students in this course will cover topics more quickly and often in more depth than in the Pre-Algebra and Intro to Algebra courses. Applications, problem-solving, and accuracy of skills are emphasized throughout the year. In addition, students are introduced to the effective use of the calculator during the second half of the year. Students who excel in this course may advance to Algebra 1 Honors with recommendation of the department.

Intro to Algebra (8)

This course is designed to build upon the skills learned in Pre-Algebra to prepare for Algebra 1. Topics include evaluating expressions involving real numbers, absolute value, and exponents, solving and graphing linear equations, percent change and interest, area and volume, square roots and Pythagorean Theorem, and basic probability and statistics. Applications, problem-solving, and accuracy of skills are emphasized throughout the year. Students use several online programs to better individualize instruction in the course. In addition, students are introduced to the effective use of the calculator.

Algebra 1

It is expected that students entering this course have mastered concepts and skills listed in the Pre-Algebra and Intro to Algebra course descriptions. Topics in Algebra 1 include solving multi-step equations and inequalities, exponents, polynomials, factoring, graphs, linear equations, systems of equations, rational expressions, radicals, functions, and quadratic equations. This course emphasizes the connections among the visual, verbal, written, and real-world representations of mathematics. Throughout the curriculum, integration of algebraic concepts and problem-solving applications are emphasized.

Algebra 1 Honors

Prerequisites: Advanced Pre-Algebra or its equivalent and approval of the department.

This is an advanced course designed for the student who has demonstrated an appreciation for mathematics as a creative process as well as a computational tool. This course presents the same topics as Algebra I, only with greater stress on conceptual thinking and abstraction. A student enrolled in this course is required to solve a great variety of word problems and, thus, must possess strong reading skills.

Geometry

Prerequisite: Algebra I.

This course offers an excellent introduction to logical thinking and deductive reasoning. Topics covered include points, lines, planes, angles, triangles, quadrilaterals, coordinate geometry, circles, and basic Trigonometry. Proof is emphasized during the first half of the year especially with parallel lines, congruent triangles, and quadrilaterals. Geometer's Sketchpad and manipulatives are used to investigate certain concepts, and computer coding plays a role in developing students' logical reasoning skills. In addition, a review of basic algebra skills is incorporated throughout the course to assure the students' continued progress and to prepare them for Algebra 2/Trigonometry, the next course in the mathematics sequence.

COURSE DESCRIPTIONS

Geometry Honors

Prerequisite: Algebra I Honors with a grade of "B" or better, or approval of the department.

This course covers much of the same material as the regular Geometry course, with a heavy emphasis on proofs. Most theorems taught are proven in class or left as homework exercises for students to complete independently. Geometer's Sketchpad is used to investigate certain concepts, and computer coding plays a role in developing students' logical reasoning skills. This class is designed for highly motivated students who enjoy solving mathematical problems and demonstrate a strong ability to think logically.

Algebra 2/Trigonometry

Prerequisite: Geometry.

Algebra 2 topics include polynomials, factoring, linear equations, exponential, linear and quadratic functions and their graphs, radicals, and logarithms. Trigonometry topics include the six functions and their inverses, the unit circle with degree and radian measure, basic sine and cosine graphs, and solving equations. Emphasis is placed on connecting equations and functions with their respective graphs. Students are required to purchase a graphing calculator prior to enrolling in this course. Using this calculator to analyze graphs and as a problem-solving tool is a significant part of the course.

Algebra 2/Trigonometry Honors

Prerequisites: Geometry Honors with a grade of "B" or better, or approval of the department.

This course is designed for those students who have demonstrated a talent for mathematics and possess strong analytical reasoning skills. An extensive review of concepts developed in Algebra 1 is undertaken, which include quadratic equations and their graphs, rational equations, exponents and radicals, products and factoring, and function notation. New topics include: rational and quadratic inequalities, exponential and logarithmic functions, and the difference quotient, a brief intuitive approach to limits. Trigonometry topics include those listed in Algebra 2/Trigonometry covered in more depth as well as proving trig identities. Emphasis is placed on problem-solving with applications from antiquity as well as today. Students are required to purchase a graphing calculator prior to enrolling in this course. Using this calculator to analyze graphs and as a problem-solving tool is a significant part of the course.

Advanced Algebra with Financial Applications

Prerequisite: Algebra 2/Trigonometry.

This course incorporates topics from Algebra, Pre-Calculus, Probability and Statistics, and Calculus to solve financial problems that occur in everyday life. Real world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting, and planning for retirement are solved by applying the relevant mathematics. This course includes extensive use of a graphing calculator, research, partner/small group assignments, projects, and expert speakers.

AP Statistics

Prerequisites: Algebra 2/Trigonometry and approval of the department.

This course is similar to an introductory, non-calculus-based, college-level statistics course. Students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. They will then design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-nspire graphing calculator, Fathom, R and RStudio statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

Students who successfully complete this course will be prepared to take the Advanced Placement Statistics Examination in May. Non-seniors will also have a final research project to complete after the AP exam in May. This course will be taught concurrently with Honors Capstone: Data Analysis.

COURSE DESCRIPTIONS

Pre-Calculus

Prerequisites: Algebra 2/Trigonometry with a grade of "B-" or better, or approval of the department.

This course provides students with the foundation necessary to take Calculus in Upper School or in college. Topics presented include linear, quadratic, and polynomial functions, exponents and logarithms, Analytic Geometry, Trigonometry, and sequences and series. The concept of function and the connection between the graph and its respective function are emphasized throughout the course. If time permits, limits, probability, linear programming, and matrices are introduced. Using a graphing calculator to analyze graphs and as a problem-solving tool is a significant part of the course.

Pre-Calculus Honors

Prerequisites: Algebra 2/Trigonometry Honors with a grade of "B" or better, or approval of the department.

This course is designed to prepare students who have demonstrated a talent for mathematics and possess strong analytical reasoning skills for AP Calculus or a college-level Calculus course. Topics presented include linear, quadratic, polynomial, exponential, rational, logarithmic, and trigonometric functions, conic sections, Trigonometry, sequences and series, and probability, time permitting. Limits, optimization, and rate of change are also introduced. Using a graphing utility to analyze graphs and as a problem-solving tool is a significant part of the course.

Calculus

Prerequisites: Pre-Calculus with a grade of "B" or better, or approval of the department.

This introductory course covers the fundamental concepts of differential and integral Calculus. Students learn how these concepts can be applied to the fields of physics, life science, and social sciences. This course presents many of the same topics as AP Calculus AB, but in a less rigorous fashion. Using a graphing calculator to analyze graphs and as a problem-solving tool is a significant part of the course.

AP Calculus AB

Prerequisites: Pre-Calculus Honors with a grade of "B" or better, or approval of the department. Pre-Calculus with a grade of "A", department chair approval, and independent summer prep work provided by the department.

This course is designed for those students who are planning a major in a subject area in college that requires a Calculus background, or for those who simply have an interest in higher mathematics. Students who successfully complete the course will be prepared for the Advanced Placement Exam (AB) in May. This course offers students a unique opportunity to apply the concepts developed in the Algebra II-Pre-Calculus sequence to a wide range of problems. Topics include: limits (computational techniques), differentiation and appropriate formulae, related rates, maximum-minimum problems, the mean-value theorem, integration and techniques thereof, the fundamental theorem of Calculus, logarithmic functions, exponential functions, solids of revolutions, and L'Hôpital's Rule. Students who enroll in the course should realize that the homework load is significant, and they should plan accordingly when arranging their schedules. Using a graphing calculator to analyze graphs and as a problem-solving tool is a significant part of the course.

COURSE DESCRIPTIONS

AP Calculus BC

Prerequisites: AP Calculus AB with a grade of "B" or better, or Pre-Calculus Honors with a grade of "A" (including supplemental work provided by the teacher) and approval of the department.

This course is designed for those students who are planning a major in a subject area in college that requires a Calculus background, or for those who simply have an interest in higher mathematics. Students who successfully complete the course will be prepared for the Advanced Placement Exam (BC) in May. Topics include advanced integration techniques, Simpson's Rule, related rates, improper integrals, differential equations, slope fields, Euler's Method, applications to differential equations, infinite series, polar coordinates, vector functions, and parametric functions. Students who enroll in the course should realize that the homework load is significant, and they should plan accordingly when arranging their schedules. Using a graphing calculator to analyze graphs and as a problem-solving tool is a significant part of the course.

Honors Capstone: Data Analysis

Prerequisites: Algebra 2/Trigonometry and approval of the department.

This course is similar to an introductory, non-calculus-based, college-level statistics course. Students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. They will then design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-nspire graphing calculator, Fathom, R and RStudio statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. This course will be taught concurrently with the AP Statistics course, however, students are not required to take the AP Exam in May. Students will complete a capstone final research project and presentation.

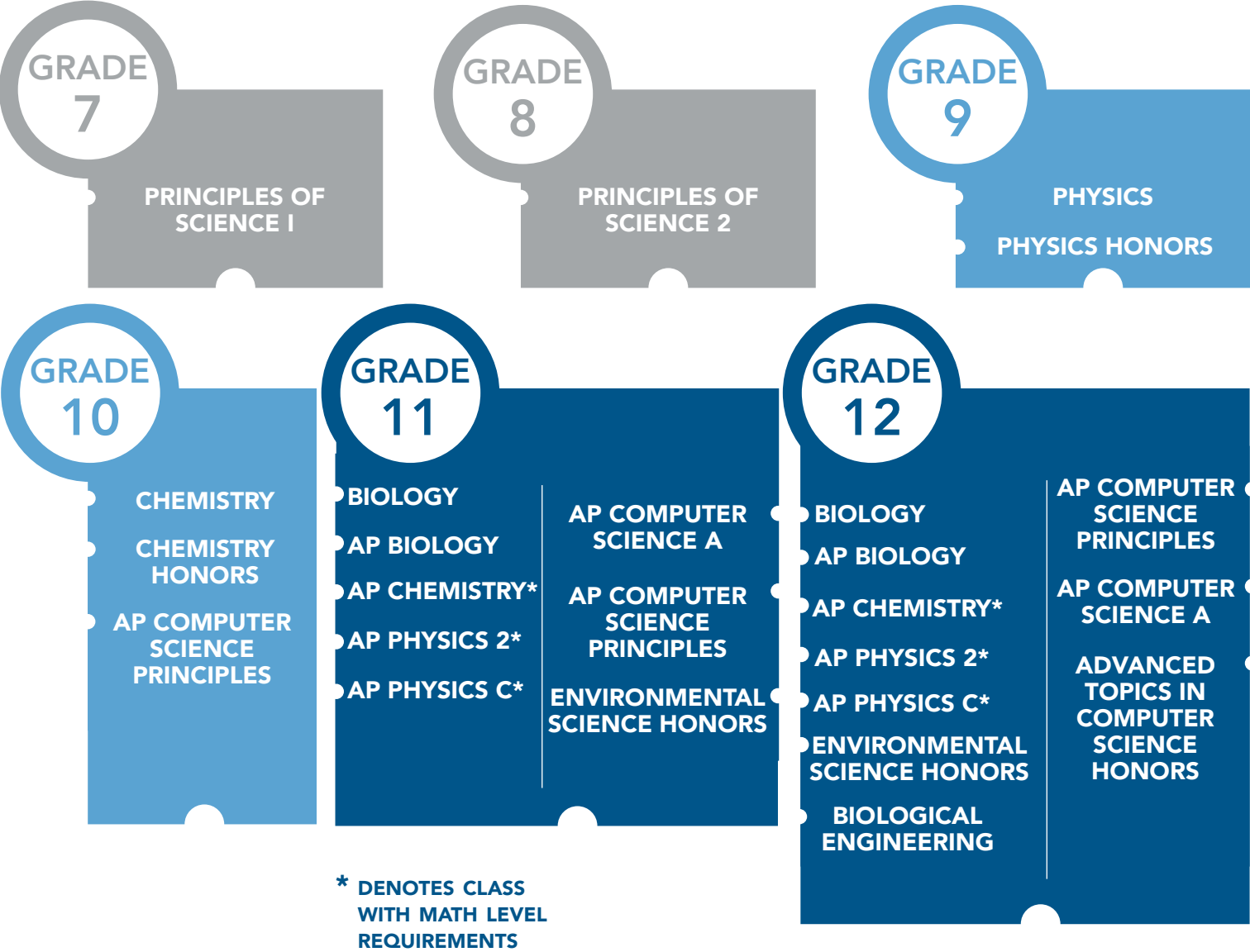
ELECTIVES

Cryptology (9-12) (Eighth Period)

Prerequisite: Algebra 1 or Algebra 1 Honors.

Cryptology is the study of secret writing such as codes and ciphers. Students learn to write messages using different codes such as the Caesar shift, monoalphabetic substitution, the Vigenère cipher, the Enigma machine, and more modern techniques including digital encryption and RSA public key cryptography. Some of the math used includes topics not explored in other math classes such as Modular Arithmetic, Matrices, and the Binary and Hexadecimal number systems. Students learn how to attack and decrypt messages using techniques such as frequency analysis and cribbing. The course also examines the use of cryptology in literature and movies and culminates in an on-campus scavenger hunt.

SCIENCE AND TECHNOLOGY COURSES



SCIENCE AND TECHNOLOGY

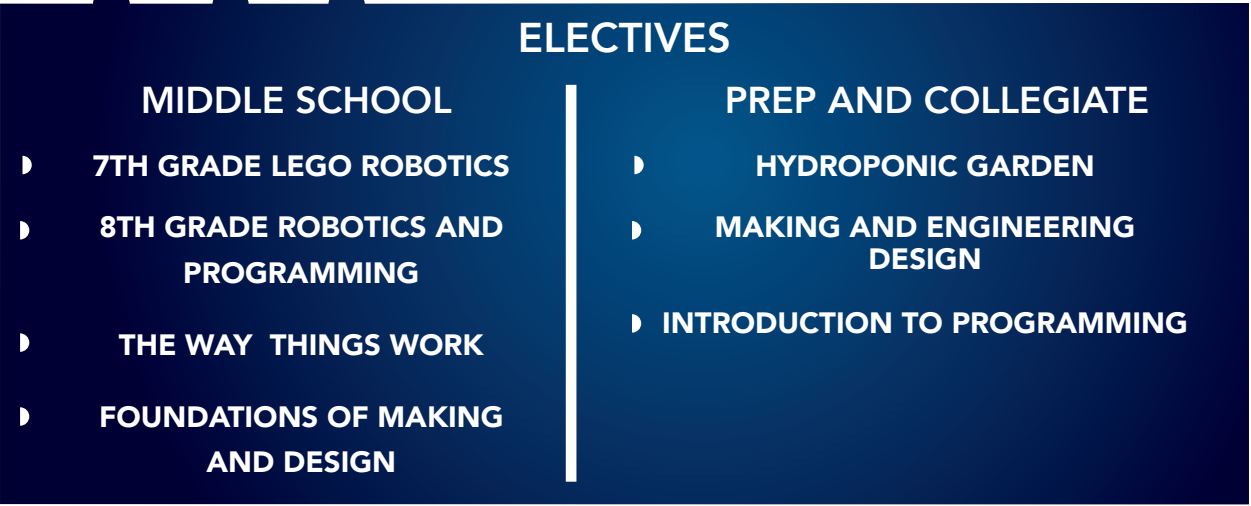
PHILOSOPHY AND PLACEMENT

The Windward Science Department strives to develop students who possess an enthusiasm for science. The rich variety of courses exposes students to engaging and challenging scientific concepts at every level of learning. Our courses create opportunities for students to experience science as scientists do by presenting authentic, hands-on problems and assessments. We nurture abstract thinking and problem-solving skills through the use of project and problem-based learning. We foster collaboration in labs and design teams by instilling elements of cooperation and competition in all curricula.

Placement in science and technology classes at Windward is based on many factors including, but not limited to, level and performance in previous science classes, level and performance in previous math classes, and teacher recommendation. Honors classes are substantially different from regular courses with respect to both content and pace. Transitions from general science classes to Honors-level classes are possible, but require the recommendation of the current teacher and department chair. In addition, students may transition from Honors-level courses to general courses in consideration of academic difficulty or conceptual challenges.

REQUIREMENTS

All students must take a minimum of five years of science, one course each year, from Grades 7 through 10, and at least one course in either Grade 11 or 12. Students should be aware that many universities require more than one lab course in grades 9-12. The University of California requires two (and recommends three) years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry, and physics. The normal sequence of courses is: Principles of Science I (Grade 7), Principles of Science II (Grade 8), Physics (Grade 9), Chemistry (Grade 10), and Biology (Grade 11).



COURSE DESCRIPTIONS

Principles of Science 1 (7)

The objective of this course is for students to develop and apply an understanding of the principles of science through lab-based activities and concept exploration. Initially, students learn how to safely use laboratory equipment, collect data while performing laboratory investigations, use technology to organize, illustrate, and analyze data, and effectively communicate results of their experiments. After completing the introductory unit, students study human biology and health with an integrated focus on environmental science through engineering and computer programming. The course serves as an introduction to the biological sciences and the interactions of organisms with environmental processes. The course culminates in a Challenge Based Learning project that focuses on the design thinking process as a way of solving a real world, community-based problem.

Principles of Science 2 (8)

The objective of this course is for students to continue to use the principles of science to investigate earth processes and the interactions of humans with matter and forces in their environment. During the first half of the course, students explore the theory of plate tectonics by examining tectonic processes and analyzing patterns in volcanology, seismology, geography, and geochronology data collected. In the second half of the course, students conduct a variety of experiments dealing with simple and compound machines. This course is designed to serve as an introduction to the earth sciences and to build a foundation for further study in the physical sciences.

MIDDLE SCHOOL ELECTIVES

Seventh Grade Robotics (7)

Can be taken instead of a Performing Arts or Visual and Media Arts course

The objective of this course is to introduce students to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a EV3 LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Other robotics platforms will also be investigated, such as VEX, littleBits, and Arduino.

Eighth Grade Robotics (8)

Can be taken instead of a Performing Arts or Visual and Media Arts course

Eighth Grade Robotics is a mathematics, science, and technology-integrated course that imparts foundational knowledge to engineering, design, and robotics. Throughout the year, students create and use engineering notebooks, learn the engineering design process, and hone sketching and dimensioning skills to build VEX robots and program the robots using RobotC.

ROBOTICS COMPETITION

An additional opportunity will be available for both 7th and 8th grade students wishing to participate in the FLL Challenge. Teams will meet after school approximately 2 days per week and occasional Saturdays during the Fall. Enrollment in a Robotics elective is welcomed but not required.

Foundations of Making and Design (7-8) (Eighth Period)

In Foundations of Making and Design, we will learn how to use a variety of tools and technologies to make... anything! Through a diverse series of units and projects, students develop fluency in current technologies, grow as skilled creators and collaborators, and become a part of the world-wide Making community. The beginning of the course will be dedicated to skill-building units, followed by collaborative project-based units. The course will culminate in an independent theme-based project.

Middle School Engineering: The Way Things Work (8) (Eighth Period)

In The Way Things Work, we will be constructing unique mechanisms in order to maximize solutions to both common and ridiculous problems in a competitive and fun atmosphere. This engineering course will focus on the design process by means of thorough documentation of design and testing of prototypes. We will learn the history and implementation of engineering strategies seen in today's world and use those strategies to augment our own building. We will build things, break things, and build them better still, but most of all, we will have fun through engineering both in teams and as individuals.

COURSE DESCRIPTIONS

PREP AND COLLEGIATE COURSES

Physics (9)

As a foundational course in Physics, this course allows students to begin to understand the science of the physical world in which they live. Many of the concepts encountered come from the students' own everyday experiences. Motion, forces, electricity, waves, magnetism, and structure of the atom are studied.

Physics Honors (9)

Prerequisites: Algebra 1 and departmental approval

Similar to the Physics course, Physics Honors is a foundational survey course of many physics disciplines. In addition to the underlying conceptual framework, topics are studied in mathematical detail, with an emphasis on the vector nature of physical quantities. The Honors course is more conceptually and mathematically demanding than the Physics course and designed to prepare students in sciences for a three- to four-year sequence of Honors and Advanced Placement classes.

AP Physics 2 (11-12)

Prerequisites: Algebra 2/Trigonometry and departmental approval

Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students will learn these essential concepts and acquire these skills using the active physics model. Demonstrations, interactive physics simulations, laboratory work, problem-solving, student-led discussion, and direct instruction are a part of every learning unit. In addition, constructivist labs are used in every topic area to introduce students to engineering best practices and the essentials of error analysis.

AP Physics C - Mechanics (11-12)

Prerequisites: Calculus and departmental approval

In keeping with the College Board's stated objectives, this course aims to foster in students a basic knowledge of physics, a systematic approach to problem-solving, an appreciation of the physical world, and a developed sense of skepticism. This course is an in-depth, calculus-based exploration of Newtonian mechanics. Major content areas divide the course into the following major sections: Kinematics, Newton's Laws of Motion, work, energy and power, systems of particles, linear momentum, circular motion and rotation, oscillations, and gravitation. Students learn these essential concepts and acquire these skills using the active physics model. Demonstrations, interactive physics simulations, laboratory work, problem-solving, student-led discussion, and direct instruction will be a part of every learning unit. In addition, constructivist labs are used in every topic area to introduce students to engineering best practices and the essentials of error analysis.

COURSE DESCRIPTIONS

Chemistry (10)

Chemistry investigates the nature of matter and the changes that matter undergoes. In chemistry, we make use of both experiment and theory; facts and principles complement each other. Topics include, but are not limited to: matter and measurement, atomic structure, atomic theory, and the organization of the periodic table, chemical nomenclature, reactions and stoichiometry, gas laws, thermochemistry, ionic and covalent bonding, molecular geometry, and solutions and acids and bases. Students will develop critical thinking and solid problem-solving skills, as well as laboratory experience through inquiry, technology, and traditionally based experiments. Laboratory experiments develop concepts studied in class and provide the opportunity for students to explore, analyze, and interpret their results, and to form conclusions based on their results.

Chemistry Honors (10)

Prerequisites: Physics with a grade of B+ or better; Physics Honors with a grade of B or better, or departmental approval

Honors Chemistry, designed for students with a strong math/science background and a serious desire to further their studies in these areas, covers the same topics as the regular-level course on deeper scope, with a heavier emphasis on independent, higher-level thinking and problem-solving skills. Additional topics include, but are not limited to, combustion analysis, oxidation reduction reactions, equilibrium, and electrochemistry. Students develop critical thinking and solid problem-solving skills, as well as laboratory experience through inquiry, technology, and traditionally based experiments. Laboratory experiments develop concepts studied in class and provide the opportunity for students to explore, analyze, and interpret their results, and to form conclusions based on their results.

AP Chemistry (11-12)

Prerequisites: Algebra 2/Trigonometry and departmental approval

The Advanced Placement Chemistry course covers the practical and theoretical developments in physical, organic, and inorganic chemistry. It is designed for students who have successfully completed Honors or regular Chemistry and who wish to take a second year of Chemistry. Each student is encouraged to think imaginatively, with an emphasis on explaining, interpreting, and applying knowledge to new situations. It is a mathematically rigorous course, and students must be enrolled in Algebra 2/Trigonometry as a minimum.

COURSE DESCRIPTIONS

Biology (11-12)

This course provides an in-depth study of the levels of organization of living systems from biochemistry to the whole organism and the ecosystem in which it lives. Students are asked to view the biosphere from all levels of organization in order to understand the complex interrelationships that exist among organisms and between organisms and their environment. Evolution is presented as the paradigm of modern biological thought. Problem-solving in a conceptual framework is a major component of the course. Interpretation of graphical information and construction of graphs as a mechanism of data summary are included in laboratory and lecture. Students are encouraged to read two books during the year and are required to write two reports. Laboratory exercises are designed to develop observational powers and clarify the scientific method. Examples used to illustrate principles and ideas are drawn from the instructor's experience, which provides the students with a view of some of the activities of a biologist. Biology fulfills lab science requirements.

AP Biology (11-12)

Prerequisites: Chemistry Honors and/or departmental approval

This course is designed as a first-year college-level course, following guidelines established for the Advanced Placement Biology course and examinations. Discussions of material peripheral to the texts are used to encourage the development of a biological viewpoint. Students are encouraged to take responsibility for their learning and to work independently to acquire the factual material of the course. Students are required to develop and complete an independent research project.

Biological Engineering (11-12)

Prerequisite: Biology or AP Biology

Hands-on projects engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, tissue engineering, biomedical devices, forensics, and bioethics. Students apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems.

COURSE DESCRIPTIONS

Environmental Science Honors (11-12)

Prerequisite: Completion of or concurrent enrollment in Biology or AP Biology and departmental approval

In Environmental Science Honors, students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP Computer Science A (10-12)

Prerequisite: Algebra 2/Trigonometry and Introduction to Programming with a grade of A or demonstrated computer programming experience

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem-solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. This course uses the Java programming language.

AP Computer Science Principles (10-12)

Prerequisite: Algebra 1

This course offers students an introduction to the broad foundations of computer science. Students learn the basics of a number of computer science topics and develop computational thinking skills that will help them in college and beyond in whatever field they choose to enter. Following the curriculum from the College Board, this course includes: computational thinking and problem-solving, web design, data science, basic programming, concepts, and algorithms. Additionally, this course pushes students to examine the ways in which technology impacts their lives as individuals and as part of a society. This course also allows students to express their creativity through the lens of computer science, exposing students to this fast-growing and exciting field. Coding concepts are introduced through a powerful visual drag and drop coding language (Snap!) created by the University of California at Berkeley.

COURSE DESCRIPTIONS

Advanced Topics in Computer Science (10-12)

Prerequisite: Programming experience and departmental approval. Corequisite: Algebra 2/Trigonometry or higher math course

The Advanced Topics Course is designed for those students who wish to study topics beyond the scope of each AP Computer Science course. While AP Computer Science A is comparable to a first introductory computer science course in many undergraduate programs, this post-AP class strives to be on par with a second college-level course. Topics in this course include: algorithm analysis, Big O notation, linked lists, stacks and queues, trees, heaps, graphs, hashing, and sorting. This course is available to those students who have completed AP Computer Science A or can demonstrate equivalent programming experience.

PREP AND COLLEGIATE ELECTIVES

Hydroponic Garden (10-12) (Eighth Period)

Hydroponic gardening is a method used to grow plants without soil, which allows larger quantities of high quality vegetables to be produced with a lower impact on the environment. Throughout this course, we will design and build our own hydroponic gardens, learn about the related science and technology necessary to maintain them, and program visual representations of the data collected by various sensors. This largely project-based course will also require students to research related environmental and sustainability issues. Prior experience with construction and coding is not required, only a commitment to learn and do!

Introduction to Programming (9-12) (Eighth Period)

This course offers students a broad understanding of procedural and object-oriented computer programming geared toward a foundation for AP Computer Science. Students learn to write and execute programs and gain an understanding of fundamentals such as keywords, data types, strings, variables, and arithmetic operators. The focus is on fundamental principles of problem-solving and basic concepts of programming. Students learn various control structures and how to use them, including boolean operators, truth tables, and tools expressing design such as a flowchart. This course is designed to be a rewarding and fun learning experience for students who have no prior experience and for students with moderate skills programming computers. Computer language to be determined.

COURSE DESCRIPTIONS

Making and Engineering Design (9-12) (Eighth Period)

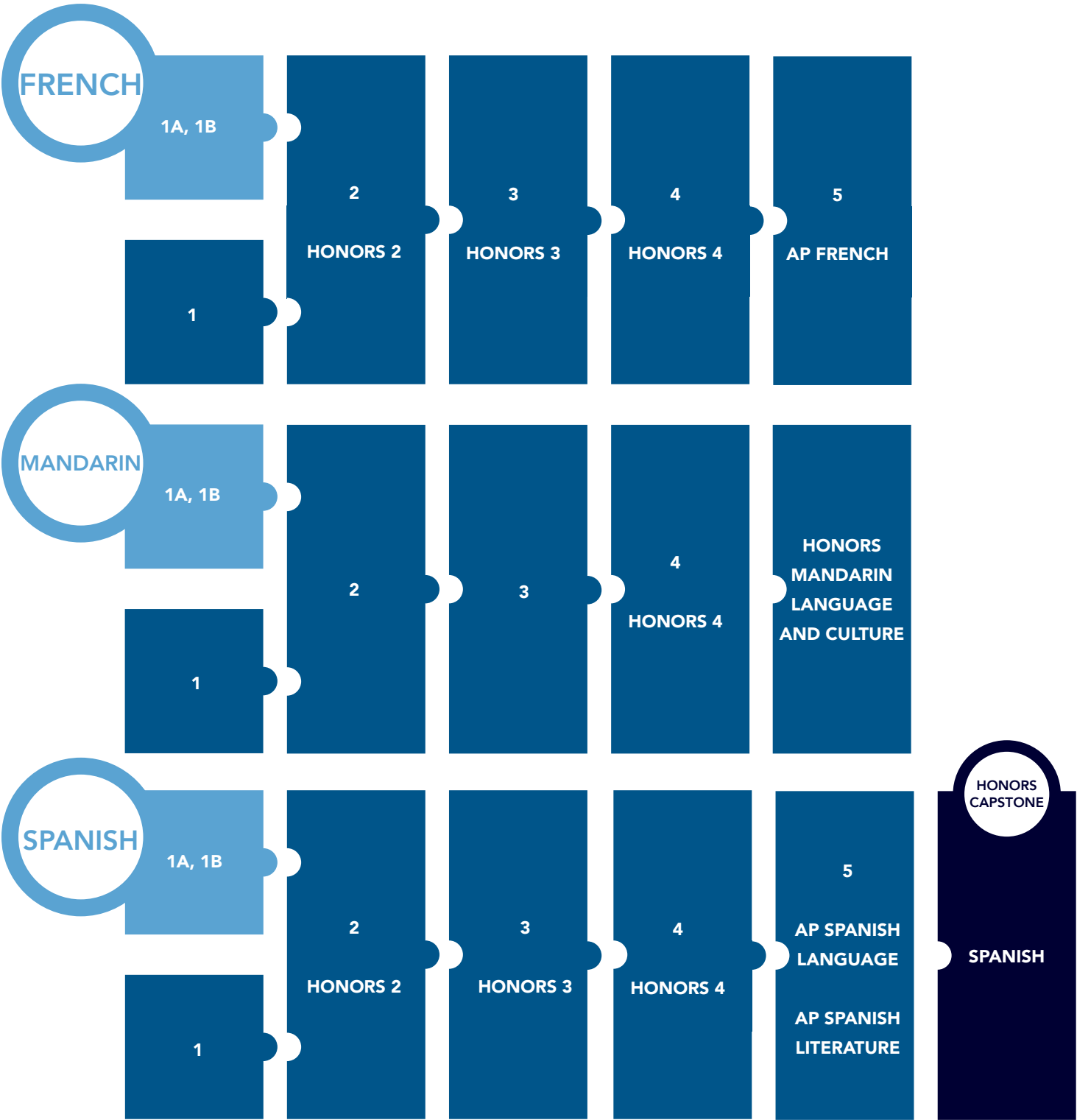
In this course, students learn how to use a variety of tools and technologies in order to design, prototype, and develop their own creations. Through a diverse series of projects, ranging from whimsical to practical, students develop fluency in current technologies, grow as empathetic creators and collaborators, and become a part of the world-wide Making community. The course begins with several weeks dedicated to skill-building units followed by collaborative project-based units, culminating in an independent theme-based project.

Product Design (9-12) (Eighth Period)*

This class examines how designers invent or reinvent useful products. Using the design process and solid modeling software, students ideate, design, and create a variety of items that have real world applications. Students engage in extended length projects where they consider functionality and object aesthetics as well as environmental and social issues. They also generate and maintain a portfolio of their work throughout the course.

iOS App and Game Design (9-12) (Eighth Period)*

This course introduces the design cycle and applies it to both app and game design. The app design section leverages web-based design tools to rapidly prototype several app concepts, incorporate feedback for iteration, and discuss market demographics and psychographics. The game design portion of the course focuses on the elements that make computer games compelling, from rules and simulated worlds to stories and social experiences. Students develop a broad range of skill sets, from game design to interface design, and learn to use coding to effectively bring a video game project for a casual game from concept to completion. In the final third of the course, students work alone or in teams to develop a capstone project that is either a distributable iOS app, or a fully functional game.



PHILOSOPHY AND PLACEMENT

World language students at Windward will be proficient communicators in the target language of their choice, demonstrating the ability to explore a variety of topics while displaying sensitivity to the nuances of cultural differences. Students will develop higher level analytical skills, including but not limited to critical thinking, problem-solving, and adaptability within the language. They will be linguistic risk-takers and confident in their ability to be creative with the language in real-world situations. Through exposure to a variety of experiences designed to bring language outside the classroom and into the world, our students will graduate as participating citizens of the global community.

In World Language, placement in the Honors sections is determined by testing, proficiency, and teacher recommendation. It should be noted that the Honors sections of World Language courses are significantly different from the regular sections, and strong performance in a non-Honors class is not by itself an indication that a student should be placed in the Honors section. Movement to an Honors section is possible with a teacher’s recommendation, but in most cases, such a shift requires summer work and a placement test.

REQUIREMENTS

Middle School students are required to take a world language in both Seventh and Eighth Grades. In grades 9-12, students are required to complete three years of the same language. Alternatively, a student may take two languages, both through level two. Students have the opportunity to continue into a level five or Advanced Placement course with the approval of the department chair. The University of California requires two (and recommends three) years of study of the same language other than English.

COURSE DESCRIPTIONS

French 1A (7-8)

This course introduces students to the French language and is designed for students with little to no prior exposure to French. Our curriculum provides an opportunity for students to learn French by listening, speaking, reading, and writing, and it exposes them to the traditions, customs, and culture of French-speaking countries. The course is conducted primarily in French and provides a solid foundation at the novice-low level. Students at this level can communicate on some very familiar topics using single words and phrases that they have practiced and memorized. Students develop basic receptive and productive skills through practice of useful structures, forms, and vocabulary related to school, family, friends, pastimes, places around town, and dining at a restaurant. At the end of French 1A, students use the present and near future tenses to express basic needs, ask and answer questions, and discuss everyday situations.

French 1B (7-8)

Prerequisite: French 1A

This course continues to build a solid foundation of the French language. Students further develop their receptive and productive skills through a wide array of linguistic and communicative tasks in a more creative way. Conducted primarily in French, students continue to refine all four aspects of language acquisition: interpersonal communication, listening and reading comprehension, and written production while exploring aspects of the Francophone culture. By the end of French 1B, students will reach the novice-mid level and communicate with more confidence in basic everyday situations and on familiar topics related to sports, weather, time and seasons, major life events, clothing, travel, countries of the world, and life at home.

French 1

This course introduces students to the French language and Francophone culture and is designed for those with little or no prior exposure to French. French 1 aims to build a solid foundation for the future study of the French language by teaching our students everyday linguistic and communicative skills within a real life context. Our curriculum provides an opportunity for students to learn by listening, speaking, reading, and writing, and it exposes them to the traditions, customs, and culture of French-speaking countries. The course is conducted primarily in French and provides a solid foundation at the novice-low level. Students develop basic receptive and productive skills through practice of useful structures, forms, and vocabulary related to school, family, friends, pastimes, places around town, ordering in a restaurant, shopping, weather, sports, parts of a house, household chores, parties and celebrations, travel arrangements, and hotel accommodations. At the end of French 1A, students will be able to talk about current and future events to express basic needs, ask and answer questions, and discuss everyday situations.

COURSE DESCRIPTIONS

French 2

Prerequisite: French 1

Conducted primarily in the target language, students explore major linguistic concepts such as narrating past events, nuances of time in the past time frames, making comparisons, and expressing probability. Students further refine their receptive and productive skills while engaging in various tasks that address all four aspects of language acquisition: oral communication, listening and reading comprehension, and written production. Beyond authentic media resources, students are introduced to more complex authentic texts, such as poetry and short letters, with the objective of using the language to express themselves by composing their first piece of creative writing in French. By the end of this course, students should acquire novice-high to intermediate-low level of proficiency in all communicative skills.

French 2 Honors

French 1 and departmental approval

The French 2 Honors course is an intermediate-low level course that expects students to communicate primarily in the target language. Students work at an accelerated pace, emphasizing rapid acquisition of new and more complex language concepts with the main focus on productive communicative skills. Beyond interpreting authentic media, students are exposed to challenging and complex authentic texts, such as poetry and short letters, in order to encourage them to express themselves more subjectively and compose their first piece of creative writing in French. Students learn major linguistic concepts including narrating in the past, nuances of time in the past time frames, comparing and contrasting, discussing future events and expressing probability. Students further practice and refine their communicative skills while addressing all four aspects of language acquisition: interpersonal communication, listening and reading comprehension, and written and speaking production.

French 3

Prerequisite: French 2

In French 3, students begin working toward an intermediate-low level of proficiency stated by the Common European Framework of Reference of Languages (CEFR) framework. As they move through the course, students work toward being able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Students develop the skills necessary to deal with most situations likely to arise while traveling in an area where the language is spoken. Students produce simple connected text on topics, which are familiar or of personal interest, and describe experiences and events, dreams, hopes and ambitions. In addition, students briefly give reasons and explanations for opinions and plans. These outcomes are achieved through task-based activities and engagement with a variety of relevant and authentic written and spoken materials. The tasks students carry out include, among others, writing an email to apply for an internship, creating a series of predictions about the future referring to hypothetical situations and expressing varying degrees of certainty, formulating a list of rules for behavior on a school trip abroad, summarizing and relaying spoken and written messages, and critiquing movies, television shows, and novels.

COURSE DESCRIPTIONS

French 3 Honors

Prerequisite: French 2 Honors and departmental approval or French 3 with department approval and placement test

An intermediate-mid course, French 3 Honors is a continuation of the skills developed in French 2 Honors with an aim to have familiarity with all of the commonly used linguistic structures of the French language. The course is conducted primarily in French and requires a commitment of communicating solely in French. Students are encouraged to continue to develop communicative strategies rather than defaulting to English. Students develop basic receptive and productive skills through practice of useful expressions, forms, and vocabulary related to food and cooking, injuries and illnesses, navigating a city and common landmarks, preparing for interviews and employment, technology, ecology and the environment, and performing and visual arts. Students are also made aware of nuances of French language and usage, both oral and written as initial preparation toward the French AP Language and Culture exam.

French 4

Prerequisite: French 3

The goal of French 4 is to have students achieve an intermediate-mid level. Upon completion of French 4, students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Students continue to develop the skills necessary to deal with most situations likely to arise while traveling in an area where the language is spoken. Students refine their understanding of language mechanics and nuances while producing simple connected text on topics, which are familiar or of personal interest. Students describe experiences and events, dreams, hopes and ambitions and develop persuasive skills in order to briefly give reasons and explanations for opinions and plans. These outcomes are achieved through task-based activities and engagement with a variety of relevant cultural materials.

French 4 Honors

Prerequisite: French 3 Honors and departmental approval or French 3 with department approval and placement test

An intermediate-high course, students continue to refine the skills learned in French 3 Honors with an aim of demonstrating mastery of all of the commonly used linguistic skills and commonly used expressions of the French language by the end of the year. With this goal in mind, the French 4 Honors course emphasizes conversation, listening comprehension, reading and writing, and provides an accelerated review of previously introduced structures and the active and passive reinforcement of previously learned vocabulary. The acquisition of more sophisticated concepts and common transition words in both written and spoken

French is of primary importance. Students are also exposed to a variety of literary genres and write short essays to provide a solid foundation for success in AP French Language and Culture.

French 5

Prerequisite: French 4

An intermediate-high course, students continue to refine the skills with an aim of demonstrating mastery of all of the commonly used linguistic skills and commonly used expressions of the French language by the end of the year. With this goal in mind, students further develop their receptive and productive skills through a wide array of meaningful tasks that emphasize conversation, listening and reading comprehension, and writing production. Students review previously introduced structures through active and passive reinforcement. Students are exposed to a variety of literary genres and analyze them by means of classroom discussions, presentations, short essays, or projects.

COURSE DESCRIPTIONS

AP French Language and Culture

Prerequisite: French 3 Honors with departmental approval and placement test, French 4 Honors and departmental approval, or French 4 with departmental approval and placement test

Conducted entirely in French, this college-level academic course is designed to advance linguistic proficiency across all modes of communication by engaging students in the exploration of cultural practices, products, and perspectives. The course provides students with opportunities to develop language proficiency across the three modes of communication: interpretive, interpersonal, and presentational. Students explore historical, sociopolitical, and cultural issues using a variety of media from authentic resources in order to promote interdisciplinary connections, language competence, and cultural awareness in real life settings. Students also develop critical thinking in the discipline by integrating the skills of research, analysis, interpretation, contrast, and synthesis in order to enhance their speaking and writing communicative skills through informal and formal presentations. By the end of the year, students will be able to compare and contrast Francophone cultures with their own citing specific examples of Francophone cultural practices, respond to an authentic business email using the proper French style, write a timed persuasive essay using authentic resources in French to support their claims, and finally, maintain a fluid, spontaneous conversation with a native speaker on a given topic.

Mandarin 1A (7-8)

This course is designed for Middle School students with no prior Mandarin language background. The course objective is for students to develop basic listening, speaking, reading, and writing skills through comprehensible input using both the Pinyin system and simplified Chinese characters. The performance target is novice-low. Students at the novice-low level can communicate and present information about themselves on some familiar topics using single words and phrases that they have practiced and memorized. They can also recognize some basic memorized characters and phrases. Students participate in short conversations, sing Chinese songs, do art projects, create dialogues, and perform skits in Mandarin. Upon completion of the course, students will be able to communicate in simple Mandarin in everyday conversations about such topics as their family and holiday celebrations. Students will also be able to talk about Chinese culture, customs, and events in the Chinese-speaking community.

Mandarin 1B (7-8)

Prerequisite: Mandarin 1A

A continuation of Mandarin 1A, this course allows students to continue their focused study of the underpinnings of Mandarin in a creative way. The performance target is novice-mid. Students at this level can communicate about very familiar topics using a variety of basic words and phrases that they have practiced and memorized. Course instruction and assignments continue to address all four aspects of language acquisition: oral communication, listening comprehension, written proficiency, and reading comprehension in order to lay a solid foundation for further Mandarin study. Students continue to refine both the Pinyin system and simplified Chinese characters.

COURSE DESCRIPTIONS

Mandarin 1

This is a year-long entry level course that is appropriate for Upper School students with little or no prior knowledge of Mandarin. It is designed to develop students’ listening, speaking, reading, and writing skills in basic communication patterns and expression. Chinese culture and customs will also be introduced. The main objectives include developing students’ communicative linguistic proficiency and competency, promoting cultural sensitivity, and developing their overall fluency to novice-low level. Students at this level can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized. The focus of the course is balanced between communicative content and language structure and forms. By the end of the academic year, students should be able to express themselves, engage in basic conversations on familiar topics, as well as read and write simple characters and paragraphs in simplified characters with Pinyin.

Mandarin 2

Prerequisite: Mandarin 1B, Mandarin 1, or placement test

In Mandarin 2, students continue to cultivate their language communicative skills and competence from novice-mid to novice-high level while deepening their knowledge of Chinese culture. Students at this level can communicate, present, and exchange information about familiar topics using memorized phrases and simple sentences. Students are able to handle short social interactions in everyday situations by asking and answering simple questions. Students refine their speaking and listening skills as well as their ability to read, type, and write 250 to 300 Chinese characters. Students also participate in at least two Chinese cultural events in the greater Los Angeles area.

Mandarin 3

Prerequisite: Mandarin 2 or placement test

In Mandarin 3, students continue to refine their listening, speaking, reading, and writing skills to novice-high level. At this stage, learners can communicate and exchange information about familiar topics using phrases and simple sentences, supported by memorized language patterns. They can also engage in short social interactions in everyday situations by asking and answering simple questions. At the end of the course, students will be able to produce, interpret, exchange, and compose personal opinions and state various topics beyond basic needs. Students work with short literary texts and authentic multimedia materials on familiar topics, such as school life, travel, and social media. Students make important cultural connections and comparisons with their own culture. Students continue to learn simplified Chinese characters and Pinyin.

COURSE DESCRIPTIONS

Mandarin 4

Prerequisite: Mandarin 3 or placement test

Students further develop their linguistic and cultural competence in Mandarin in all three modes of communication (interpersonal, interpretive, and presentational) in the novice-high/intermediate--low range. At this stage, students have the ability to participate in conversations on a number of familiar topics. Students handle more complex social interactions by using a variety of sentence structures and express themselves beyond basic level. Students discuss, compare and contrast, support, and persuade their opinions. Moreover, students produce extended paragraphs related to the external environment. In dealing with texts, students continue to develop their receptive and productive skills by interpreting, narrating, describing, and discussing topics ranging from personal experience to community events. Students explore topics including the Chinese holiday celebrations, education and school life, food, pop culture, travel and transportation, sports, and China economics. Students expand their knowledge of Chinese traditional culture and arts such as calligraphy, paper cutting, poetry, movie, literature, etc. Students continue to learn characters in simplified forms with pinyin.

Honors Mandarin 4

Prerequisite: Departmental approval.

Mandarin 4 Honors is a rigorous project-based designation for students who are interested in demonstrating their cultural and language proficiency at an intermediate-mid level in the three modes of communication (interpretive, interpersonal, and

presentational). This project requires students to explore, question, research, and discuss essential topics on current events and cultural nuances in Chinese-speaking countries. Students interested in applying for the Mandarin 4 Honors credit comply with the expected profile and requirements of an honors student mandated by the UC system: use of the target language in class, outstanding behavior and participation, dedication to the course and all assigned work, and a superior work ethic. The culminating research project will be assigned during the fall and students will submit their research project in the spring.

Honors Mandarin Language and Culture

Prerequisite: Mandarin 4 or placement test

Conducted primarily in Mandarin, students continue to develop the skills in order to handle day-to-day situations through more communicative skills. The goal is to become an intermediate-mid learner. At this level, students have a higher degree of competency in all four language skills: speaking, reading, writing, and listening. Students are expected to present information on most familiar topics and beyond by using a series of complex sentences. Students engage in the exploration of both historical and contemporary Chinese culture through a wide array of authentic sources while they further refine and expand their knowledge of the Chinese language. Modern Chinese history will be introduced in class and students will explore the relationship between the mainland and Taiwan. Students read independently and interpret selected literary works in order to discuss contemporary issues as presented in literature, magazines, newspapers, and

videos, and online resources. Students continue to hone their understanding and appreciation of culture and interact comfortably with native speakers.

Spanish 1A (7-8)

This course introduces students to the Spanish language and is designed for students with little to no prior exposure to Spanish. Our curriculum provides an opportunity for students to learn Spanish by listening, speaking, reading, and writing, and it exposes them to the traditions, customs, and culture of Spanish-speaking countries. The course is conducted primarily in Spanish and provides a solid foundation at the novice-low level. Students at this level can communicate on some very familiar topics using single words and phrases that they have practiced and memorized. Students develop basic receptive and productive skills through practice of useful structures, forms, and vocabulary related to school, family, friends, sports and pastimes, travel and weather, and shopping. At the end of Spanish 1A, students use the present and immediate future tenses to express basic needs and discuss everyday situations.

COURSE DESCRIPTIONS

Spanish 1B (7-8)

Prerequisite: Spanish 1A

A continuation of Spanish 1A, this course allows students to continue their focused study of the underpinnings of the Spanish language in a more creative way. Conducted primarily in Spanish, students continue to practice productive and receptive skills in all four aspects of language acquisition: interpersonal communication, listening and reading comprehension, and written production while exploring elements of the Hispanic culture. By the end of Spanish 1B, students will reach the novice-mid level and communicate with more confidence in basic everyday situations and on familiar topics related to family, school life, travel, and shopping while making important cultural connections and comparisons with their own culture.

Spanish 1

Conducted primarily in Spanish, this course introduces students to the Spanish language and the culture of the Hispanophone world and is designed for students with little to no prior exposure to Spanish. The main objective is to develop students' communicative linguistic proficiency and competency while promoting cultural sensitivity. The course is conducted primarily in Spanish and provides a solid foundation at the novice-low level. Students at this level can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized. By the end of the academic year, students should be able to express themselves and engage in basic conversations on familiar topics using simple phrases supported by memorized language in areas of immediate relevance.

Spanish 2

Prerequisite: Spanish 1B, Spanish 1, or placement test

A continuation of Spanish 1A and B, this course emphasizes the acquisition of meaningful language skills stated by the Common European Framework of Reference (CEFR). Students learn and explore sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Students communicate in simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Students describe in simple terms aspects of their backgrounds and immediate environments. Students also work to acquire cultural and pragmatic competence by engaging with cultural materials from throughout the Hispanic world. By the end of this course, students should acquire novice-high to intermediate-low level of proficiency in all productive and receptive skills (reading, writing, listening, and speaking).

COURSE DESCRIPTIONS

Spanish 2 Honors

Prerequisite: Spanish 1B and departmental approval, Spanish 1 and departmental approval, or placement test

The Spanish 2 Honors course continues to concentrate on the refinement of foundational linguistic skills and simultaneously further develops students' speaking, reading, writing, and listening skills. Beyond the close study of language mechanics and a vigorous set of grammatical concepts, students focus on the development of more productive and transferable communicative skills in order to achieve language proficiency at the intermediate-low level. Students at this level can participate in conversations on a number of familiar topics, everyday situations, and areas of immediate relevance. In addition, students read adapted texts and a wide array of authentic resources to strengthen their interpretive skills while developing cultural competence.

Spanish 3

Prerequisite: Spanish 2 or placement test

In Spanish 3, students begin working toward an intermediate-low level of proficiency stated by the Common European Framework of Reference of Languages (CEFR) framework. As they move through Spanish 3, students work toward being able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Students develop the skills necessary to deal with most situations likely to arise while traveling in an area where the language is spoken. Students produce simple connected text on topics, which are familiar or of personal interest, and describe experiences and events, dreams, hopes and ambitions. In addition, students briefly give reasons and explanations for opinions and plans. These outcomes are achieved through task-based activities and engagement with a variety of relevant and authentic written and spoken materials. The tasks students carry out include, among others, writing an email to apply for an internship, creating a series of predictions about the future referring to hypothetical situations and expressing varying degrees of certainty, formulating a list of rules for behavior on a school trip abroad, summarizing and relaying spoken and written messages, and critiquing movies, television shows, and novels.

Spanish 3 Honors

Prerequisite: Spanish 2 Honors and departmental approval or Spanish 2 with departmental approval and placement test

Spanish 3 Honors is an intermediate-mid course in which students hone their interpretive and receptive language skills through frequent exposure to Spanish spoken at a pace and level of sophistication intended for a native audience. The majority of readings used in the course are intended for native speakers and are derived from a variety of texts and authentic resources. Productive language skills are continually developed through the execution of both planned and extemporaneous writing and speaking, and students receive frequent feedback to steer them toward more sophisticated grammar and precise idiomatic vocabulary. Spanish 3 Honors students develop a greater understanding of and emerging control of the language when narrating in the past, discussing current events, and making predictions about the future. The class prepares students for work in six content areas—Personal and Public Identities, Contemporary Life, Families and Communities, Science and Technology, Beauty and Aesthetics, and Global Challenges—of the Advanced Placement Spanish Language and Culture exam begins in Spanish 3 Honors. Students become familiar with the types of listening, reading, writing, and speaking tasks presented on the AP Spanish Language and Culture exam.

COURSE DESCRIPTIONS

Spanish 4

Prerequisite: Spanish 3 or placement test

The goal of Spanish 4 is to have students achieve an intermediate-mid level of proficiency stated by the Common European Framework of Reference of Languages (CEFR) framework. Upon completion of Spanish 4, students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Students continue to develop the skills necessary to deal with most situations likely to arise while traveling in an area where the language is spoken. Students refine their understanding of language mechanics and nuances while producing simple connected text on topics, which are familiar or of personal interest. Students describe experiences and events, dreams, hopes, and ambitions and develop persuasive skills in order to briefly give reasons and explanations for opinions and plans. These outcomes are achieved through task-based activities and engagement with a variety of relevant cultural materials.

Spanish 4 Honors

Prerequisite: Spanish 3 Honors and departmental approval or Spanish 3 with departmental approval and placement test

An intermediate-mid to intermediate-high course, Spanish 4 Honors focuses on the study of a wide array of cultural themes. Students are engaged in the exploration of products, practices, and perspectives of various regions of Latin America and Spain while developing more sophisticated linguistic proficiency and communicative skills. Students strengthen their receptive and productive skills by exploring and deconstructing different types of literary texts and media. At the same time, students develop crucial critical thinking skills through discussions on historical, political and environmental issues, and cultural nuances and trends. Students handle successfully a number of uncomplicated communicative tasks and are able to have concrete exchanges on straightforward real life settings. In addition, Spanish 4 Honors focuses on the development of listening and speaking through interpersonal communication. Students can narrate and describe in writing everyday events and situations in different time frames. By the end of the year, students can communicate comfortably on a wide range of topics learned in this course and are able to interact with native speakers who are not necessarily sympathetic to language learners.

AP Spanish Language and Culture

Prerequisite: Spanish 3 Honors with departmental approval and placement test, Spanish 4 Honors and departmental approval, or Spanish 4 with departmental approval and placement test

Conducted entirely in Spanish, this college-level academic course is designed to advance linguistic proficiency across all modes of communication by engaging students in the exploration of cultural practices, products, and perspectives. The course provides students with opportunities to develop language proficiency across the three modes of communication: interpretive, interpersonal, and presentational. Students explore historical, sociopolitical, and cultural issues using a variety of media from authentic resources in order to promote interdisciplinary connections, language competence, and cultural awareness in real life settings. Students also develop critical thinking in the discipline by integrating the skills of research, analysis, interpretation, contrast, and synthesis in order to enhance their speaking and writing communicative skills through informal and formal presentations.

COURSE DESCRIPTIONS

AP Spanish Literature and Culture

Prerequisite: AP Spanish Language and Culture and/or permission of the department

Conducted entirely in Spanish, this course emphasizes the formal study of Peninsular Spanish, Latin American, and U.S. Hispanic literature through the meaningful integration of historical, aesthetic, and contemporary cultural contexts. This approach enables students to make interdisciplinary connections and hone their knowledge of the various Spanish-speaking world cultures. Students enhance their language skills and studies of canonicity, semiotics, deconstruction, and other aspects of literary theory by exploring different forms of art and cultural products in order to relate the intention of the authors to their artistic expression. By furthering the study of social, philosophical, and geopolitical issues and events, students make contextual connections across genres, disciplines, and time periods while developing collegiate critical reading, analytical writing, and research skills.

Spanish 5

Spanish 5 offers our students a cultural and interdisciplinary curriculum in which they explore cultural practices, products, and perspectives that shape the Spanish-speaking world. Students enhance their language skills by becoming active participants and interacting with Hispanic communities in our metropolitan area. Students continue to develop their language skills at an intermediate-mid to intermediate-high level level of proficiency stated by the Common European Framework of Reference of Languages (CEFR). Students explore authentic written and spoken discourse, produce detailed texts in different rhetorical formats, and give presentations with relevant support and argumentation. The course is comprised of three equal, simultaneous, and interdependent components. The first is the viewing and analysis of a series of Spanish language films from Latin America and Spain with the purpose of reflecting upon themes such as identity, coming of age, justice, community and social responsibility, and raising awareness of the historical and cultural contexts of the films. Service in and reflection upon an area of need within the Spanish-speaking communities of Southern California is the second component. The final component is the publication of an online magazine in Spanish with a culminating print version toward the end of the school year.

Honors Capstone: Spanish

This Honors Capstone in Spanish provides advanced students with a strong interest in developing their language skills through cultural and interdisciplinary research to deepen their understanding of the nuances that shape the Spanish-speaking world. Students become active participants in Hispanic communities in our metropolitan area. Students work towards an intermediate-high level of proficiency stated by the Common European Framework of Reference of Languages (CEFR). Students explore complex written and spoken discourse while deconstructing cultural practices, products, and perspectives. Students produce clear and detailed texts in different rhetorical formats and give detailed presentations with relevant support and argumentation. The course is comprised of three equal, simultaneous, and interdependent components. The first is the viewing and analysis of a series of Spanish language films from Latin America and Spain with the purpose of reflecting upon themes such as identity, coming of age, justice, community and social responsibility, and raising awareness of the historical and cultural contexts of the films. Service in and reflection upon an area of need within the Spanish-speaking communities of Southern California is the second component. The final component is the publication of an online magazine in Spanish with a culminating print version toward the end of the school year.

VISUAL & MEDIA ARTS COURSES



VISUAL & MEDIA ARTS

PHILOSOPHY AND PLACEMENT

Artistic vision inspires innovation. A Visual and Media Arts program that embraces visual, material, and digital literacies is essential for a comprehensive, interdisciplinary, global education. We value artistic rigor and excellence, process and risk-taking, critical thinking and personal voice. With traditional and contemporary media, our students become curious and informed navigators of a complex visual world.

In Visual and Media Arts, most Upper School classes are available to all students in the Ninth-12th Grades. Questions about enrollment in these classes should be directed either to the department chair or the individual teacher.

REQUIREMENTS

For graduation, Windward requires two years of Visual and Media Arts or Performing Arts in grades 9-12. The UC requirement is one year of either visual or performing arts.



COURSE DESCRIPTIONS

Introduction to Studio and Media Arts (7)

This course aims to establish both confidence and competence in the creative process, as well as familiarize students with the options and resources available to them in the Studio and Media Arts. Students will rotate through a variety of disciplines, including painting and drawing, photography, graphic design, 3D design, film and video, sound, and animation. Core competencies in design and storytelling are reinforced throughout the rotations. Students are challenged with a variety of design problems and taught basic techniques for solving them. Projects are given cultural and historical contexts, and students are encouraged to relate art-making to their everyday lives and find pleasure in the creative process.

Studio Arts Core (8)

This full-year foundation course is designed for students to explore the basics of 2D and 3D studio arts, including painting and drawing, graphic design, photography, and 3D design. The painting and drawing section covers the basics of drawing and composition, essential preparation for any discipline in the visual arts. The photography section introduces students to the essentials of digital photography and its post-production, focusing on composition and still-image storytelling. The 3D design section introduces students to spatial problem-solving with attention to volume, weight, scale, and materials, using 3D modeling software as well as traditional materials and techniques. The graphic design section introduces students to applying design thinking and visual problem solving to real world applications. The purpose of this foundational course is to promote interdisciplinary thinking among our students, as well as to ensure that all students entering later VMA courses have a set of skills in common.

Media Arts Core (8)

This foundation course is designed for eighth grade students to explore the basics of the media arts, including sound, photography, video, and animation. In the sound section, students experiment with Foley editing, sound effects, sound mixing, and audio dialogue replacement (ADR), discover how to achieve sound quality, study the importance of sound in storytelling, and create audio stories and sound designs. In the photography and video section, students experiment with narrative storytelling using still images and video as well as develop technical skills to produce and edit their own videos. In the animation section, students learn 2D, 3D, hand-drawn, and digital animation techniques. Students utilize the basic animation principles and develop technical skills in operating animation software to create original animated sequences.

COURSE DESCRIPTIONS

Middle School Advanced Visual and Media Arts (7-8) (Eighth Period)

In this Eighth Period course, students will learn basic drawing, painting techniques, multimedia, and the creation of moving images. We will explore a wide range of 2D material such as pencil, pens, pastels, watercolors, inks, and acrylics along with creating and projecting moving images. The elements of line, shape, value, color, form, and space are discussed and emphasized, and students will learn to discuss their work and the work of their peers through a basic critique structure.

Studio Art 1 (9-12)

This course establishes concepts, techniques, and methodologies of 2D practices, and the relationship between materials, processes, and content. Three concepts are thoroughly covered, using figuration and abstraction: contour, tone, and color. Unique projects also include assignments involving “street art” and plein-air landscape. The goal of the course is not to create “art,” but rather to allow students the opportunity to enrich their intellectual and analytical expertise when creating and critiquing their own visual output and surrounding environment. Specific materials and techniques include drawing, collage, painting, introductory digital graphic design, and the use of photography as an aid to design. The majority of student work is made in sketchbooks, which serve as documentation of their understanding and abilities. Contemporary and historical art references, and written assessments, are consistently used as tools to support and increase visual literacy.

Studio Art 2

Prerequisite: Studio 1

The emphasis in this course is on the acquisition of sound drawing skills and experimentation with a wide variety of art forms and techniques. Students continue to develop strong conceptual, perceptual, and technical skills. Much emphasis is placed on observational drawing, composition, and honing critical thought. Students work on compositional skills with projects based on the principles of design: unity, emphasis, pattern, rhythm, movement, and balance. Students learn how to develop process-oriented creative thinking skills; critical thinking and verbal articulation is encouraged in regular critiques and discussions.

Studio Art 3

Prerequisite: Studio 2

Studio 3 is a course designed to give the advanced student the opportunity to develop their aesthetic, imaginative, and creative faculties through investigations of their artistic voices with respect to format, subject, and execution. The course includes drawing, color study, painting, and design. A study of art history, visual culture, and art criticism continue to be an integral part of the course material. The work for Studio 3 is essential to the AP 2D Design course, enabling students to complete the Advanced Placement portfolio exam the following year. Both the elements and the principles of design are reviewed, with a strong emphasis on compositional proficiency. Students learn to work more independently and expand their critical thinking skills. Those enrolled in this course are advised to use Interdisciplinary Studio to hone and develop their portfolio.

3D Design 1 (9-12)

Throughout this course students use a wide range of materials and platforms to design objects and explore the spaces in which they function. Students explore traditional 3D art-making practices, including foam core construction, moldmaking and casting, plaster carving, and inflatable art. They also learn to use Rhino, a 3D modeling software, to apply their creativity to product, industrial, architectural, and environmental design. Students gain a basic knowledge of the historical and cultural context for both artistic and functional objects, applying a balance of aesthetic criteria and practical problem-solving to their design solutions.

3D Design 2

Prerequisite: 3D Design 1

This course expands on the skills built in 3D Design 1. Students will continue to explore objects in space using both digital software and sculptural materials. Students will build critical thinking skills and artistic vocabulary to discuss and write about their own work, the work of their peers, and other works of art. Students will also document their work and build an expanded digital design portfolio. The goal for this course is for students to problem-solve and think creatively throughout the design process. These skills will serve them not only as object makers, but in all areas of work.

COURSE DESCRIPTIONS

3D Design 3

Prerequisite: 3D Design 2

This course is for the advanced 3D Design student who wishes to build her/his design portfolio. Students will use the foundational skills built in previous design classes to make a breadth of work that can be used in the Advanced Placement portfolio exam the following year. A large component of the class will be viewing the work of contemporary artists and designers and developing work that is both conceptually rigorous and guided by design principles. As we continue to work with new materials and learn new processes, students will have the opportunity to design their own projects and explore avenues of personal interest.

3D Design 4

Prerequisite: 3D Design 3

This course is offered to 3D Design students as an alternative to the AP Studio Art class. Students will continue to design projects and craft a portfolio, but will not submit a final AP portfolio. Students will hone the skills they have developed in previous classes and develop a focused body of work or a final thesis. Students will continue to explore contemporary artists and designers and develop pieces that are both conceptually rigorous and guided by design principles.

Graphic Design 1 (9-12)

In this course, students are taught the concepts and techniques of design as they are applied to the representation of products and services, including logo design, album, book cover, and poster design, and typography and page layout. Exercises and projects emphasize clear visual communication and the creative process. Special attention is paid to the history and uses of typography. Students execute solutions to design problems using the computer imaging programs Adobe Photoshop and Adobe Illustrator. The elements and principles of design are covered as a foundation for understanding composition. Critical thinking about visual objects is supported by critique and analytical writing assignments.

Required Materials:

- Portable Hard Drive, 100GB minimum

Graphic Design 2

Prerequisite: Graphic Design 1

This class builds on the design skills taught in Graphic Design 1, applying them to more sophisticated problems and applications. Students are expected to work more independently, building a portfolio in anticipation of taking the AP 2D Design course the following year. Problems and exercises challenge students to advance their conceptual and technical skills, as well as develop a visual vocabulary that conveys information and ideas clearly and concisely. Awareness of historical styles and trends in graphic design, as well as the cultural power of the image-making industry, help students gain a greater appreciation of the relevance of design in their lives.

Required Materials:

- Portable Hard Drive, 100GB minimum

Graphic Design 3

Prerequisite: Graphic Design 2

This course will be divided into three long-term projects. The first project will be a deep dive into typography entailing the research, ideation, and execution of an original typeface. In the second project, students will create a full-fledged identity package consisting of a logo, print assets, website, product packaging, and interior design for a new company/organization. The final project will be more open-ended, based on the students' personal interests in design, with an opportunity to use digital design tools to explore a more conceptual, issue-based, fine art-oriented project.

Required Materials:

- Portable Hard Drive, 100GB minimum

COURSE DESCRIPTIONS

Photography 1 (9-12)

This course is an introduction to the concepts and techniques of analog and digital photography. Students learn extensive internal analog and digital camera operations, artisan darkroom printing processes, proper digital workflow organization, digital post-production techniques in Bridge, Camera Raw, and Photoshop, and an introduction to digital fine art printing. Students investigate the basic genres of photography through their own execution of major projects and assignments, including landscape, fabrication, portraiture, abstraction, and social documentary. Special emphasis is placed upon creative and connotative solutions to the challenges of each genre. Students develop an advanced understanding of directional lighting and its aesthetic effects on an image, the formal elements of art, creative camera control functions, and composition. Course projects are supplemented by lectures, slide shows, demonstrations, visiting artists, and trips to local photography shows at galleries and museums. Students create professional portfolios by documenting their analog and digital work and creating their own websites. Students also begin to recognize the inherent connections between analog and digital photography and begin to explore projects that incorporate both digital and analog processes and materials.

Required Materials:

- 35mm digital SLR camera with 50mm lens, or equivalent
- 1-2 boxes of inkjet paper, 50 sheets per box
- Archival Safety Binder with Rings
- Portable hard drive, 100 GB minimum
- 13"x19"x2" Portfolio box

Photography 2

Prerequisite: Photography 1

In this course, students will be introduced to more advanced techniques in analog and digital processes, gaining a deeper understanding of the technical and material foundations of each. Students also continue to build on their understanding of the inherent connections between analog and digital photography, and continue to explore projects that incorporate both digital and analog processes and materials. Students are presented with a variety of projects which are meant to challenge their creative thinking, conceptual development, and visual storytelling skills, encouraging them to develop a more mature personal voice. Course projects are supplemented by exposure to contemporary photographers and artists in lectures, editing demonstrations, slideshows, visiting artists, and trips to local photography shows at galleries and museums. Students will continue to manage their functional and comprehensive digital portfolios by continuing to document and upload their analog and digital work to their personal websites. Regular critiques and writing assignments encourage students to develop their observational and analytical skills with photography and the greater visual culture. Students will be graded more heavily on their intrinsic engagement, participation in the class, evolution over time, and technical skills with the equipment, materials, and processes.

Required Materials:

- 35mm digital SLR camera with 50mm lens, or equivalent
- 1-2 boxes of inkjet paper, 50 sheets per box
- Archival Safety Binder with Rings
- Portable hard drive, 100 GB minimum
- 13"x19"x2" Portfolio box

Photography 3

Prerequisite: Photography 2

The Photography 3 course is designed to better prepare students for generating creative ideas and working on long-term, extensive projects. There will be one major photography project assigned every 5 weeks, for a total of five projects for the year. For each major project, students will have several grading opportunities in the areas of research for their topic, weekly field shooting, participation in post-production processes, and written journaling/reflections on their process, experiences, and areas for improvement in online journals. Students will receive peer critiques at the midpoint and completion of each major project cycle. Students will be more independent in this course, with the freedom to choose the best ideas, material, equipment, and technique for their artistic explorations. The course is supplemented by lectures and slideshows on contemporary artists, editing demonstrations, visiting artists, and trips to local photography shows at galleries and museums. Students will continue to manage their functional and comprehensive digital portfolios by continuing to document and upload their analog and digital work to their personal websites. Journaling assignments encourage students to develop their observational and analytical skills with photography and the greater visual culture, as well as further develop best writing practices. Students will be graded more heavily on their intrinsic engagement, participation in the class, and technical skills with the equipment, materials, and processes they have built on over the past two years.

COURSE DESCRIPTIONS

Required Materials:

- 35mm digital SLR camera with 50mm lens, or equivalent
- 1-2 boxes of inkjet paper, 50 sheets per box
- Archival Safety Binder with Rings
- Portable hard drive, 100 GB minimum
- 13"x19"x2" Portfolio box

Film and Video 1 (9-12)

Prerequisite: Media Arts Core or Media Arts 1

This introductory course is designed for students to explore all aspects of making short films. Students will explore techniques for capturing images and interrogate what emotions and ideas are imbedded in those images. They work on a variety of short film assignments to demonstrate their knowledge of shot types, composition, three act structure, color theory, and more. Students learn how to critique others' work and how to ask questions about their own work during critique. This class builds a strong understanding of pre-production and planning, narrative, and visual literacy.

Film and Video 2

Prerequisite: Film and Video 1

Students in this class build upon their coursework from Film and Video 1. They focus on developing character for fiction, experimental, and non-fiction shorts, work on identifying and building their own filmmaking style and practice, create films based on adapting works in the public domain, look for inspiration in art disciplines outside their own, create a portfolio or reel, and submit work to festivals. Students explore more in-depth us of equipment, more advanced editing techniques, and more sophisticated directing styles.

Film and Video 3

Prerequisite: Film and Video 2

Filmmaking 3 students continue to build on their coursework through a variety of short projects on abstraction, non-linear narratives, adapting the hero's journey, and using moving images in an installation piece. In the second half of the class students will work on developing their portfolio or reel as they come up with their own film ideas, write proposals, receive feedback, and work in a guided independent environment to make their films.

Film and Video 4

Prerequisite: Film and Video 3

In Filmmaking 4 students will work on larger-scale projects throughout the year, either two completed 15 minute films, or the scriptwriting and preproduction for a feature-length film. Students will gain experience as producers and consider location scouting, securing cast and crew, and scheduling. For those on the screenwriting track they will focus on storytelling at the feature length and how to revise their work. Production students will screen their final films in a showcase while screenwriting students will have a public reading as their final project.

Animation 1 (9-12)

Prerequisite: Media Arts Core or Studio Arts Core

This introductory course is designed for students to explore the foundations of animation. The course will focus on three major components: fundamentals, practice, and history. The first component will cover the introductory elements of animation. Students will experiment with different types of animation (e.g., 2D, hand-drawn, digital, 3D), examine animation concepts such as keyframe, frame by frame, and tweening, and study the principles of animation. The second component will involve the technical aspects of animation and animation practice. Students will build upon their basic skills of storyboarding, sequencing, modeling, texturing, etc., and hone their technical skills in animation software and digital equipment. The third component will concentrate on the history and appreciation of animation. Students will examine early animation and its advancements over time, analyze existing animated artworks, as well as engage in peer critiques.

COURSE DESCRIPTIONS

Animation 2

Prerequisite: Animation 1

Advanced animation students build upon their coursework from Animation 1. Students create more complex computer and stop-motion animation, and developing a style and voice in their storytelling. Students explore more advanced tools such as character animation, rigging, lighting, and sound.

Animation 3

Prerequisite: Animation 2

Advanced animation students continue to build on their coursework from Animation 1 and 2. Students fine tune their animation skills. Students build complex and multiple scene animation with attention to cameras and sound. In this course, students will build a portfolio of their animation work.

Animation 4

Prerequisite: Animation 3

Advanced animation students fine tune their animation skills and develop a strong voice and style. Over the course of the year students will create a culminating animated short film, developing characters and themes, writing a script, and creating a strong sound design. Students create an online portfolio of all four years of their animation work to be used for college applications and animation contests.

AP Studio Art (12)

Prerequisite: Studio 3, 3D Design 3, Graphic Design 2, or Photography 2

This course is designed for the serious and dedicated art student, requiring a more significant commitment of time and effort than previous art courses. The aim is to complete all of the portfolio work necessary for the Advanced Placement portfolio exam in Studio Art. Students make a creative and systematic investigation in an independent study called the Concentration, a body of 12 works of art based on a theme. Class critiques and individual tutorials with the teacher enable students to be clear about their direction and work pace. Students should expect at least five hours of homework a week. Students are required to complete five pieces during the summer to begin investigation into their Concentration. Entry into AP Studio Art is contingent upon teacher and department chair approval.

AP Art History (11-12)

AP Art History course explores such topics as the nature of art, its uses, its meanings, art making and responses to art. Through the investigation of global art making traditions from prehistory to the present, this course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual and comparative analysis to engage with a variety of art forms to understand individual works and interconnections of art-making processes throughout history. Emphasis is placed on contextual analysis and the study of the development of style within cultures, epochs and artist's careers. Through contextual analysis, students gain a deeper understanding of each work's possible meaning and significance. This course prepares students for the AP Art History Exam in May. It is designed to offer motivated secondary school students the same material as that provided by a comprehensive introductory college course in art history. Coursework is supplemented with visits to local galleries and museums such as LACMA, the Getty, the Broad, the Weisman Foundation, and the Norton Simon Museum.

COURSE DESCRIPTIONS

Honors Capstone: Collaborative Arts (12) (Eighth and Ninth Periods)

Enrollment only with permission of the instructors

The Collaborative Arts Capstone is founded on the principle that collaboration and integration of diverse perspectives is a powerful way to make art. This course provides Seniors with the rich opportunity to express how they see the world and what they can contribute to it. As we move through various kinds of artistic practices, the class addresses fundamental questions about art: Why do we create art? How does art get made? And how do we continue to make art that is provocative and relevant to the larger community? Performing arts students and Visual and Media Arts students from all disciplines come together to create several small-group collaborative projects, culminating in one large collaboration for the Capstone colloquium. Performing and VMA faculty, along with guest artists, assist students with critical feedback, design integration, and performance or project preparation. No prerequisites are required.

ELECTIVES

Interdisciplinary Studio 1, 2, 3 (Eighth and Ninth Periods)

Corequisites: Any Visual and Media Arts class; participation in only one Windward team sport season.

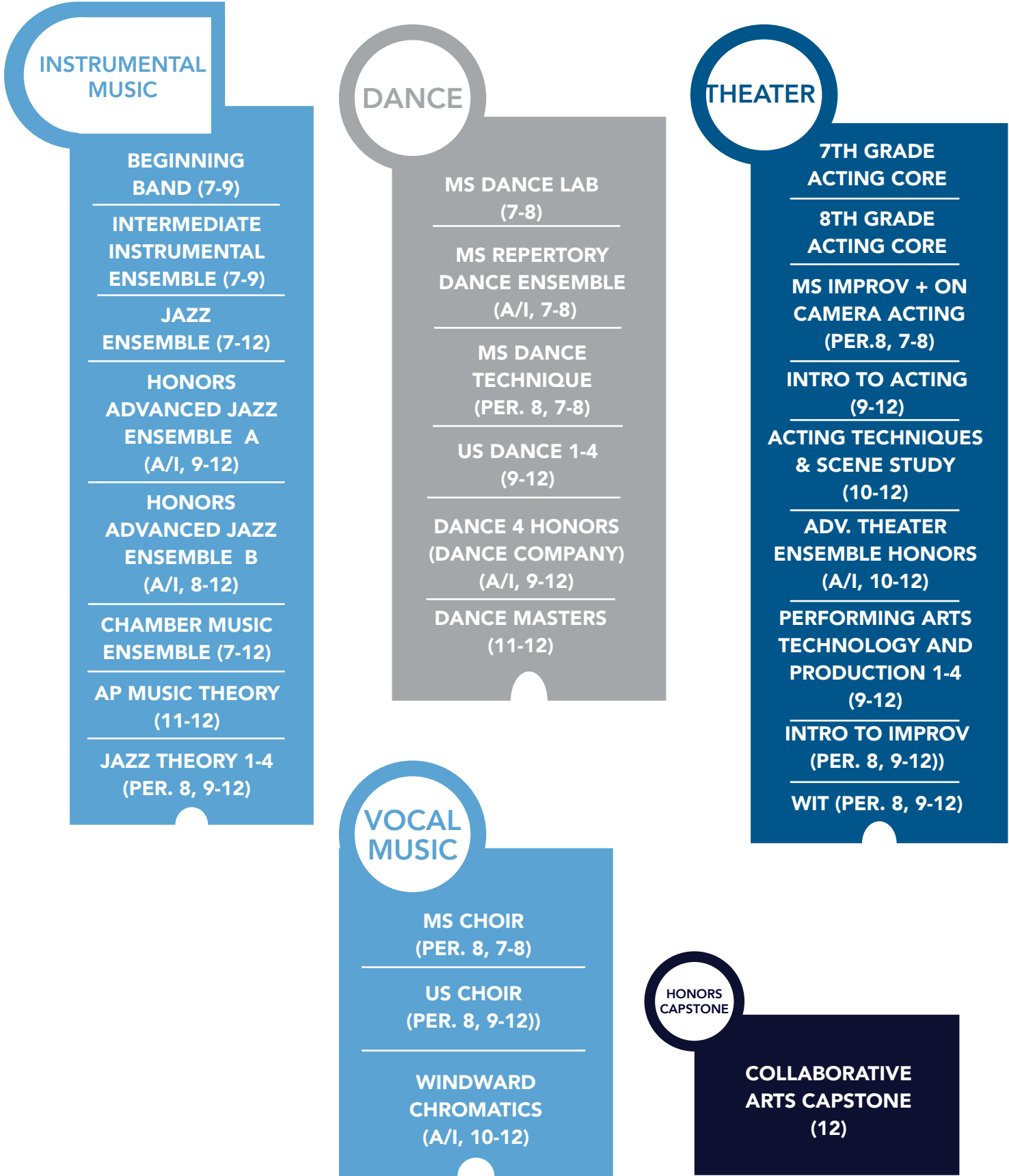
NOTE: This course is NOT available to students enrolled in AP Studio Art

This course is designed for passionate and independently-minded visual art students who wish to explore their creativity and ideas in a completely self-directed manner. Students set goals and propose individually designed projects in any media of their choosing in order to push their artistic practice in challenging directions. Students enrolled in this class must be highly motivated and self-disciplined. The teacher will guide students through mature, creative process by setting deadlines, assigning exercises, and providing feedback regarding ideas, planning, technical skills, and execution. The resulting works may be used for portfolio application to art schools and competitive summer programs, as well as contests and exhibition opportunities outside of school. This course may not be used to complete assignments for concurrent art classes at Windward. It meets during the extracurricular Periods 8 and 9.

Film Production (9-12) (Eighth and Ninth Periods)

This course will bring together performers from the Performing Arts Department and filmmakers from the Visual and Media Arts Department to create a complete short-narrative film as a team. Over the course of the school year, students will work through every stage of the filmmaking process: ideation, treatment writing, pitching, script writing, storyboarding, rehearsing, production management, set and costume design, shooting, sound design, performance, editing, and scoring. Performers and filmmakers will work together and separately during various stages of the production. The performers will receive instruction in the techniques of acting on camera, as well as audition techniques and preparation, and the creation of an acting reel. Performers will collaborate with the filmmakers on ideation, treatment, script writing, and shooting, but will also have time to further develop their craft and reel while the film is in post-production.

PERFORMING ARTS COURSES



PERFORMING ARTS

PHILOSOPHY AND PLACEMENT

There is a deep understanding that learning through the arts imparts a diversity of skills that are inextricably linked to Windward School’s mission and the core values we hold dear as a community. The arts education we value is about inquiry, possibility, creative problem-solving, discipline, respect, community building, and expansion.

At the heart of the Performing Arts Department is a commitment to process; to helping students learn and experience what it is to be an artist. The Performing Arts Department offers a variety of courses in dance, instrumental and vocal music, theater and production design to demonstrate the breadth and depth of each discipline and to supply opportunities in the arts for the wide range of Windward students attracted to our programs. Ensemble building, creativity and discovery, artistic rigor and contribution, and the development of a clearly articulated voice are at the core of our philosophy.

With enviable facilities, a growing body of full-time and guest faculty working professionally at the top of their fields, and a steady influx of skilled new student-artists, Windward Performing Arts seeks to provide a creative, challenging, and nurturing environment that offers the highest quality of instruction to every student; for both the bright and curious student coming to experience the pure enjoyment and appreciation of the arts and those seeking unparalleled preparation for higher education and beyond.

In the Performing Arts, classes are open to students of all grade levels. The exceptions are those courses that are available either via audition or invitation. Questions about enrollment in these classes should be directed either to the Performing Arts Department Chair or the individual teacher. In addition to the classes offered by the Performing Arts Department, a number of co-curricular performance opportunities are available to students throughout the year. Students must take either a performing or visual arts course each year in Grades 7 through 10. Middle School Performing Arts courses are trimester-long and year-long. All 9-12 courses are year-long, with the exception of the Elective, Dance Master Class: Dancing at the College Level, which is offered Semester One only. Please refer to the individual course descriptions for more information and clarification.

REQUIREMENTS

For graduation, Windward requires two years of Visual and Media Arts or Performing Arts in grades 9-12. The UC requirement is one year of either visual or performing arts.

COURSE DESCRIPTIONS

DANCE

Middle School Dance Lab (trimester-long option during Seventh Period athletics) (7-8)

The Middle School Dance Lab is a series of trimester-long courses that support students in building strong bodies, exploring their artistic voice, working collaboratively as members of a creative community, gaining an appreciation for dance as an art form, and discovering the amazing diversity in the world of dance from a cultural perspective. The Dance Lab, which earns its name by creating a safe space for young dancers to experiment with movement, provides opportunities for beginning and intermediate-level students to bring their diverse backgrounds and individual movement interests into the studio in an exciting new format. This course will offer a different genre of dance each trimester—for example, conditioning and fundamentals of dance technique, hip-hop, and a series of world dance forms—to demonstrate the range and depth in dance and supply students with the ultimate in movement fundamentals. Students have the option to take one trimester of dance; those who seek to explore the full offerings can enroll in all three classes making dance a full-year commitment. Within these various styles, students will acquire increased body awareness, a stronger sense of self in space, improved gross motor skills and coordination, more balanced expressive ability, and most notably, a joy of movement.

Middle School Repertory Dance Ensemble (year-long) (7-8)

Performance required. Enrollment upon permission of instructor.

Middle School Repertory Dance Ensemble is a performance-based repertory class for our most dedicated dancers at the intermediate/advanced levels, selected by audition or invitation. Students will work closely with special guest artists in a series of short-term residencies to create work for performance, outreach, and special off-campus dance-related events. They are responsible throughout for maintaining a strong technical foundation and researching the various styles of dance and artists in advance of each residency. The mission behind the ensemble is to allow serious dance students an opportunity to diversify their training and experience highly artistic, accomplished choreographers. Within this rigorous, artistic environment, this course seeks to prepare students for success in the later dance offerings. This class exists in two parts: the choreographic work (Middle School Repertory Dance Ensemble) and technique class (Middle School Dance Technique, Middle School Eighth Period). It is recommended that students attend both.

Middle School Dance Technique (year-long) (7-8) (Eighth Period)

Enrollment upon permission of instructor.

This year-long course is for experienced dancers with a focus on improving awareness, flexibility, control, and technique all within a rigorous and fast-paced learning environment. Set within a rotating teaching model that focuses on refining the fundamentals of ballet and modern technique and conditioning methods, Middle School Dance Technique will best prepare students for executing future choreographic work and transitioning seamlessly into the Upper School program.

Dance 1: Introduction to the Fundamentals of Movement (year-long) (9-12)

Dance 1 is an introductory studio course designed for students, both minimally experienced and inexperienced. The class will explore new perspectives and approaches to dancing through a range of structured technique, improvisation/composition, and kinesiology. Emphasis will be placed on discovering movement creativity along with acquiring the physical strength, flexibility, alignment-coordination, kinesthetic awareness and movement dynamics, as well as some dance history. Modern dance, ballet, and contemporary jazz will be the foundation of this class. Students observe live dance performances and complete written critiques. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport.

COURSE DESCRIPTIONS

Dance 2: Exploring Dance Fundamentals through Multiple Means (year-long) (9-12)

Prerequisite: Dance I or permission of instructor

Dance 2 is a studio course designed for students who have prior knowledge and experience in the area of dance. The class will continue to explore new perspectives and approaches to dancing through a range of technical aspects, improvisation/composition, and body conditioning. Emphasis will be placed on discovering movement creativity along with acquiring the physical skills of strength, flexibility, alignment-coordination, kinesthetic awareness and movement dynamics, as well as some dance history and theory. Modern dance, ballet, and contemporary jazz will be the foundation of this class. Students continue to observe live dance performances and to complete written critiques. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport.

Dance 3: Introduction to the Contemporary Aesthetic (year-long) (9-12)

Prerequisite: Previous dance experience and permission of instructor

Dance 3 provides intermediate-level dancers the opportunity to deepen the study of ballet and modern technique, taking on more advanced combinations and movement concepts with an emphasis on release technique, floor work, and spatial awareness. Lessons in dance history and viewing dance footage will be implemented at this level to strengthen the students' compositional skills in preparation for the demands of an advanced dance class. Students continue to observe live dance performances and to complete written critiques. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport.

Dance 4: Designing Dance as Art and Practice (year-long) (9-12)

Prerequisite: Previous dance experience and permission of instructor

The focus of this class is improving awareness, flexibility, control, technique, and the dancer's ability to learn combinations all within a faster-paced environment. This class is designed to prepare students for college-level dance programs. Each student experiments with various styles of dance and work to further develop performance and compositional skills. The dancers further their knowledge of dance history by studying some of the people who have been instrumental in creating that history. Choreography is a key element to this class. Learning repertory in various styles is required. Assignments include completion of a research project and critiques of dance performances. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport. Students may choose to enroll in this course for a second year, beyond that extending into an Independent Study with the approval of the instructor.

COURSE DESCRIPTIONS

Dance 4 Honors (Dance Company) (year-long) (9-12)

Prerequisite: Company members are required to formally re-audition each year and undergo an individual evaluation to ensure appropriate placement.

Dance Company is a rep performance class for our most advanced and dedicated dancers, selected by audition or by invitation. Through a series of short-term residencies with some of the most accomplished artists in the business today, students maintain a rigorous technical foundation and create and perform commissioned choreographic works. The challenging nature of this course prepares students for college-level dance programs and careers in the arts. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport. Performance required.

Dance Elective -- Dance Master Class: Dancing at the College Level (semester-long) (11-12)

Prerequisite: Permission of instructor

This workshop is designed specifically for Juniors and Seniors who understand that a high level of skill and artistry can strengthen their college applications and even further for those who want to move on to that vital next step in their path toward becoming professional dancers. In this course, students will go through the process of college selection, the creation of a solo piece, guidance in the completion and submission of applications, and development of the tools for a successful audition. The program will be tailored to meet the individual needs of each student, so whether the student is considering a full-time arts conservatory or pursuing a minor in Dance along with their academic major at a university, each student will have the resources to meet their needs.

VOCAL MUSIC

Middle School Choir (year-long) (7-8) (Eighth Period)

The Middle School Choir class sets the foundation for future singing at Windward; no audition is required. The Middle School Choir class is designed to introduce to each student the fundamentals of vocal technique, ensemble performance technique, and music-reading skills. The ensemble will sing a variety of selections ranging from traditional choral repertoire to pop songs to musical theater. The group performs at the Winter Concert, Spring Music Festival, Coffee House events, and various other on-campus or off-campus performances as needed. Attendance at all scheduled performances is a requirement for the class.

COURSE DESCRIPTIONS

Upper School Choir (year-long) (9-12) (Eighth Period)

The Upper School Choir class further develops the student's ability to sing confidently and collaboratively in an ensemble setting while also allowing first-time singers to explore their singing voice in a safe and welcoming environment; no audition is required. The Upper School Choir class is designed to develop each student's understanding of individual vocal technique, ensemble performance technique, and music-reading skills. The ensemble will sing a variety of selections ranging from traditional choral repertoire to folk music from different cultures around the world, and from jazz selections to pop songs to musical theater. The group performs at the Winter Concert, Spring Music Festival, Coffee House events, and various other on-campus or off-campus performances as needed. Attendance at all scheduled performances is a requirement for the class.

Madrigals: Chromatics (year-long) (10-12)

Prerequisite: At least one year of Upper School Choir or permission of instructor. All students in the Chromatics are required to audition. This audition takes place every February.

This is Windward's most advanced vocal ensemble. The Windward Chromatics is designed to develop in each student a high level of musicianship skills, vocal technique, and ensemble performance technique; in addition, the Chromatics is expected to perform a wide variety of choral styles from classical masterworks and musical theater to vocal jazz and collegiate-style a cappella pop repertoire. The group performs at the Winter Concert, Spring Music Festival, Coffee House events, and various other on-campus or off-campus performances as needed. Attendance at all scheduled performances is a requirement for the class.

INSTRUMENTAL MUSIC

Beginning Band (year-long) (7-9)

Beginning Band gives students the opportunity to learn a woodwind (clarinet, flute, or saxophone), brass (trumpet or trombone), percussion, or string (electric bass, violin, or cello) instrument completely from the beginning. No previous experience is required to take this course; however, the class is also appropriate for experienced musicians who want to learn a new instrument. Students work in an ensemble where they explore the basics of musicianship, including reading and recognizing pitches and rhythms. This group takes part in two concerts per year, the Winter and Spring Concerts. Note: Beginning piano and guitar are not offered as part of this class, but budding pianists and guitarists are invited to join to hone their reading and ensemble skills.

COURSE DESCRIPTIONS

Intermediate Instrumental Ensemble (year-long) (7-9)

Prerequisite: Beginning Band or have played an instrument for at least one full year. If you are a new student to Windward, we highly suggest a brief evaluation by the Music Department faculty to determine that you are placed in the appropriate level class.

The Intermediate Instrumental Ensemble is geared for students who have taken Beginning Band at Windward, or have played an instrument for at least one full year. All incoming students who wish to start with the Intermediate Instrumental Ensemble need to be able to read music at a competent level and are asked to play a short audition for the Instrumental Music Faculty to gauge their skill level prior to enrollment. Emphasis is on building technical facility on one’s instrument, learning to play within a group, honing music reading and theory skills, exploring improvisation, and learning to play a multitude of styles including classical, popular, jazz, and rock. The Intermediate Instrumental Ensemble takes part in two concerts per year, the Winter and Spring Concerts.

Chamber Music Ensemble (year-long) (7-12)

Prerequisite: Permission from the instructor and have played an instrument for at least two full years. New students to Windward should schedule a brief evaluation by the Music Department faculty to determine appropriate level.

The Chamber Music Ensemble performs a wide variety of music including Bach, Beethoven, Vivaldi, Mozart, film scores, and more contemporary works. The Chamber Music Ensemble performs at various Windward School functions including the Winter Concert, the Music Festival, and the Spring Concert. It is highly recommended that students study privately and possess a very strong commitment to music. This class also focuses on building ensemble technique, teamwork, and technical skills specific to their instrument. Trips to Walt Disney Concert Hall, recordings, and interdisciplinary collaboration, are all additional components of this course. Students with at least two years of experience on the following instruments are encouraged to join this group: strings (violin, viola, cello, and upright bass), woodwinds (flute, oboe, clarinet, and bassoon), and piano.

Jazz Ensemble (year-long) (7-12)

Prerequisite: At least one year of Instrumental music or permission of instructor by audition or Invitation

The Windward Jazz Ensemble is open to advancing musical students with at least two years of prior experience. The Jazz Ensemble instrumentation is based on the traditional “big band” and includes saxophones, trumpets, trombones, piano, bass, guitar, and drums. Students build on their improvisational skills while exploring a wide variety of contemporary jazz, Latin, and rock forms. The ensemble learns to correctly interpret different forms of jazz, improve their reading and aural skills, and create a cohesive and exciting performance ensemble. Assignments include studying music theory, transcribing music from recordings, and learning various scales and modes. The Jazz Ensemble performs at many Windward School functions including the Prospective Student Open Houses, Homecoming, the Winter Concert, and our Music Festival. It is highly recommended that students study privately and possess a very strong commitment to music.

COURSE DESCRIPTIONS

Advanced Jazz Ensemble Honors A (year-long) (9-12)

Prerequisite: The class size is approximately eight to 10 students; enrollment is by invitation or audition only.

Prerequisite for Honors: Enrollment in Jazz Theory concurrent with Advanced Jazz Ensemble “A” is required in order to receive Honors credit. Otherwise, students will be enrolled in Advanced Jazz Ensemble “A.”

The Advanced Jazz Ensemble is designed for our most experienced and dedicated musicians as an avenue for them to explore their artistry. This class focuses on deepening their skill level in improvisation, composition, performance, and teamwork at an advanced level. Students study the music of the great jazz masters as well as explore creating their own compositions. Instruction in the use of state-of-the-art music software, such as Pro Tools (music recording software) and Sibelius/Finale (music scoring software) is also a component of this course. Students are expected to have a high degree of skill on their instrument, study privately, and possess a very strong commitment to music. Advanced Jazz Ensemble performs at many Windward School functions including the Prospective Parent Open Houses, Homecoming, the Winter Concert, and our annual Music Festival.

Advanced Jazz Ensemble Honors B (year-long) (8-12)

Prerequisite: The class size is approximately eight to ten students; enrollment is by invitation or audition only. Students must have completed at least one year of a Windward Instrumental Ensemble (preferably Jazz Ensemble). Students who are not selected will be enrolled in Jazz Ensemble.

Prerequisite for Honors: Enrollment in Jazz Theory concurrent with Advanced Jazz Ensemble “B” is required in order to receive Honors credit. Otherwise, students will be enrolled in Advanced Jazz Ensemble “B.”

The Advanced Jazz Ensemble is designed for our most experienced and dedicated musicians as a chance for them to explore their artistry. This class focuses on deepening their skill level in improvisation, composition, performance, and teamwork at an advanced level. Students study the music of the great jazz masters as well as explore creating their own compositions. Instruction in the use of state-of-the-art music software, such as Pro Tools (music recording software) and Sibelius/Finale (music scoring software) is also a component of this course. Students are expected to have a high degree of skill on their instrument, study privately, and possess a very strong commitment to music. Advanced Jazz Ensemble performs at many Windward School functions including the Prospective Parent Open Houses, Homecoming, the Winter Concert, and our Music Festival. This class has a prerequisite of at least one year of a Windward Instrumental Ensemble (preferably Jazz Ensemble) and will be admitted by audition with the caveat that students who are not chosen must enroll in Jazz Ensemble. The audition will require a demonstration of strong improvisational skills as well as overall

musical skills, i.e. good tone, good time, and clear evidence of being an excellent player.

AP Music Theory (year-long) (11-12)

Prerequisite: Students must sit for a diagnostic exam administered by the instructor prior to enrollment.

This course is designed to equip students to take the AP Music Theory exam that is administered by the College Board in May. The course is designed to: 1) increase understanding and fluency with regard to the building blocks of musical notation, including rhythm, meter, pitch, keys, modes, intervals, chords, and harmonic function; 2) introduce the fundamentals of musical analysis and compositional processes, including harmonic function, motivic development, counterpoint, and formal structure; 3) develop aural musical skills, including aural identification and written dictation of rhythms, melodies and chords, and extending to aural analysis of basic stylistic and structural features; 4) develop fluency and confidence in sight-singing; and 5) increase awareness of the applicability of analytical skills to the appreciation and understanding of a variety of musical styles.

COURSE DESCRIPTIONS

MUSIC ELECTIVES

Jazz Theory (year-long) (9-12) (Eighth Period)

Four levels of Jazz Theory are offered and highly recommended for those students who look to delve more deeply into the skills possessed by improvising musicians. Advanced Jazz Ensemble students who want to earn Honors credit must be concurrently enrolled in Jazz Theory.

Jazz Theory 1 (Eighth Period)

The Jazz Theory 1 class is at an introductory level and seeks to allow the student to begin to build the necessary tools to both improvise and compose music in the jazz idiom. The introduction of common scales, modes, diatonic harmony, chords, and jazz melodic and rhythmic structures are explored as the student becomes both the composer and the improviser and understands that the two are different sides of the same coin. Major areas of focus include: key signatures, Circle of Fifths/Fourths, listening, and analyzing how different scales may be used to improvise successfully over a variety of basic chord changes and styles.

Jazz Theory 2 (Eighth Period)

The Jazz Theory 2 class continues to build on the tools that have been learned in the previous Theory 1 class and thus allows the student to seek an even more thorough understanding of music construction. Exploring solo building through understanding thematic and rhythmic elements is part of the class work both in the written work and class jam sessions. A deeper understanding of the subtle nuances of scales, with the introduction of altered and hybrid scales as a method to fully color the improvised melodic line. In addition, the use of these scales as they apply to altered and substitute chord changes are explored in greater detail as the student begins to understand and develop a true jazz vocabulary. Major areas of focus include: key signatures, Circle of Fifths/Fourths, listening, and analyzing how different scales may be used to improvise successfully over a variety of chord changes and styles.

Jazz Theory 3 (Eighth Period)

The Jazz Theory 3 class continues to build on the tools that have been learned in the previous Theory 1 and 2 classes and thus allows the student to seek an even more thorough understanding of music construction. Exploring solo-building through understanding thematic and rhythmic elements are part of the class work both in the written work and class jam sessions. At this point the student will be able to compose jazz melodies and solos that echo the great jazz legends, such as Charlie Parker, Miles Davis and Sonny Rollins to name a few. Students are also beginning to compose and arrange tunes for a combo, which would include composing bass lines, piano and horn voicings as they begin to understand how to create their own compositions and arrangements.

COURSE DESCRIPTIONS

Jazz Theory 4 (Eighth Period)

Jazz Theory 4 takes the skills and concepts that were learned in the Theory 1, 2, and 3 classes and aims to put all of those components together as the student creates a unique voice as both improviser and composer. Students compose original works in both small and large formats while exploring more complex forms and structures. Students will be using Sibelius music software as an integral part of their compositions. A continuing study of solo-building and a more thorough understanding of thematic and rhythmic elements are part of the class in both the written work and class jam sessions. A deeper understanding of the subtle nuances of scales, chords, and jazz melodic and rhythmic structures is explored as the student becomes both the composer and the improviser and understands that the two are different sides of the same coin. Major areas of focus include: original composition and orchestration, advanced piano voicing, and a further study of improvisation, which would include very challenging jazz tunes, i.e. Cherokee, Giant Steps, and Moment's Notice.

THEATER

Seventh Grade Acting Core (7) (year-long)

Students are given the opportunity to explore elements of improv, acting, and sketch writing in this full-year class. This course begins with an exploration of the ensemble through theater games and trust exercises. Students will have the opportunity to practice and define their performance voice and gain confidence as they perform for others. Improvisation skills are utilized to explore voice, character work, and narrative skills. Students will also learn the basics of creating a scene both with a short and long narrative. The ensemble will utilize narrative and character improvisation skills to create personal written pieces. Students will give feedback, sharing constructive criticism from both an audience's and director's point of view. The primary focus is to build group awareness on and off stage, sharpen performance skills, and allow students to explore personal works in addition to the depth and nuances of famous works. No prerequisite required.

Eighth Grade Acting Core (8) (year-long)

This course is geared toward passionate actors as it introduces and reinforces the fundamentals of theater and will create a platform for entering more advanced courses. Students in this course will participate in many different genres of theater. They will garner skills including acting for the camera, text analysis, musical theater technique, improvisation, and an introduction to exploring their emotional life through substitution and relaxation exercises. Students will learn the skills, techniques, and expectations for rehearsal and performance. They will have the opportunity to work with guest artists in each discipline, which will deepen their experience of each genre. Projects will culminate in informal performances to showcase skills learned and explored. Prior acting experience is recommended.

COURSE DESCRIPTIONS

Middle School Improv + On-Camera Acting (year-long) (7-8) (Eighth Period)

This Eighth Period offering includes one semester of improv and one semester of on-camera acting. Students have the opportunity to learn short-form improvisation games and skills. During the improv semester, the class will focus on the basics of improvisation rules and playful games and help prepare students interested in joining W!T (Windward Improv Troupe). During the on-camera semester, the class will focus on specific techniques of acting for the camera, which both personalizes and deepens their character portrayals. Students will learn the skills of acting on camera, monologue and scene rehearsal and production, audition techniques and preparation, and the creation of an acting reel.

Introduction to Acting (year-long) (9-12)

How does one become an actor? In this course students explore techniques, scenes, and monologues through improvisation, creative writing, and observation. Through daily exercises students build confidence and an understanding of what their unique perspective can bring to material. Theater terminology and acting concepts are taught through a variety of engaging exercises. As students begin to discover their individual voices, they will be challenged through in-class performances. By the end of the year students will know the purpose of a scene, understand objective, character development, and have both a monologue and scene in their repertoire. In the Spring, this work will culminate with collaborative performances in the One Act Festival.

Acting Techniques and Scene Study 1 and 2 (year-long) (10-12)

Prerequisite: Intro to Acting (previously Theater 1) or permission of the instructor

Students focus on basic acting practices and analytical skills using different texts. In-depth monologue work is used to help students find their voice and play different characters for range and creativity. Throughout the year, students will delve into diverse theater and performance genres and develop skill sets that will allow them to apply the genres to various texts. The emphasis of this class is on deepening character development through exploration and experimentation. Students will bring the text to life through creative thought and active risk-taking. Guest artists will join the class to lead discipline specific workshops.

COURSE DESCRIPTIONS

Advanced Theater Ensemble Honors (year-long) (10-12)

By audition only. This audition takes place every February.

This class is intended for advanced acting students. The students will hone their acting craft and have the opportunity to work as an ensemble to create provocative work. The year will begin with scene study and monologue work to prepare students interested in the college audition process and more. Students will create resumes, headshots, spotlight videos and find & develop audition pieces. Students will write, direct, and act in plays as part of the One Act Festival. Class will include in-depth discussions about their work and process. Guest artists will join class to lead discipline-specific workshops. This ensemble will workshop a full-length play as a class for the end of the year.

Performing Arts Technology 1, 2, 3, and 4 (year-long) (9-12)

The objective of this course is to introduce the student to the fundamental elements and process of technical theater and design. The course will include a brief history of theatrical stage technology and design. Students will learn the functions of the creative team, production staff, technicians, and stage crew. Basic elements of design concepts, theatrical lighting, sound technologies, costume and scenic construction, stage management, and producing (marketing and budgeting) will be introduced and assessed through practical application. Students will have the opportunity to learn from and interact with many guest artists who are experts in the various aspects of theatre production around the greater Los Angeles area. Participation in Stage Crew is required. The workload, ownership and intensity of the course necessarily increases with each increase in course number.

THEATER ELECTIVES

Film Production (VMA/PA) (year-long) (9-12) (Eighth and Ninth Periods)

This twice a week offering will bring together performers from the Performing Arts Department and filmmakers from the Visual and Media Arts Department to create two complete short narrative films as a class production. Over the course of the school year, students will work through every stage of the filmmaking process: ideation, pitching, treatment writing, script writing, storyboarding, rehearsing, production management, set and costume design, shooting, sound design, performance, editing, and scoring. Performers and filmmakers will work together and separately during various stages of film production and rotate roles on each film such as director, producer, cinematographer, and more. The performers will receive instruction in the techniques of acting on camera, as well as audition techniques and preparation, and the creation of an acting reel. Performers and filmmakers will also have time to further develop their craft and reel while each film cycles through different stages of production. In addition to special class workshops and presentations, this year-long elective will conclude with an end of the year Media Arts and Film Showcase, exhibiting the two student films produced, in addition to other Visual and Media Arts cross-collaborative projects within theater, film, television, and animation produced at Windward.

COURSE DESCRIPTIONS

Introduction to Improvisation (Eighth Period) (year-long) (9-12)

In this course, students participate in an improvisation class designed for the beginner and intermediate performers. This course focuses techniques in, but not limited to, creating narrative, improvised scenarios, mastering playful games, discovering spontaneous characters, and learning how to think on the spot while trusting their instincts, voices, and choices. Improvisational Theater is a perfect starting place for students who want to hone improv skills and prepare to perform in W!T (Windward Improv Troupe) or those who want to learn the skills without the pressure of performance. Professional improvisers will join class to lead discipline-specific workshops.

W!T (Windward Improvisation Troupe) (Eighth and Ninth Periods) (year-long) (10-12)

Prerequisite: Introduction to Improvisation

In W!T (Windward Improvisation Troupe), previously known as Advanced Improvisational Theater students will continue to learn how to strengthen improvisation skills, allowing the opportunity to be challenged by advanced concepts and structure. In this course, students will tell complex narratives, deepen character study through nuance, find the game within the narrative, include status concepts, transfers and emotions to strengthen onstage performances. Both short-form improvisation games and techniques, and long-form styles and narratives will be taught. Students are required to participate in monthly W!T performances. Professional improvisers will join class to lead discipline-specific workshops.

Performing Arts Honors Capstone: Collaborative Arts (12) (Eighth and Ninth Periods)

Enrollment only with permission of the instructors

The Collaborative Arts Capstone is founded on the principle that collaboration and integration of diverse perspectives is a powerful way to make art. This course provides Seniors with the rich opportunity to express how they see the world and what they can contribute to it. As we move through various kinds of artistic practices, the class addresses fundamental questions about art: Why do we create art? How does art get made? And how do we continue to make art that is provocative and relevant to the larger community? Performing arts students and Visual and Media Arts students from all disciplines come together to create several small-group collaborative projects, culminating in one large collaboration for the Capstone colloquium. Performing and VMA faculty, along with guest artists, assist students with critical feedback, design integration, and performance or project preparation. No prerequisites are required.

PHILOSOPHY AND PLACEMENT

In conjunction with the mission statement of the School, the Windward School Athletics Department seeks to achieve athletic excellence and provide experiences where students will develop a passion for their sports. The Interscholastic Athletic and Physical Education programs are designed to promote and affirm the ideas of respect, discipline, wellness, physical fitness, sportsmanship, leadership, and teamwork, while engaging the student fully in mind, body, and spirit.

REQUIREMENTS

All Middle School students take either P.E. or Dance or participate in a sport. All Middle School students have P.E. scheduled during Seventh Period. Students choose P.E., Dance, or competitive, interscholastic sports teams each trimester. Students on athletic teams begin practice during Seventh Period and continue until 3:30 Monday-Thursday. Participation on a sports team is not guaranteed; some Middle School teams have tryouts and make selections. Students in grades 9-12 can fulfill the physical education requirement by taking a Sports Training, P.E., or Independent study P.E. class, or participating in a Windward Dance class or performance group.

Middle School Physical Education (7-8)

The Middle School Physical Education program supports Windward’s objective to foster well balanced students by emphasizing physical literacy and awareness of the body and mind. Structured physical activity within the curriculum exposes students to an array of activities, which could include soccer, ultimate frisbee, volleyball, and other collaborative games that promote sportsmanship and teamwork.

Middle School Dance Lab (trimester-long) (7-8)

The Middle School Dance Lab is a series of trimester-long courses that support students in building strong bodies, exploring their artistic voice, working collaboratively as members of a creative community, gaining an appreciation for dance as an art form, and discovering the amazing diversity in the world of dance from a cultural perspective. The Dance Lab, which earns its name by creating a safe space for young dancers to experiment with movement, provides opportunities for beginning and intermediate level students to bring their diverse backgrounds and individual movement interests into the studio in an exciting new format. This course will offer a different genre of dance each trimester—for example, conditioning and fundamentals of dance technique, hip-hop, and a series of world dance forms—to demonstrate the range and depth in dance and supply students with the ultimate in movement fundamentals. Students have the option to take one trimester of dance; those who seek to explore the full offerings can enroll in all three classes making dance a full-year commitment. Within these various styles, students will acquire increased body awareness, a stronger sense of self in space, improved gross motor skills and coordination, more balanced expressive ability, and most notably, a joy of movement. P.E. Course, trimester-long (can be repeated each trimester).

Middle School Athletics Teams (7-8)

Students who wish to participate on athletics teams have the option to do so each of the three seasons of their 7th and 8th grade years. When possible, we invite all interested scholar-athletes to be on a team, but sometimes, due to space constraints or high interest in a sport, we are not able to accommodate all interested students on a team. At least one middle school team during each season takes all interested players. The sports offered each season are:

Fall Season

Cross Country (boys and girls), Flag Football, Girls Volleyball, Girls Tennis

Winter Season

Boys Basketball, Girls Basketball, Boys Soccer, Girls Soccer

Spring Season

Baseball, Softball, Boys Tennis, Boys Volleyball, Track and Field (boys and girls)

COURSE DESCRIPTIONS

Golf Team (7-8)

Meets Fridays 3:15

Students play a local course on Fridays and compete against other schools during the Spring. Some previous golf experience is recommended, although not required. Students who are part of the Golf team can also participate in other sports. The Golf team does not fulfill the Middle School athletics requirement.

Swim Team (7-8)

Meets Fridays 3:15

Students are welcome to join the Swim team and compete against other schools from the Pacific Basin League. Students who are competing in a Fall sport may also join the Swim team, which meets on Fridays after school. The Swim team is a co-ed sport that is offered in the Fall to our Middle School students. It does not fill the Middle School athletics requirement.

Sports Training (9-12)

Sports Training is a year-long physical education course for students who participate on a sports team at Windward or outside of school that competes in the CIF-SS. This class supports students by providing sports-specific skills, along with a focus on strength, agility, and injury prevention. The course is led by the Peak Performance Center staff and Windward coaches.

Physical Education - Peak Performance (9-12)

Physical Education teaches fitness concepts and conditioning techniques that will help students maintain lifelong health. This course will introduce the basics of weight lifting, fitness training, and sections of basketball, football, volleyball, ultimate frisbee, and collaborative games that employ eye-hand/eye-foot coordination, teamwork, and strategy.

Independent Study Physical Education (9-10)

Independent Study Physical Education (ISPE) is an educational option that affords students the opportunity to extend physical education learning activities beyond the school campus and regular school hours. ISPE allows the student to explore physical activities not normally offered in the Windward Physical Education Program or extended hours of competition in club, travel, or advanced levels of sports offered. Each ISPE student will be partnered with a member of the Windward Athletic Department and required to check-in for class and to meet monthly for the duration of their enrollment in the ISPE program.

Dance 1 - P.E.: Introduction to the Fundamentals of Movement (year-long) (9-12)

Dance 1 is an introductory studio course designed for students, both minimally experienced and inexperienced. The class will explore new perspectives and approaches to dancing through a range of structured technique, improvisation/composition, and kinesiology. Emphasis will be placed on discovering movement creativity along with acquiring the physical strength, flexibility, alignment-coordination, kinesthetic awareness and movement dynamics, as well as some dance history. Modern dance, ballet, and contemporary jazz will be the foundation of this class. Students observe live dance performances and complete written critiques. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport.

COURSE DESCRIPTIONS

Dance 2 - P.E.: Exploring Dance Fundamentals through Multiple Means (year-long) (9-12)

Prerequisite: Dance I or permission of instructor

Dance 2 is a studio course designed for students who have prior knowledge and experience in the area of dance. The class will continue to explore new perspectives and approaches to dancing through a range of technical aspects, improvisation/composition, and body conditioning. Emphasis will be placed on discovering movement creativity along with acquiring the physical skills of strength, flexibility, alignment-coordination, kinesthetic awareness and movement dynamics, as well as some dance history and theory. Modern dance, ballet, and contemporary jazz will be the foundation of this class. Students continue to observe live dance performances and to complete written critiques. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport.

Dance 3 - P.E.: Introduction to the Contemporary Aesthetic (year-long) (9-12)

Prerequisite: Previous dance experience and permission of instructor

Dance 3 provides intermediate-level dancers the opportunity to deepen the study of ballet and modern technique, taking on more advanced combinations and movement concepts with an emphasis on release technique, floor work, and spatial awareness. Lessons in dance history and viewing dance footage will be implemented at this level to strengthen the students' compositional skills in preparation for the demands of an advanced dance class. Students continue to observe live dance performances and to complete written critiques. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport.

Dance 4 - P.E.: Designing Dance as Art and Practice (year-long) (9-12)

Prerequisite: Previous dance experience and permission of instructor

The focus of this class is improving awareness, flexibility, control, technique, and the dancer's ability to learn combinations all within a faster-paced environment. This class is designed to prepare students for college-level dance programs. Each student experiments with various styles of dance and work to further develop performance and compositional skills. The dancers further their knowledge of dance history by studying some of the people who have been instrumental in creating that history. Choreography

is a key element to this class. Learning repertory in various styles is required. Assignments include completion of a research project and critiques of dance performances. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport. Students may choose to enroll in this course for a second year, beyond that extending into an Independent Study with the approval of the instructor.

Dance 4 Honors (Dance Company) - P.E. (year-long) (9-12)*

Prerequisite: Company members are required to formally re-audition each year and undergo an individual evaluation to ensure appropriate placement.

Dance Company is a rep performance class for our most advanced and dedicated dancers, selected by audition or by invitation. Through a series of short-term residencies with some of the most accomplished artists in the business today, students maintain a rigorous technical foundation and create and perform commissioned choreographic works. The challenging nature of this course prepares students for college-level dance programs and careers in the arts. Students have the choice of receiving credit for Physical Education or Performing Arts when taking this class. If a student chooses to take P.E. credit, they must choose another arts class and must still attend class when involved in an after-school sport. Performance required.

PHILOSOPHY AND PLACEMENT

Middle School Eighth Period courses are graded courses that are worth a half credit. Each course will meet Tuesdays and Thursdays during Eighth Period and last the entirety of the school year. Students must sign up either for an Eighth Period course or for Study Hall. The following elective classes may be offered in the 2019-20 school year pending approval and enrollment.

- Are YOU an Entrepreneur?
- Middle School Creative Writing
- Foundations of Making and Design (7th only)
- Middle School Choir
- Middle School Dance Technique
- Middle School Debate
- Middle School Advanced Visual and Media Arts
- Middle School Engineering: The Way Things Work (8th only)
- Middle School Improv + On-Camera Acting
- Middle School Yearbook

Are YOU an Entrepreneur?

In this class, students learn the basics of starting a business and being an entrepreneur. Students learn through class discussions and activities as well as guest speakers. Students are encouraged to try out their own entrepreneurial ideas during the class and can participate in Buy It on the Bridge using what they have learned.

Middle School Creative Writing

Workshop participants engage in fun writing projects in a variety of different genres, including poetry, memoir, and creative fiction. Students have the opportunity to explore their own ideas, as well as new genres of writing. Students share work and learn from the ideas of their peers.

Foundations of Making and Design

In Foundations of Making and Design, students will learn how to use a variety of tools and technologies to make things- being limited only by their imagination. Students will grow as skilled creators and collaborators, and become a part of the world-wide Making community. The beginning of the course will be dedicated to skill-building with tools and programs which lay the foundation of making followed by a series of challenges.

Middle School Choir

The Middle School Choir class sets the foundation for future singing at Windward; no audition is required. The Middle School Choir class is designed to introduce to each student the fundamentals of vocal technique, ensemble performance technique, and music-reading skills. The ensemble will sing a variety of selections ranging from traditional choral repertoire to pop songs to musical theater. The group performs at the Winter Concert, Spring Music Festival, Coffee House events, and various other on-campus or off-campus performances as needed. Attendance at all scheduled performances is a requirement for the class.

Middle School Dance Technique

Enrollment upon permission of instructor

This year-long course is for experienced dancers with a focus on improving awareness, flexibility, control, and technique all within a rigorous and fast-paced learning environment. Set within a rotating teaching model that focuses on refining the fundamentals of ballet and modern technique and conditioning methods, Middle School Dance Technique will best prepare students for executing future choreographic work and transitioning seamlessly into the Upper School program.

Middle School Debate

Is nuclear energy safer than fossil fuel? Are cell phones in school a good idea? In this class, students learn how to take either side of issues like these and win the argument. We investigate a wide range of current issues, honing our research, discussion, and rhetorical skills. Students have the opportunity to participate in both formal parliamentary debate competitions against other LA area schools and more informal opportunities on campus to have some fun with argumentation skills. Students of all experience levels are welcome.

Middle School Advanced Visual and Media Arts

In this Eighth Period course, students will learn basic drawing, painting techniques, multimedia, and the creation of moving images. We will explore a wide range of 2D material such as pencil, pens, pastels, watercolors, inks, and acrylics along with creating and projecting moving images. The elements of line, shape, value, color, form, and space are discussed and emphasized, and students will learn to discuss their work and the work of their peers through a basic critique structure.

COURSE DESCRIPTIONS

Middle School Engineering: The Way Things Work (Eighth Grade only)

In The Way Things Work we will be constructing unique mechanisms in order to maximize solutions to both common and ridiculous problems in a competitive and fun atmosphere. This engineering course will focus on the design process by means of thorough documentation of design and testing of prototypes. We will learn the history and implementation of engineering strategies seen in today's world and use those strategies to augment our own building. We will build things, break things, and build them better still, but most of all, we will have fun through engineering both in teams and as individuals.

Middle School Improv + On-Camera Acting

This Eighth Period offering includes one semester of improv and one semester of on-camera acting. Students have the opportunity to learn short-form improvisation games and skills. During the improv semester, the class will focus on the basics of improvisation rules and playful games, and help prepare students interested in joining W!T (Windward Improv Troupe). During the on-camera semester, the class will focus on specific techniques of acting for the camera, which both personalizes and deepens their character portrayals. Students will learn the skills of acting on camera, monologue and scene rehearsal and production, audition techniques and preparation, and the creation of an acting reel.

Middle School Yearbook

This 8th period course is designed to create the middle school section of the yearbook. Students will learn all aspects of yearbook production include writing copy, digital photography, photo editing, and layout and design. As many of the assignments are time sensitive students will develop organizational and time management skills. Yearbook welcomes writers, photographers, editors and those enthusiastic learn more!

The Middle School yearbook will be completed by the end of the 1st semester. During the remainder of the school year, the students will join a study hall.

PREP AND COLLEGIATE EIGHTH AND NINTH PERIODS

PHILOSOPHY AND PLACEMENT

The courses listed below are graded courses that will appear on the transcript. Those that meet during Eighth Period are worth a half credit for a year-long course. Courses that meet during Eighth and Ninth periods are worth one credit for a year-long course. The following elective classes may be offered in the 2019-20 school year pending approval and enrollment. Electives marked with an asterisk* are offered every other year.

Creative Writing: The Living Word Project (9-12)	.5 Credit, Eighth
Cryptology (9-12)	.5 Credit, Eighth
Dance Master Class: Dancing at the College Level (11-12)	.5 Credit, TBD
Speech and Debate (9-12)	.5 Credit, Eighth
Advanced Speech and Debate (10-12)	1.0 Credit, Eighth/Ninth
Film Production (9-12)	1.0 Credit, Eighth/Ninth
Hydroponic Garden (10-12)	.5 Credit, Eighth
Interdisciplinary Studio 1,2,3 (9-12 - No AP Studio Students)	1.0 Credit, Eighth/Ninth
Introduction to Aviation (9-12)*	.5 Credit, Eighth
Introduction to Programming (9-12)	.5 Credit, Eighth
Introduction to Improvisation (9-12)	.5 Credit, Eighth
Jazz Theory 1,2,3,4 (9-12)	.5 Credit, Eighth
Journalism: Storytelling and Media (9-12)	.5 Credit Eighth
Leadership: Community Engagement (9-12)*	.5 Credit, Eighth
Making and Engineering Design (9-12)	.5 Credit, Eighth
Model United Nations (9-12)	.5 Credit, Eighth
Product Design (9-12)*	.5 Credit, Eighth
Publications 1,2,3,4 (9-12)	1.0 Credit, Eighth/Ninth
Think Differently: The Fundamentals of Entrepreneurship (9-12)	.5 Credit, Eighth
Upper School Choir (9-12)	.5 Credit, Eighth
W!T: Windward Improv Troupe (10-12)	1.0 Credit, Eighth/Ninth

COURSE DESCRIPTIONS

Creative Writing: The Living Word Project (9-12) (Eighth Period)

Workshop participants will engage in fun writing projects, lively debate and discussion, word games, and critique. Genres will include poetry, memoir, creative fiction, and a few surprises. The group will also try “stress free,” “no pressure” exercises to help with performance of their work utilizing easy techniques for public speaking.

Cryptology (9-12) (Eighth Period)

Prerequisite: The completion of Algebra 1 or Algebra 1 Honors.

Cryptology is the study of secret writing such as codes and ciphers. Students learn to write messages using different codes such as the Caesar shift, monoalphabetic substitution, the Vigenère cipher, the Enigma machine, and more modern techniques including digital encryption and RSA public key cryptography. Some of the math used includes topics not explored in other math classes such as Modular Arithmetic, Matrices, and the Binary and Hexadecimal number systems. Students learn how to attack and decrypt messages using techniques such as frequency analysis and cribbing. The course also examines the use of cryptology in literature and movies and culminates in an on-campus scavenger hunt.

Dance Master Class: Dancing at the College Level (semester-long) (11-12) (TBD)

Prerequisite: Permission of instructor

This workshop is designed specifically for Juniors and Seniors who understand that a high level of skill and artistry can strengthen their college applications and even further for those who want to move on to that vital next step in their path toward becoming professional dancers. In this course, students will go through the process of college selection, the creation of a solo piece, guidance in the completion and submission of applications, and receive tools for a successful audition. The program will be tailored to meet the individual needs of each student, so whether the student is considering a full-time arts conservatory or pursuing a minor in Dance along with their academic major at a university, each student will have the resources to meet their needs.

Speech and Debate 1,2,3,4 (9-12) (Eighth Period)

Public speaking is an essential tool of leadership. To prepare students for public speaking in their academic and professional careers, the course covers the basic principles of oratory, various styles of debate, and tools for extemporaneous speaking. Through advanced techniques in debate, public speaking, and rhetoric, this course will build critical communication skills founded on research, logical argumentation, and oral presentation.

Advanced Speech and Debate 1,2,3,4 (9-12) (Eighth and Ninth Periods)

The advanced version of the Speech and Debate elective requires enrollment in both period 8 and 9, as well as, an additional commitment to attend tournaments. Students work closely with the instructor on case writing, debate strategy, theory, and argumentation. Through discussion and in-depth analysis of current events, students cultivate analytic frameworks that they can apply to many political, economic, social, and cultural issues. Topics covered include rhetoric, economics, philosophy, policy, social theory, and international relations.

COURSE DESCRIPTIONS

Film Production (9-12) (VMA/PA) (Eighth and Ninth Periods)

This twice a week Eighth/Ninth Period offering will bring together performers from the Performing Arts Department and filmmakers from the Visual and Media Arts Department to create two complete short narrative films as a class production. Over the course of the school year, students will work through every stage of the filmmaking process: ideation, pitching, treatment writing, script writing, storyboarding, rehearsing, production management, set and costume design, shooting, sound design, performance, editing, and scoring. Performers and filmmakers will work together and separately during various stages of film production and rotate roles on each film such as director, producer, cinematographer, and more. The performers will receive instruction in the techniques of acting on camera, as well as audition techniques and preparation, and the creation of an acting reel. Performers and filmmakers will also have time to further develop their craft and reel while each film cycles through different stages of production. In addition to special class workshops and presentations, this year-long elective will conclude with an end of the year Media Arts and Film Showcase, exhibiting the two student films produced, in addition to other Visual and Media Arts cross-collaborative projects within theater, film, television, animation produced at Windward.

Hydroponic Garden (10-12) (Eighth Period)

Hydroponic gardening is a method used to grow plants without soil, which allows larger quantities of high quality vegetables to be produced with a lower impact on the environment. Throughout this course, we will design and build our own hydroponic gardens, learn about the related science and technology necessary to maintain them, and program visual representations of the data collected by various sensors. This largely project-based course will also require students to research related environmental and sustainability issues. Prior experience with construction and coding is not required, only a commitment to learn and do!

Interdisciplinary Studio 1, 2, 3 (9-12) (Eighth and Ninth Periods)

Corequisites: Any Visual and Media Arts class; participation in only one Windward team sport season.

NOTE: This course is NOT available to students enrolled in AP Studio Art.

This course is designed for passionate Visual Arts students who wish to explore their creativity and ideas in a more individualistic and self-directed way. Students set goals and propose individually designed projects in any media of their choosing, in order to push their artistic practice in challenging directions. Students enrolled in this class must be highly motivated and self-disciplined. The teacher will guide the student through the creative process by setting deadlines, assigning creative exercises, and providing feedback regarding ideas, planning, technical skills, and execution. The works created can be used for portfolio application to art schools and competitive summer programs as well as contests and exhibition opportunities outside of school. The work for this class cannot be used to fulfill assignments for concurrent art classes at Windward, nor can assignments for other art classes be made during this class time.

COURSE DESCRIPTIONS

An Introduction to Aviation: Pioneers, Piloting, Disasters, Job Opportunities, Women in Aviation, and More (9-12)*

The aerospace industry is one of the largest and fastest growing industries in the world. As the human population continues to increase and the cost of traveling becomes more affordable, the demand for talented individuals is higher than ever. This class will serve to introduce you to the world of aviation, which is vastly unknown to America's youth. Together, we will explore the following topics: pioneers of aviation, aircraft accident investigation, the air traffic control system, 9-11 and air traffic controllers, human factors in aviation, how to become a pilot, and more.

Introduction to Programming (9-12) (Eighth Period)

This course gives students a broad understanding of procedural and object-oriented computer programming geared toward a foundation for AP Computer Science. Students learn to write and execute programs and gain an understanding of fundamentals such as keywords, data types, strings, variables, and arithmetic operators with a focus on fundamental principles of problem-solving and basic concepts of programing. Students learn various control structures and how to use them, including boolean operators and truth tables and using tools expressing design such as a flowchart. This course is designed to be a rewarding and fun learning experience for students who have no prior experience and for students with moderate skills programming computers.

Introduction to Improvisation (9-12) (Eighth Period)

In this course, students participate in an improvisation class designed for the beginner and intermediate performers. This course focuses techniques in, but not limited to, creating narrative, improvised scenarios, mastering playful games, discovering spontaneous characters, and learning how to think on the spot while trusting their instincts, voices, and choices. Improvisational Theater is a perfect starting place for students who want to hone improv skills and prepare to perform in the W!T (Windward Improv Troupe) or those who want to learn the skills without the pressure of performance. Professional improvisers will join class to lead discipline specific workshops.

Jazz Theory (9-12) (Eighth Period)

Four levels of Jazz Theory are offered and highly recommend for those students who look to delve more deeply into the skills possessed by improvising musicians. Advanced Jazz Ensemble students who want to earn Honors credit must be concurrently enrolled in Jazz Theory.

Jazz Theory 1

The Jazz Theory 1 class is at an introductory level and seeks to allow the student to begin to build the necessary tools to both improvise and compose music in the jazz idiom. The use of scales, modes, diatonic harmony, chords, and jazz melodic and rhythmic structures are explored as the student becomes both the composer and the improviser and understands that the two are different sides of the same coin. Major areas of focus include: key signatures, Circle of Fifths/Fourths, listening and analyzing how different scales may be used to improvise successfully over a variety of basic chord changes and styles.

Jazz Theory 2

The Jazz Theory 2 class continues to build on the tools that have been learned in the previous Theory 1 class and thus allows the student to seek an even more thorough understanding of music construction. Exploring solo-building through understanding thematic and rhythmic elements is part of the class work both in the written work and class jam sessions. A deeper understanding of the subtle nuances of scales, with the introduction of altered and hybrid scales as a method to fully color the improvised melodic line. In addition, the use of scales as they apply to altered and substitute chord changes are explored in greater detail as the student begins to understand and develop a true jazz vocabulary. Major areas of focus include: key signatures, Circle of Fifths/Fourths, listening, and analyzing how different scales may be used to improvise successfully over a variety of chord changes and styles.

COURSE DESCRIPTIONS

Jazz Theory 3

The Jazz Theory 3 class continues to build on the tools that have been learned in the previous Theory 1 & 2 classes and thus allows the student to seek an even more thorough understanding of music construction. Exploring solo-building through understanding thematic and rhythmic elements are part of the class work both in the written work and class jam sessions. At this point, the student will be able to compose jazz melodies and solos that echo the great jazz legends, i.e. such as Charlie Parker, Miles Davis and Sonny Rollins to name a few. Students are also beginning to compose and arrange tunes for a combo, which would include composing bass lines, piano and horn voicings as they begin to understand how to create their own compositions and arrangements.

Jazz Theory 4

Jazz Theory 4 takes the skills and concepts that were learned in the Theory 1, 2, and 3 classes and aims to put all of those components together as the student really begins to create a unique voice as both improviser and composer. Students compose original works in both small and large formats while exploring more complex forms and structures. Students will be using Sibelius music software as an integral part of their compositions. A continuing study of solo-building and a more thorough understanding of thematic and rhythmic elements are part of the class in both the written work and class jam sessions. A deeper understanding of the subtle nuances of scales, chords, and jazz melodic and rhythmic structures is explored as the student becomes both the composer and the improviser and understands that the two are different sides of the same coin. Major areas of focus include: original composition and orchestration, advanced piano voicing, and a further study of improvisation, which would include very challenging jazz tunes, i.e. Cherokee, Giant Steps, and Moment's Notice.

Journalism: Storytelling and Media (9-12) (Eighth Period)

Hone your proficiency as a storyteller in multiple contexts as you develop the skills of reporting and digital communications to research, pitch, report, develop, and publish articles, blog posts, multimedia packages and podcasts on topics of vital relevance to Windward. In a time of information overload, the ability to assess, analyze, and communicate clearly is more important than ever, and these skills are valuable tools that can be applied well beyond the realm of journalism. As shapers and consumers of media, students will also consider the stories we tell through a lens of ethical responsibility. One focus of this class will be understanding the importance of platform, purpose, and audience in communication. Students will compare storytelling for information and persuasion with storytelling for strategic and entrepreneurial purposes such as launching new ideas and supporting nonprofit institutions.

COURSE DESCRIPTIONS

Leadership: Community Engagement (9-12)*

How can we become well-informed leaders in our community and beyond? How can we challenge ourselves to become civic-minded and socially aware in a world where we are constantly exposed to local, national, and global needs? In this course, we will develop understandings of personal identities and perspectives in the Windward community and the surrounding community of Los Angeles. Students (Grades Nine-11) will develop their leadership skills as communicators, problem-solvers, and empathetic changemakers. The study of social justice and community engagement invites us to explore the complexities of the human experience, as connected to issues of equity, society, and identity. This exploration will lead to questions and curiosities about how social justice education applies to real people and real problems and how we can work to make a difference in any community in which we find ourselves. Students in this course will engage in hands-on learning and project development through the lens of values, ethics (personal and community), empathy, and culture. We will look at the impact of equity and access, race relations, multiculturalism, gender, implicit bias, and religion on community engagement. Through speakers, site visits, and service projects with community organizations, we will bring the community to Windward and Windward to the community.

Making and Engineering Design (9-12) (Eighth Period)

In this course, students will learn how to use a variety of tools and technologies in order to design, prototype, and develop their own creations. Through a diverse series of projects, ranging from whimsical to practical, students develop fluency in current technologies, grow as empathetic creators and collaborators, and become a part of the world-wide Making community. The course begins with several weeks dedicated to skill-building units followed by collaborative project-based units, culminating in an independent theme-based project.

Model United Nations (9-12) (Eighth Period)

Given the increasingly global nature of our world, it is imperative that our students are able to not only understand but also to articulate their understanding of issues that affect us all. Model United Nations (MUN) has long been a program that excels in this regard. As a complement to Windward's Global Studies program, this elective allows students to undertake detailed investigation of different countries' perspectives as they prepare to participate as delegates in a series of MUN conferences in the greater Los Angeles area. Thus, this elective consists both of classroom time during Eighth Period and numerous opportunities to participate in MUN conferences.

Product Design (9-12)*

This class examines how designers invent or reinvent useful products. Using the design process and solid modeling software, students will ideate, design, and create a variety of items that have real world applications. Students will engage in extended length projects where they will consider functionality and object aesthetics as well as environmental and social issues. They will also generate and maintain a portfolio of their work throughout the course.

COURSE DESCRIPTIONS

Publications 1, 2, 3, and 4 (9-12) (Eighth and Ninth Periods)

This 8th period course is designed to create the yearbook. Students will learn all aspects of yearbook production include writing copy, digital photography, photo editing, and layout and design. As many of the assignments are time sensitive students will develop organizational and time management skills. Yearbook welcomes writers, photographers, editors and those enthusiastic learn more!

Think Differently: The Fundamentals of Entrepreneurship (9-12) (Eighth Period)

The goal of Think Differently is to help students gain and hone the skills that are necessary to be successful entrepreneurs. This course redefines entrepreneurship and exposes students to the different types of entrepreneurship. In addition, students learn the business model canvas, engage with real businesses, and have the opportunity to develop a business. This course also provides real world, hands-on learning related to actually starting a scalable company. Students are required, among other things, to talk with potential customers in order to do research. In addition, students work in teams learning how to turn a great idea into a great company.

Upper School Choir (9-12) (Eighth Period)

By the end of the course, each student in the Upper School Choir should have: 1) A basic knowledge and understanding of healthy, expressive singing, which includes such physical phenomena as good posture, full-bodied breath support, relaxed vocal mechanism, natural resonance, the management of different vocal registers, communicative diction, and versatility of tone; 2) A basic knowledge and understanding of reading music and sight-singing, which includes such musical elements as rhythmic and pitch notation, dynamics, articulation, and phrasing; 3) A basic knowledge and understanding of good vocal ensemble technique, which includes such elements as vowel unity, blend, balance, ensemble phrasing, and unified musical interpretation; 4) A basic knowledge and understanding of the musical stylistic differences between music from different historical eras, cultures, and genres; and 5) Multiple experiences of live choral ensemble performance. This class is primarily a performance-oriented ensemble; thus, the performances and preparatory rehearsals are the principal means by which the first four objectives are attained.

W!T (Windward Improv Troupe) (10-12) (Eighth and Ninth Periods)

Prerequisite: Introduction to Improvisation

In W!T (Windward Improv Troupe), previously known as Advanced Improvisational Theater, students will continue to learn how to strengthen improvisation skills, allowing the opportunity to be challenged by advanced concepts and structure. In this course, students will tell complex narratives, deepen character study through nuance, find the game within the narrative, include status concepts, transfers and emotions to strengthen onstage performances. Both short-form improvisation games and techniques, and long-form styles and narratives will be taught. Students are required to participate in monthly W!T performances. Professional improvisers will join class to lead discipline-specific workshops.

SENIOR CAPSTONES

In order to graduate, all Seniors must complete a Capstone course. Honors Senior Capstones are year-long courses designed to ensure that every Senior has an in-depth research experience in a selected area of passion guided by a dedicated Windward teacher. All Capstones will involve research, and many will also include experiential and entrepreneurial components, interdisciplinary work, artistic expression, collaboration, experiments and analysis, and/or service-learning. These courses will culminate in May with a community-wide celebration of research and learning to highlight the intellectual curiosity of our Senior scholars.

Honors Capstone: Design Thinking

This interdisciplinary Capstone course will offer an opportunity for students to study real world problems in-depth. Collaborative student groups will be tasked with identifying, researching, and engaging with issues both at Windward and in the Los Angeles community. They will use a design thinking framework to understand needs, design and improve potential solutions, and implement their proposals. Finally, the students will present their process and results at a showcase for the wider community. This is a truly hands-on, project-based class that will serve any student who is interested in using human-centered design as a way to change the world.

Honors Capstone: 20th Century History

The History Honors Capstone introduces students to a specialized course of study in the history of the 20th century. The course is not a survey of that time frame; rather, students develop historical analysis skills, which they apply to research a topic of their choosing. Sample topics pursued in past years include World War II-era poster propaganda in the United States and Germany, the social history of organized crime in Los Angeles, and anti-Apartheid sports boycotts in South Africa. Class activities consist of discussions, readings, presentations, and individualized research and writing. The main purpose of the course is to instruct students in the process and rigor of writing a college-level research paper. Students select a topic in the Fall and go through the process of writing a research question, developing a thesis, compiling an annotated bibliography, and writing a literature review. Field trips to UCLA and to the main branch of the LAPL provide students with opportunities to gather research materials. The Spring months are dedicated to the drafting and revision processes. Throughout the course, students work closely with the instructor and CTL research librarians in order to research and refine their topic and to develop their argument through drafts. The final 20-page paper is due in April; the course culminates in a formal presentation of the student's work to the school community.

Honors Capstone: Psychology

The Honors Capstone in Psychology provides an opportunity for students currently enrolled in Honors Psychology, or with strong interests in psychological research, to build on those concepts to deepen their understanding of a specific field of study. Participants will engage in a multi-disciplinary approach that explores the ways an understanding of theoretical research in psychology can facilitate individual growth and social transformation.

Honors Capstone: Collaborative Arts (Eighth and Ninth Periods)

Enrollment only with permission of the instructors

The Collaborative Arts Capstone is founded on the principle that collaboration and integration of diverse perspectives is a powerful way to make art. This course provides Seniors with the rich opportunity to express how they see the world and what they can contribute to it. As we move through various kinds of artistic practices, the class addresses fundamental questions about art: Why do we create art? How does art get made? And how do we continue to make art that is provocative and relevant to the larger community? Performing arts students and Visual and Media Arts students from all disciplines come together to create several small-group collaborative projects, culminating in one large collaboration for the Capstone colloquium. Performing and VMA faculty, along with guest artists, assist students with critical feedback, design integration, and performance or project preparation. No prerequisites are required.

SENIOR CAPSTONES

Honors Capstone: Ethics and Leadership

The Leadership Capstone offers students a robust, fulfilling, and rigorous experience in an area of interest. Students enrolled in the class explore a wide variety of topics related to leadership academically and experientially. Areas of focus will include visioning, problem-solving, group-building, teamwork, decision-making, and self-reflection. Through rigorous research, personal reflection, case studies, interviews, and simulations, students explore and deepen their thinking about the practices and principles of leaders. Students explore basic theories and concepts of leadership, identify their own personal leadership styles, develop leadership skills, and practice integrating and applying their understandings and skills.

Honors Capstone: Social Justice

The Social Justice and Civic Engagement Capstone course seeks to enroll motivated and curious students who are interested in engaging deeply with social justice and civic action. Core elements include continuously developing social and cultural understandings, building empathy for self and others, and finding, framing, and solving problems. This course provides an opportunity for students to develop a greater understanding of real world problems that emerge from social issues facing our community partners and the greater Los Angeles area. In order to address these problems, the course is steeped in the tenets of design thinking and a human-centered approach toward investigating issues, and developing solutions for a specific community or client. Students in this course will engage with resources, texts, individuals, and organizations throughout Los Angeles as they develop a more complete picture

of the people and communities represented in our city, and uncover pathways for offering support, solutions, and partnership through a social justice and civic engagement lens.

Honors Capstone: Spanish

The Honors Capstone in Spanish provides advanced students of Spanish the opportunity to expand their communicative abilities in and use their Spanish in order to become active participants in the Spanish-speaking communities in our metropolitan area and beyond. The course is comprised of three equal, simultaneous, and interdependent components. The first is the viewing and analysis of a series of Spanish language films from Latin America and Spain with the purpose of reflecting upon themes such as identity, coming of age, justice, community and social responsibility, learning about the historical and cultural contexts of the films, and raising awareness of the historical and cultural contexts of the films. Service in and reflection upon an area of need within the Spanish-speaking communities of Southern California is the second component. The final component is the publication of an online magazine in Spanish with a culminating print version toward the end of the school year.

Honors Capstone: Data Analysis

Prerequisites: Algebra 2/Trigonometry and approval of the department.

This course is similar to an introductory, non-calculus-based, college-level statistics course. Students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. They will then design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-nspire graphing calculator, Fathom, R and RStudio statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. This course will be taught concurrently with the AP Statistics course, however, students are not required to take the AP Exam in May. Students will complete a capstone final research project and presentation.

PROGRAM OVERVIEW

Windward School strives to prepare our students for effective participation in the global community with a program that offers opportunities, both inside the classroom and out, to learn about different perspectives and cultures while utilizing 21st century skills such as inquiry, collaboration, communication, leadership and problem-solving. In doing so, Windward ensures that it remains a welcoming and inclusive community whose graduates are knowledgeable and compassionate citizens of the world. Beyond these goals for all students, Windward offers the designation of “Global Scholar” to those students who chose to deepen the global focus that is part of Windward’s overall program.

Windward’s Global Scholars program challenges students to become knowledgeable, compassionate, and active citizens of the world. Through an approved course of study, combined with out-of-class experiences, students in 10th through 12th Grades may pursue their deeper interest in topics of global interdependence in a way that is most relevant to the 21st century. Formal entry into the program occurs through an application process in Spring of 10th grade. Upon completion of the program, students who earn the designation of “Global Scholar” on their transcripts will have demonstrated the knowledge, skills, and habits of mind to maximize their participation as global citizens.

REQUIRED CORE CLASSES/RESPONSIBILITIES:

10th Grade:

- Global Studies Honors (in either 10th Grade or 11th Grade)
- Global Service (see Leadership and Action)
- Meeting with a Global mentor after admission to the program

11th Grade:

- Global Studies Honors (in either 10th Grade or 11th Grade)
- Global Service (see Leadership and Action)
- Meeting twice during the year with a Global mentor

12th Grade:

- All Windward students are required to take an Honors Capstone course in the 12th Grade. Global Scholars may fulfill this requirement in any Honors Capstone with an approved Capstone project which addresses an issue of global focus.
- Meeting twice during the year with a Global mentor

Additional Course Opportunities to demonstrate Global Scholarship:

Global Scholars must take one GOA course and the equivalent of three additional full credit classes from the following:

- A course through the Global Online Academy: one GOA course is required for all Global Scholars. GOA courses appear on the Windward transcript, but are offered through GOA for additional tuition. The tuition varies by course, and is generally \$500 to \$700. An additional GOA course may count toward the three additional Global classes.
- Honors History: The United States in the World
- A World Language course at AP or Level 5
- A second World Language once first language is completed up to Level 3
- Honors Global Economics
- AP European History
- AP Comparative Government and Politics
- AP Art History
- Environmental Science Honors
- Acting Techniques and Scene Study and Advanced Theater Ensemble
- Advanced Jazz Ensemble, Jazz Ensemble, Chamber Music Ensemble, and Chromatics
- Dance 4 or Dance 4 Honors
- AP Statistics
- Any Visual Arts class beyond Level 2 Please Note: Students can earn global credit for these classes only when the class is not being taken to fulfill a Windward graduation requirement in the arts. (All Windward students are required to take two years of Visual or Performing Arts. A student doubling up in one of these classes or taking one of these classes in the Junior or Senior year will receive global credit.)
- Think Differently
- Model United Nations
- Debate, Public Speaking, and Rhetoric (9-12)
- Leadership: Civic Engagement
- A globally designated section of AP English Literature and Composition

GLOBAL ACTION AND LEADERSHIP REQUIREMENTS:

In coordination with the regular process of course selection through the Prep or Collegiate Division, candidates for the Global Scholar designation will work with a Global Scholar mentor to plan the extracurricular activities by which they will demonstrate that they have exceeded the global competencies achieved by all Windward graduates. Global Scholar mentors will help identify, design, fulfill, and document the extracurricular components of the program:

Travel and Culture (select two “Level One” experiences or one “Level Two” experience):

- Level One Options:
 - » Take an international trip through Windward or another approved organization (one-week minimum)
 - » Host an international student (non-family member) through an approved organization (one-week minimum)
 - » Volunteer or intern with an approved global organization (hours in addition to the Windward baseline requirement to be determined in consultation with the student's Global mentor)
 - » Attend four approved Global events during Grades 10-12
- Level Two Options:
 - » Engage in an approved language and/or cultural immersion trip, either through Windward or some other organization (one-week minimum)
 - » Attend a language immersion summer camp or program such as Middlebury-Monterey, Concordia Language Village, School Year Abroad, etc. (two-week minimum)

Leadership and Service

Volunteer or intern with an approved global organization or initiative for at least 10 hours (i.e. half of the the student's required hours for Windward Graduation). Must be completed prior to the beginning of Senior year.

PROGRAM OVERVIEW

Windward School's STEAM Scholars program is for ninth through twelfth grade students with a passionate interest in extended studies in Science, Engineering, and the Arts. STEAM challenges motivated students to bridge real world applications and academic studies in order to enhance their abilities to succeed in the 21st century. Through an approved course of study, combined with out-of-class experiences, Prep and Collegiate students may pursue their passion for Science, Technology, Engineering, Arts, and Mathematics. Upon completion of the program, students who earn the STEAM Scholars Certificate will have demonstrated the knowledge, skills, and habits of mind to pursue further studies and careers in the STEAM fields. Additionally, successful completion of all the program requirements will lead to distinction as a Windward STEAM Scholar on the Windward transcript.

Formal entry into the program occurs through an application process in the Spring of 9th grade.

PROGRAM GOALS

- Windward School's STEAM Program strives to inspire joy at the idea of discovery, to create a culture that fosters innovation, and to prepare our students for effective involvement in an increasingly technological society. We engage our students with interdisciplinary courses and experiences that incorporate advanced technology-integrated projects, as well as encourage inquiry, integrity, collaboration, creativity, problem-solving, and critical reasoning. Through their challenging experiences in the program, students will:
- Demonstrate critical thinking, curiosity, adaptability, and initiative in order to be both contributors to and influential in a technological society;
- Exhibit an appreciation for the skills and imagination needed to design, create, and utilize advanced technologies;
- Engage in and explore the interconnectedness of the fields of Science, Technology, Engineering, Arts, and Mathematics;
- Practice and master the core skills necessary to successfully pursue a higher degree in one of the disciplines of Science, Technology, Engineering, and Mathematics; and
- Develop as leaders and support one another through collaboration and team building.

COURSE REQUIREMENTS

Engineering and Technology - accumulate two years total:

The following are a list of courses that satisfy these requirements; however, other courses may also be considered and approved pending a meeting with the STEAM Director:

- Periods 1-7: Geometry (taken in 2015-16 or later at Windward), AP Computer Science A, AP Computer Science Principles, Computer Science Advanced Topics, Engineer Your World, Biological Engineering, Tech Theater
- Periods 8 and 9: Introduction to Programming, iOS App and Game Design, Intro to Electronics, Intro to Mech and Machine, Product Design, Making and Engineering, Mechatronics; Mechanical Engineering Principles; Independent Study Robotics
- GOA: Computer Science I: Computational Thinking, iOS App & Game Design, Computer Programming II: Analyzing Data w/Python; Computer Programming II: Intro to Java; Computer Science II: Game Design and Development

Internships: Summer STEAM-related internships (subject to STEAM Director approval) will count for ½ year towards the coursework requirement).

Arts Options - accumulate two years total (three years recommended):

All art classes, both in the visual and media arts and in the performing arts, count towards this cumulative total.

ADDITIONAL REQUIREMENTS

Portfolio:

- Students must maintain a digital portfolio of STEAM work, acquired skills, and reflections. This portfolio will be used to demonstrate progress in core competencies and will be regularly monitored by the STEAM Director.

Community:

- Students must attend all Windward STEAM events, and monthly meetings (exceptions granted by STEAM Director on case by case basis)
- Students must complete a significant, STEAM focused, community service project every year in the program—all must be proposed and approved prior to undertaking.
 - » Proposals for Sophomores and Juniors due December 2 - this form is accessible via the STEAM Scholars PowerSchool page
 - » Proposals for Seniors due January 2*

**Senior Capstone proposals may be counted as service project where appropriate - approval of the STEAM Director must be obtained.*

PROGRAM OVERVIEW AND GOALS

At Windward, we define entrepreneurship in the same way as the World Economic Forum: “a process that results in creativity, innovation and growth. Innovative entrepreneurs come in all shapes and forms; its benefits are not limited to startups, innovative ventures, and new jobs. Entrepreneurship refers to an individual’s ability to turn ideas into action and is therefore a key competence for all” (World Economic Forum, quoted in Zhao, 2012, Page 3).

The Entrepreneurship program seeks to inspire an entrepreneurial spirit in students. It is designed to raise students’ confidence while at the same time developing mental fortitude and flexibility. It also seeks to present students with real world experience and opportunities at solving difficult problems through creative thinking.

STUDENT LEARNING GOALS AND CORE VALUES

- Developing creativity, innovation, and collaboration across disciplines;
- Developing an attitude and desire to explore, experiment, innovate, and create;
- Developing an understanding that failure is a critical part of the creative process and an essential aspect of learning and growth;
- Developing a willingness to take responsible risks;
- Developing leadership and communication skills through a clear articulation of vision and demonstrating self-motivation; and
- Developing perseverance through creative problem-solving.

CURRICULAR CHOICES

Are YOU an Entrepreneur? (7-8)
(Eighth Period)

In this class, students learn about traits held by successful entrepreneurs. They explore design thinking practices and practice getting and implementing feedback about their ideas through projects and challenges. Students are encouraged to try out their own entrepreneurial ideas and participate in at least one Buy It on the Bridge using what they have learned.

Advanced Algebra with Financial Applications (9-12)

Prerequisite: The completion of Algebra 2/Trigonometry with a passing grade

This course incorporates topics from Algebra, Pre-Calculus, Probability and Statistics, Calculus, and Geometry to solve financial problems that occur in everyday life. Real world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting, and planning for retirement are solved by applying the relevant mathematics. This course will include extensive use of a graphing calculator, research, partner/small group assignments, projects, and expert speakers.

Think Differently: Fundamentals of Entrepreneurship (9-12) (Eighth Period)

The goal of Think Differently is to help students gain and hone the skills that are necessary to be successful entrepreneurs. This course redefines entrepreneurship and exposes students to the different types of entrepreneurship. In addition, students learn the business model canvas, engage with real businesses, and have the opportunity to develop a business. This course also provides real world, hands-on learning related to actually starting a scalable company. Students are required, among other things, to talk with potential customers in order to do research. In addition, students work in teams learning how to turn a great idea into a great company.

iOS App and Game Design (9-12) (Eighth Period)*

This course introduces the design cycle and applies it to both app and game design. The app design section leverages web-based design tools to rapidly prototype several app concepts, incorporate feedback for iteration, and discuss market demographics and psychographics. The game design portion of the course focuses on the elements that make computer games compelling, from rules and simulated worlds to stories and social experiences. Students develop a broad range of skill sets, from game design to interface design, and learn to use coding to effectively bring a video game project for a casual game from concept to completion. In the final third of the course, students work alone or in teams to develop a capstone project that is either a distributable iOS app, or a fully functional game.

EXTRACURRICULAR OPTIONS

Buy It on the Bridge (7-12)

Three times a year, this event enables budding entrepreneurs to sell to their peers and teachers in a festive and welcoming environment. Students sell a variety of products and experience first hand whether their product ideas are successful.

UCLA / Bain Consulting Business Case Competition (9-12)

Once a year a group of students are selected to join the Bain Consulting Business Case Competition. This 4-6 week competition involves multiple schools and allows students to examine a real-life problem or tactical decision that a business is facing. At the end of the competition, students present their proposed solution to a panel of judges that include UCLA professors, executives from Bain Consulting, and executives from the company being discussed. Recent competitions have included cases from Riot Games, Susie Cakes, Instacart, and Netflix.

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