# Table of Contents

## Headwaters Essentials
- Advisory (All Students) 6
- Project Week (All Students) 6
- Service Learning (All Students) 6

## Middle School
- Middle School Orientation 8
- Middle School PACTivity 8

## Middle School Course Sequence
  9

## Middle School English Courses
  10
- English Essentials (6th Grade) 10
- Language Arts (7th Grade) 10
- Advanced Language Arts (8th Grade) 10
- Creative Writing 10
- Comic Books and Graphic Novels 11

## Middle School World Languages Courses
  12
- MS Spanish I 12
- MS Spanish II 12
- MS Spanish III 12
- MS Spanish IV 13
- Middle School Introduction to Chinese Culture & Language 13

## Middle School Social Studies Courses
  14
- Becoming Human: The Origins of Earth and Humanity (6th Grade) 14
- Becoming Society: The Study of Civilizations (7th Grade) 14
- Early American History (8th Grade) 14
- MS Social Justice 14

## Middle School Science Courses
  15
- Life Science (6th Grade) 15
- Environmental Science (7th Grade) 15
- Physical Science (8th Grade) 15

## Middle School Mathematics Courses
  16
- Math Skills Foundation & Exploration 16
- Pre-Algebra 16
- Algebra I 16
- Geometry 16

## Middle School Arts Courses
  17
- MS Studio Art 17
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Photography</td>
<td>17</td>
</tr>
<tr>
<td>MS Film 101</td>
<td>17</td>
</tr>
<tr>
<td>MS Music</td>
<td>17</td>
</tr>
<tr>
<td>MS Jazz Band</td>
<td>18</td>
</tr>
</tbody>
</table>

**Middle School Practical Life/Applied Learning Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>MS Coding &amp; Robotics</td>
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</tr>
<tr>
<td>MS Advanced Coding &amp; Robotics</td>
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</tr>
</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduation Plan</td>
<td>20</td>
</tr>
<tr>
<td>Activity Hour Requirement</td>
<td>22</td>
</tr>
<tr>
<td>College Planning</td>
<td>23</td>
</tr>
</tbody>
</table>

**High School Course Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School English Courses</td>
<td>25</td>
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<tr>
<td>Literature &amp; Composition (9th Grade)</td>
<td>25</td>
</tr>
<tr>
<td>Advanced Literature &amp; Composition (10th Grade)</td>
<td>25</td>
</tr>
<tr>
<td>IB Language &amp; Literature HL I (11th Grade)</td>
<td>25</td>
</tr>
<tr>
<td>IB Language &amp; Literature SL II (12th Grade)</td>
<td>25</td>
</tr>
<tr>
<td>IB Literature HL II (12th Grade)</td>
<td>26</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>26</td>
</tr>
</tbody>
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**High School World Languages Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>High School World Languages Courses</td>
<td>27</td>
</tr>
<tr>
<td>Spanish I &amp; II</td>
<td>27</td>
</tr>
<tr>
<td>Spanish III</td>
<td>27</td>
</tr>
<tr>
<td>Spanish IV</td>
<td>27</td>
</tr>
<tr>
<td>IB Spanish SL I (11th Grade)</td>
<td>27</td>
</tr>
<tr>
<td>IB Spanish SL II (12th Grade)</td>
<td>28</td>
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<tr>
<td>IB Spanish and Latin American Literature HL/SL I (11th Grade)</td>
<td>28</td>
</tr>
<tr>
<td>IB Spanish and Latin American Literature HL/SL II (12th Grade)</td>
<td>28</td>
</tr>
<tr>
<td>Mandarin I (9th Grade)</td>
<td>28</td>
</tr>
<tr>
<td>Mandarin II (10th Grade)</td>
<td>29</td>
</tr>
<tr>
<td>IB Mandarin SL I (11th grade)</td>
<td>29</td>
</tr>
<tr>
<td>IB Mandarin SL II (12th grade)</td>
<td>29</td>
</tr>
</tbody>
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**High School Social Studies Courses**

<table>
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<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
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<td>High School Social Studies Courses</td>
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<tr>
<td>World Geography (9th Grade)</td>
<td>30</td>
</tr>
<tr>
<td>Government &amp; Economics (10th Grade)</td>
<td>30</td>
</tr>
<tr>
<td>IB History HL/SL I (11th Grade)</td>
<td>30</td>
</tr>
<tr>
<td>IB History HL/SL II (12th Grade)</td>
<td>30</td>
</tr>
<tr>
<td>Theory of Knowledge I</td>
<td>31</td>
</tr>
<tr>
<td>Theory of Knowledge II</td>
<td>31</td>
</tr>
<tr>
<td>Global Peace &amp; Conflict Studies</td>
<td>31</td>
</tr>
</tbody>
</table>
HS Social Justice 31
Psychology 31

High School Science Courses 32
Biology (9th Grade) 32
Chemistry (10th Grade) 32
IB Environmental Systems and Societies SL I (11th Grade) 32
IB Environmental Systems and Societies SL II (12th Grade) 32
IB Physics SL I (11th Grade) 33
IB Physics SL II (12th Grade) 33
IB Physics HL II (12th Grade): Astronomy 33

High School Mathematics Courses 35
Algebra I 35
Geometry 35
Algebra II 35
Pre-IB Mathematics 35
IB Mathematics: Applications and Interpretation SL I & II 36
IB Mathematics: Analysis and Approaches HL I & II 36

High School Arts Courses 37
Visual Arts 37
Studio Art (9th–10th Grades) 37
IB Visual Art (Studio Art HL/SL I & II) 37

Film 38
Film (9th–10th Grades) 38
Advanced Film (9th–10th Grades) 38
IB Film HL/SL I (11th Grade) 38
IB Film HL/SL II (12th Grade) 38
YouTube Video Production 38

Photography 38
Photography (9th–10th Grades) 38
IB Visual Art HL/SL I: Photography (11th Grade) 39
IB Visual Art HL/SL II: Photography (12th Grade) 39

Music 39
Jazz Band 40
IB Music I HL/SL 40
IB Music II HL/SL 40
Theatre Production (6th–12th Grades by Audition) 41

High School Practical Life and Applied Learning Courses 42
Wellness and Life Skills (9th Grade, required) 42
Engineer Your World (EYW) I: Engineering Design and Analysis 42
Podcasting 41
Carpentry 42
Gardening 42

Middle and High School Athletics 43
Fall Sports: Flag Football 43
Fall Sports: Volleyball 43
Winter Sports: Basketball 43
Spring Sports: Soccer 43
Headwaters Essentials

At Headwaters, we purposely nurture each child’s personal development, which is done in tandem with our academic work. In fact, our Purpose, Promise, and PACT guide how we develop a living curriculum, and they serve as the foundation for our daily experiences. Our guides educate with the following in mind:

**Purpose:** We cultivate identity formation, foster empathy, and embrace diversity to bring more peace to the world.

**Promise:** We guide our students to live authentically, think expansively, and create bravely.

**PACT:** We invite our students, guides, staff, parents, and trustees to be:

- **Peacemakers** — As we learn to resolve conflicts, we demonstrate compassion, grace, skill, and courage. We take responsibility for our actions.

- **Advocates** — We strive to understand and value diverse perspectives, cultures, and faiths. We recognize our agency and act with integrity in pursuit of a more just and equitable society.

- **Creators** — Curiosity, wonder, and the creative process are essential to a fulfilling life. We discover ourselves and our voices by taking intellectual and artistic risks.

- **Thinkers** — As self-directed learners, we approach education with intention. We use observation, research, and reason to explore problems that matter to us, our community, and the world.

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**Advisory (All Students)**

Foundational to our school experience is our Advisory experience. Much more than a homeroom, a Headwaters Advisory creates a small-scale support structure for the academic and personal success of each individual. In Advisory, students write mission statements, set personal goals related to the Pact, and conduct ongoing holistic self-evaluations with the intention of personal and academic growth. Once per week, students are engaged in discussions around personal wellness, with topics ranging from personal organization to fitness and non-violent communication. This course is designed to be an active experience of character development and community-building. The Advisor serves as a first point of communication between a child’s teachers and parents, and has a comprehensive perspective on the student’s progress.

**Project Week (All Students)**

Every year, each Headwaters student invests in a personal project. Students pick their topics early in the second semester, and develop their ideas through early spring. The actual Project Week happens directly before Spring Break when all formal classes are suspended and full-time attention goes to the Project Week endeavor. Finally, every single student shares their presentation with the community in our Project Week Fair. Project Week encourages students to explore their passions. Many students use the opportunity to explore practical forms of learning and explore real-world careers. No matter the topic, the Project Week structure demands that students develop planning and organizational skills. These skills enhance over time, and each consecutive year gets more and more ambitious and exciting.

**Service Learning (All Students)**

We see community service as an opportunity to connect with the world in a way that has a positive impact. For many students, community service becomes a way to express their desires for the world through their direct action. We want students to identify a challenge that feels important to them and be part of the change they want to see. In the Middle School, students complete most service hours within their courses. Outside of
school, middle school students must serve 5 hours per year. While components of service and community engagement are present in the High School curriculum, as students move into 9th grade they are asked to take on more personal initiative in finding service opportunities. Students in 9th and 10th grades must complete 25 community service hours outside of school in each academic year. We find these hours to be the most meaningful when students participate, through local or international organizations, in a cause that matters to them and that they feel helps make the world a better place.

6th through 10th grade students may earn their service hours at any time during the year, including the summer before the year begins. Students will record these hours in the school app, The Nest. Juniors and Seniors in the IB Program will complete 25 hours of service and community engagement through the Creativity, Activity, and Service (CAS) program each year.
Middle School

Headwaters Middle School offers a unique opportunity for young people to be members of a community that fosters courageous self-expression and a deep love of learning. We provide a supportive and constructive environment where students feel the freedom to explore their passions as well as have the experience of being well-guided on this road to independence. The middle school culture is one in which students' well-being is of the highest priority. We work hard to create an environment that allows students to be curious, take risks, stretch their limits, and make mistakes. We believe that the job of our educators is not simply to impart knowledge, but to guide students to make meaning from knowledge. Most of all, we believe that joy is a key component of learning, and we work to help students maintain that spark as they navigate the middle school years.

Middle School Orientation

Elective: Fall Semester for 6th Graders
This semester-long class is required for all incoming 6th graders. Students will be introduced to and practice all of the basic skills they will need to be successful in Middle & High School. In addition to learning note-taking and test-taking skills, students will learn how to keep themselves organized, manage stress, navigate their social lives, and prepare for different types of exams. Students will have a chance to create small study groups and learn how to use peers for support. Students will also be taught the ins and outs of the computer programs and functions they will need throughout their time at the Headwaters Middle & High School.

Middle School PACTivity

Course: All Year for Middle School Students
Every Middle School student will participate in a variety of afternoon courses designed to reinforce the school values of being peacemakers, advocates, creators and thinkers while also encouraging physical movement, social-emotional learning and executive functioning. Here, they will learn and develop important habits and skills necessary to live healthy, happy, and active lives. Students will experience a wide variety of activities such as team sports, yoga, group games, outdoor education, and study hall. During this time students will bond with guides, coaches and peers while also engaging in City as Classroom and growing into their leadership potential.
# Middle School Course Sequence

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<th>6th</th>
<th>7th</th>
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<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English Essentials</td>
<td>Language Arts</td>
<td>Advanced Language Arts</td>
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<tr>
<td><strong>WORLD LANGUAGES</strong></td>
<td>MS Spanish 1</td>
<td>MS Spanish 2</td>
<td>MS Spanish 3</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>Becoming Human</td>
<td>Becoming Society</td>
<td>Early American History</td>
</tr>
<tr>
<td><strong>NATURAL SCIENCES</strong></td>
<td>Life Science</td>
<td>Environmental Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Math Skills</td>
<td>Pre-Algebra</td>
<td>Algebra 1</td>
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<td><strong>FINE ARTS</strong></td>
<td>Choice: Comic Books &amp; Graphic Novels, Band, Music, Photography, Studio Art</td>
<td>Choice: Comic Books &amp; Graphic Novels, Band, Music, Photography, Studio Art</td>
<td>Choice: Comic Books &amp; Graphic Novels, Band, Music, Photography, Studio Art</td>
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<td>Semester based Athletics or Movement courses</td>
<td>Semester based Athletics or Movement courses</td>
<td>Semester based Athletics or Movement courses</td>
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* The sequence of courses in World Languages and Mathematics does not necessarily adhere to the standard model as shown. Students' ability level may not match up with the proposed grade sequence, and we make adjustments as needed.*
Middle School English Courses

In unity with Headwater’s ultimate goal to develop students who are peacemakers, advocates, creators, and thinkers (P.A.C.T.), each of our middle grades ELA courses are designed to include the reading and analysis of texts that “promote not only cultural diversity and expanding linguistic knowledge, but explicitly push for anti-racism.” Because active participation in a democratic society requires citizens who are thoughtful, empathetic, and articulate, heavy emphasis is placed upon the art of rhetoric and the practice of advocacy via nonviolent communication. Moreover, in addition to building upon the reading and writing skills developed in early grades, Headwaters middle grade ELA students continuously hone their critical thinking and problem solving skills. Emphasis will be placed upon reading, writing, and analyzing longer, more complex texts and essays, developing a stronger, more academic vocabulary, as well as academic research. We will also engage in critical discussions via cross-curricular and cross-cultural connections and analyzing both fiction and informational texts using a variety of literary theories.

English Essentials (6th Grade)

Course: All Year
The 6th grade course at Headwaters is an exploration of writing, reading, and other literacy activities. Through various topics, students begin to develop their own sense of identity, think expansively, and embrace diversity. Each unit is carefully crafted to focus on and develop literacy skills, support students to learn social emotional skills, and help them grasp deep concepts where they learn new ideas and explore complex issues. The course uses various types of texts ranging from speeches, traditional print novels, to graphic novels, and more and students create bravely by producing all types of work as well. Literary skill-building, oral presentations, problem-solving, and class discussions are all part of the learning that takes place as we work to bring more peace to the world.

Language Arts (7th Grade)

Course: All Year
With the English Essentials foundation, students are ready to survey and discuss literature in an exciting new way. This course continues to set the foundation for what is to come in the future of a student’s English education. Students will read a collection of Creation Myths and be charged with writing their own, develop their own collection of poetry, and read and write in a variety of other forms. Students will learn to make thematic connections across different media forms, and know how to form an opinion and back it up with solid evidence. Students will read and write, review one another’s work, and learn how to provide constructive and meaningful feedback.

Advanced Language Arts (8th Grade)

Course: All Year
In this course, we explore literary heritage through analysis and critical thinking. Texts include In the Sea there are Crocodiles, Homer’s Odyssey, drama by Shakespeare, and contemporary fiction, as well as individual poems, short stories, and essays. We look at ample versions of texts, including graphic novels, stage adaptations, and films. Through the study of various eras, styles, and cultural contexts, students are able to see commonalities across time and place. Throughout the course, students lead course discussions, give presentations, and write in a variety of forms.

Creative Writing

Elective: Semester
Note: Not available for the 2020-2021 School Year
In this course, we will play with language, working in multiple genres and across genres. We will write poetry and flash fiction, and students will have the opportunity to incorporate visual art into their writing for both
illustration and inspiration through products such as graphic novels (or stories) and word collage. Above all, students will have fun writing, regardless of whether they think of themselves as writers! Please note that Middle School Electives are first-come, first-served and prioritized from 8th grade down to ensure that our students will be able to take at least one section of each elective before high school.

**Comic Books and Graphic Novels**

**Elective: Semester**

“Am I not beautiful, Lord Doom? And terrible? Do you not fear me? You should.” (Storm, X-Men). Come along for a fantastic literary journey filled with action, romance, danger, and adventure! This exciting new elective course examines the genre of comic books and graphic novels from its origins in newspapers to its current uses in mainstream media outlets and classrooms. Students will explore graphic texts through a variety of multimedia connections; however, the primary emphasis of the course is comics as literature, not comics in film and television. Sample topics include: newspaper serial comics and political cartoons, action and adventure superhero comics, manga, and graphic novel companions to traditional texts.
Middle School World Languages Courses

The World Languages Department recognizes the importance of learning and embracing the diversity of languages and cultures as a means of bringing more peace to the world. Living in a globalized society, communication is key. Headwaters offers two of the world’s most widely spoken languages. Approximately one billion people speak Mandarin Chinese, while there are an estimated 400 million Spanish speakers worldwide. Our goal is to challenge students to think expansively while cultivating an international perspective through the 5 Cs of language learning: communication, culture, connections, comparisons, and community. Ultimately, we aim to give students the tools to communicate with people of other backgrounds, and help them live authentically at home and around the world.

**MS Spanish I**

*Course: All Year*

This course begins our mastery of the four primary language skills: listening, speaking, reading, and writing. Guides speak in the target language for the majority of class time, and students are encouraged to speak in the target language during class sessions, too. We use classroom routines in the target language, including greetings, talking about the weather, asking month and dates, centering (mindfulness practice), and using Total Physical Response (TPR) for relaxing body parts. Through repetition and practice, students move from listeners to leaders of the classroom routines, and from simple yes no answers to more complex phrases and structures. Students engage in historical and cultural discussions relating to the Spanish-speaking world, in particular, the United States, Spain, Ecuador, Cuba, and Mexico. Together with a foundational vocabulary of useful phrases for common situations, a second objective for improved expression is the introduction of grammar concepts and the development of basic language structures. Students will become familiar with language-related topics such as articles, nouns, and adjectives; gender and number agreement; as well as conjugations of -ar, -er, -ir, stem-changing, and irregular verbs.

**MS Spanish II**

*Course: All Year*

This is the second course that builds upon the basic communication skills mastered in the MS Spanish I. Focus is on acquiring the skills necessary to communicate in Spanish orally and in writing at an advanced elementary level. The student will be expected to use these skills in communication within situations studied. In addition, the student will learn aspects of Hispanic culture and history via a variety of media. MS Spanish II provides students with the opportunity to learn conversation and grammar basics that provide a foundation for further study in the language. By the end of the school year, students should be able to talk about family, friends, past times, the weather, and school. They will be able to navigate with ease within the present tense, discussing what is happening now, what happens on a daily basis, what a person is going to do, as well as what they did and describing events in the past.

**MS Spanish III**

*Course: All Year*

Building upon the intermediate level of communication, the principal objective of this course is the continued development of oral proficiency while incorporating new vocabulary and grammatical constructs. The expansion of each student’s personal dictionary will allow for the enhancement of his or her capabilities of expression. We will learn detailed vocabulary related to health, technology, nature, and domestic life. Students will become increasingly adept at maintaining conversations about familiar situations, daily life, and personal experiences. Similarly, we will engage in historical and cultural discussions relating to the Hispanic world, in particular, México, Costa Rica, Argentina, Panamá, and Colombia, and we will make class content come alive through visits to local museums, restaurants, and cultural centers. Together with a more diverse vocabulary, a second objective for improved expression is the addition of complex grammar structures and concepts.
**MS Spanish IV**  
*Course: All Year*  
Offered based on student need. This course covers the same content as HS Spanish IV but at a slightly slower pace and with activities appropriate to the developmental needs of middle school.

**Middle School Introduction to Chinese Culture & Language**  
*Course: Semester-Long*  
*Note: Not available for the 2020-2021 School Year*  
This course is a broad introduction to the basics of the language and its writing system. Students will learn basic Chinese and explore its culture, festivals, history, and society of China/Taiwan from ancient times to present. Students will learn by doing, activities might include chopstick competition, cooking, making bubble tea, eating hot pot, or going to a Chinese supermarket. The activities want to present the idea of Chinese tradition and how the culture evolved.
Middle School Social Studies Courses

In the middle school social studies department, we focus on helping students guide our students to think expansively about the history of the world and learn the skills necessary to contemplate how they fit into it as peacemakers, advocates, creators and thinkers. In each of the required courses students are taught how to digest and process large amounts of information, analyze sources for credibility, write papers and objectively deliver factual content. In addition, it is our department’s goal to help students navigate media sources in an age of information overload so that they might weed out misinformation and recognize bias, assisting them in learning how to learn. Using “city as classroom” as a pivotal cornerstone in participatory learning, our department seeks to move each student further along their individual path to becoming an informed citizen of the world.

Becoming Human: The Origins of Earth and Humanity (6th Grade)
Course: All Year
Moving from the Big bang to the dawn of early civilization, this course examines a broad span of the Earth's history. We will cover the origin and development of the Earth, how different species appeared and adapted, and the rise and evolution of humanity. We also lay the foundational skills for success in future classes, including source analysis, essay composition, note taking, task management, and organization. A primary goal of this course is to build a strong foundation to prepare students for further learning in social studies.

Becoming Society: The Study of Civilizations (7th Grade)
Course: All Year
This course picks up where Becoming Human left off. It is an exploration of civilizations, their expansion, and interconnectedness. Students will explore roughly the time periods of the "ancient" world up to the start of what becomes the modern world. It presents the human past as a series of cyclical patterns that emerge across time rather than unconnected stories of unique civilizations. It helps students understand the past by connecting trends of continuity and change. Topics to be studied may include patterns of trade, language & writing, conquest & empire, religion, agriculture, industry, revolution, science & ideas, and how these ideas spread and take hold across time and place. And through it all, students will develop a lens to understand the present.

Early American History (8th Grade)
Course: All Year
This course is a survey of American History that begins with the Columbian Exchange and ends with the post Civil War Reconstruction Era. The content focuses on native tribes, early colonization and the Revolutionary War, the Constitution and early challenges of the republic, western expansion and Indian removal, and the Civil War up to Reconstruction. The course includes a survey of the social, political, and economic challenges faced during each of these eras. In addition, content is used to develop a number of skills associated with the social sciences, such as geography and writing MLA research papers. Students make history come alive by recreating epic scenes through battle reenactments and culture projects.

MS Social Justice
Elective: Spring Semester
The need to engage in courageous conversations with tact, respect, and knowledge is crucial. Often, middle schoolers do not have spaces to discuss national events or difficult topics. In this semester-based course, students will explore social justice topics in a developmentally appropriate manner. They will learn to think critically, analyze various points of view, and sharpen their discussion and oral presentation skills. They will visit local agencies engaged in this work and meet community members making change. By tackling real social issues they’ll learn about their complexities, but attempt to create bravely and think expansively to offer peacemaking solutions.
Middle School Science Courses

In the middle school science department, we encourage our students to approach all matters of the world with a sense of wonder and deep curiosity. Our student scientists are given the opportunity to follow their own passions within the realm of science through project-based activities like constructing their own group experiments with an appropriate experimental design, choosing their own scientific topics for long-term independent projects and holding a debate to discuss controversial current events that pique their interest. While students navigate their interests within science, they are also given the tools to learn how to confidently approach scientific and research text. Students are able to share their understanding of different concepts through labs, project presentations, model creations and different group discussion formats. Ultimately, we aim for students to question the way the world works around them, apply their scientific knowledge in their everyday life and become creative problem solvers.

Life Science (6th Grade)

Course: All Year

From the microscopic to the macroscopic, this course will introduce students to various life systems. Students will foster their love of learning and be inspired by their sense of wonder. Life Science uses the living things around as the subjects of study. Ecology, cell life and structure, life processes, classification, genetics, anatomy, and organisms are the major topics that will be covered. Students are provided an environment where they are able to learn about and connect to the world in which they live.

Environmental Science (7th Grade)

Course: All Year

Is Global Warming real? Was “Superstorm Sandy” caused by climate change? Are the current droughts and huge wildfires in Texas caused by a natural cycle or by human actions? How many years of coal and oil do we have left? How can we adapt and respond creatively to these problems? Answer questions like these with hands-on activities, projects, and engaging discussions. Environmental Science requires both inquiring minds and detailed work. Learn the skills to tackle these huge and important problems of our time.

Physical Science (8th Grade)

Course: All Year

The physical science course is designed to help students explore the nature of our world and the universe we are a part of. Students will discover and study the underlying interactions that govern the manner in which nature works. Students will continue to build skills in science literacy to enhance their ability to see the world around them through a simultaneously more informed and more curious lens. The physical science course is steeped in hands-on work accompanied by detailed work in scientific reporting and research. Students explore topics on motion, states of matter, astronomy, forces, atoms, electricity and magnetism, and much more. Throughout the year students will discuss new science, meet visiting scientists, create and complete labs, and long term research and design projects.
Middle School Mathematics Courses

In the middle school mathematics department, we strive to tap into the natural curiosity of students in their exploration of mathematics. A culture of learning-through-mistakes can be found across the grades as students are often given problems that they may not know how to solve, asked to attempt the problem, share their attempt and any background knowledge they have with their classmates, and then engage in a classroom discourse over the problem. It is then that the guide will begin to illuminate some of the new concepts by filling in the gaps that will bring the students to a fuller understanding of the mathematics. Students are also given opportunities to show their knowledge through writing that takes on the form of reflection blogs and math journals.

Math Skills Foundation & Exploration
Course: All Year
The goal for this class is to build mathematical confidence, competence, and communication, rather than memorize formulas and algorithms. Numeracy and number sense are strengthened. Students will deepen their understanding of the base-10 place value system, hone their basic operation skills with whole numbers and decimals, play with fractions, develop ratios and proportions, explore properties and relationships of geometric shapes, and develop problem-solving techniques.

Pre-Algebra
Course: All Year
In this Pre-Algebra course, lessons include working with integers, rational numbers, writing expressions, solving equations, proportions, percents, and statistics. This course also serves as an introduction to algebra and solving word problems using algebraic expressions, and preparing students for their Algebra I and II courses at Headwaters School. Clear communication of mathematical thinking and reasoning (in both written and verbal form) is valued just as highly as the “right” answer. Students have many opportunities to share why they did what they did and respectfully critique the processes of others.

Algebra I
Course: All Year
Students discover how non-numerical symbols (variables) can be used as placeholders for unknown numerical quantities. The class builds upon a basic understanding of pre-algebraic concepts, including equations, graphs, and symbolic rules. Students build an understanding of mathematical relationships, including linear and exponential equations, systems of equations, inequalities, factoring, and quadratic equations. These topics establish a foundation of algebraic skills for future mathematics studies, preparing students for Geometry and Algebra II, as well as the SAT and ACT. Students have the opportunity to solve application-based problems and improve their ability to communicate mathematically. This is a High School math class; Middle School students who complete the course successfully earn High School credit.

Geometry
Course: All Year
Students are presented with mathematics from a discovery perspective in Geometry. The class uses a problem-based learning approach. We examine a series of questions that build to a larger understanding of concepts. We are striving to discover geometry in a similar manner as the first mathematicians. The course empowers students to examine their own understanding, prove their logic, ask questions, and accept that getting things wrong is a step toward understanding. Through this process, we analyze the properties of lines, triangles, polygons, circles, and other shapes with rigor and precision. Our end goal for students is for them to have a deeper understanding of geometric concepts. And beyond that, they should emerge as profoundly critical thinkers and problem solvers.
Middle School Arts Courses

“The arts especially address the idea of aesthetic experience. An aesthetic experience is one in which your senses are operating at their peak; when you’re present in the current moment; when you’re resonating with the excitement of this thing that you’re experiencing; when you are fully alive.”
— Ken Robinson

The purpose of the Arts programs at Headwaters School is to provide opportunities for our students to develop skills in creative problem solving; to practice a craft with dedication; and to express thoughts, ideas, and feelings about the world. In the Middle School we offer semester-long introductory classes so that students can try a variety of modalities. Please read the descriptions carefully before you make your course selections. We recognize the importance of creative thinking in life and in all professional positions, and therefore require students to study in the Arts every year at Headwaters.

MS Studio Art
**Elective: Semester-Long**
*Note: This course can be repeated if desired, as the theme changes by semester.*
This course is an introduction to the language of visual expression, using studio projects to explore the basic principles of visual art and design as a fundamental component of visual communication and expression. Students acquire a working knowledge of visual language applicable to the study of art history, popular culture, and the art of composition and design. Please note that Middle School Electives are first-come, first-served and prioritized from 8th grade down to ensure that our students will be able to take at least one section of each elective before high school.

MS Photography
**Elective: Semester-Long**
*Note: This course requires specific equipment.*
**Requirements:** Digital camera (at least 8MP). However, limited access to a camera should not be an obstacle to trying this course.
This hands-on introductory course will explore the basic concepts and techniques of digital photography. Through topic specific photoshoots, Photoshop practice, and in-class critiques, students quickly begin to develop their own perspectives and will use photography to express ideas and emotions. From learning basic photo retouching/editing, using natural light, and learning about historical and contemporary art, photography will become a way of life. Please note that Middle School Electives are first-come, first-served and prioritized from 8th grade down to ensure that our students will be able to take at least one section of each elective before high school.

MS Film 101
**Elective: Semester-Long**
*Note: Not available for the 2020-2021 School Year*
In this film course, first time MS Film students will focus on visual storytelling and cinematography. Students will study an array of non-sync genres: silent shorts, experimental/studio art pieces, music videos, and non-sync narratives. At least one final project will showcase at an exhibition outside of class. No prerequisites are required. Please note that Middle School Electives are first-come, first-served and prioritized from 8th grade down to ensure that our students will be able to take at least one section of each elective before high school.

MS Music
**Elective: Semester-Long**
A fun, performance-oriented course, students enrolled in Middle School Music will have the experience of assembling a concert program and learning music together as a group. Students will have the opportunity to
sing, dance, and play together on music they have chosen and helped arrange themselves. The class will culminate in a once-a-quarter concert at which all students will have the opportunity to sing a solo or play an instrument. Attendance at one end-of-semester concert after school hours is required. Please note that Middle School Electives are first-come, first-served and prioritized from 8th grade down to ensure that our students will be able to take at least one section of each elective before high school.

**MS Band**

*Course: Year-Long*

Open to Middle School musicians of all levels, Middle School Band serves as an introduction to playing an instrument with a group of other musicians. Students will learn music fundamentals such as scales, key signatures, and basic chord theory and will prepare a basic repertoire for performance. Attendance at performances outside regular school hours is required.
Middle School Practical Life/Applied Learning Courses

Inspired by our Montessori elementary classrooms’ emphasis on “practical life” skills, we are committed to providing students with ways to live authentically, think expansively, and create bravely. Headwaters believes one way to do this is through applied learning electives--those courses whose primary focus entail hands-on skills applied to the world around us. We see these courses as providing a place to combine creativity and problem solving.

**MS Design 1 (AutoCAD)**
*Elective: Spring Semester*
*Note: New for 2020-2021*
A great combination of being a Creator and Thinker, this course serves as an introduction to digital design using the professional AutoCAD® software, Autodesk. AutoCAD® is computer-aided design (CAD) software used by architects, engineers, and construction professions on a daily basis. When completing the curriculum, students will utilize basic mathematics skills and personal creativity to complete precise 2D and 3D drawing projects.

**MS Coding & Robotics**
*Elective: Spring Semester*
In Coding & Robotics, students will explore the introductory concepts of coding with Javascript as well as programming the Lego EV3 robots through a variety of projects including the ever famous sumo-bot project near the end of the semester.

**MS Advanced Coding & Robotics**
*Elective: Fall Semester*
*Prerequisite: For students who have completed 1 semester or robotics or equivalent experience.*
*Student must have a Mac or PC; Chromebooks/iPads will not run the necessary programs.*
Students will continue the exploration of robotics using the LEGO EV3 robotics kits, experimenting with functions, variables, arrays, line following programs, gears, and more. Students will also begin exploring the computer language of Python.
High School

The high school of Headwaters contains a vibrant atmosphere of learners. Students and guides work in collaboration, with a consistent expectation of respect, self-advocacy, and support. We are literally housed in old houses, which quite literally underscores our metalinguistic allusions to being familial. Due to our unique urban location, we view the City-as-Classroom and connect learning to the community surrounding us, as well as welcoming local community members and organizations to campus. The educational program values depth over breadth, pursues authentic engagement, and encourages student agency, all of which is underscored by our school culture and emphasis on social-emotional learning. In our tight-knit school, traditional academics is naturally augmented by a variety of intertwined leadership and club offerings.
High School Graduation Plan

Ninth and Tenth Grade students are expected to maintain seven courses each semester. Juniors and Seniors may choose to drop to take only six courses. A student may be able to graduate with 26 credits; however, 28 credits represents the most rigorous curriculum.

To achieve an IB Diploma, the following is required over junior and senior years:
- Complete three IB courses designated as “higher level” (HL)
- Complete three IB courses designated as “standard level” (SL)
- Students are not permitted to take more than three HL courses

All juniors and seniors, are enrolled in IB courses and are required to take Theory of Knowledge, participate in Creativity - Activity - Service (CAS), Advisory, and complete a Senior Thesis (which will also meet the requirements for the IB Extended Essay).

<table>
<thead>
<tr>
<th>Subject</th>
<th>IB Diploma Candidate</th>
<th>Headwaters Diploma*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>World Language</td>
<td>3 years (through IB II)</td>
<td>2 years (minimum equivalent of Year 3 level; 3 or 4 years is recommended)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 years (through IB II)</td>
<td>4 years</td>
</tr>
<tr>
<td>Science</td>
<td>4 years (through IB II)</td>
<td>3 years (4 years is recommended)</td>
</tr>
<tr>
<td>Math</td>
<td>4 years (through IB II)</td>
<td>3 years (minimum of Alg II; 4 years is recommended)</td>
</tr>
<tr>
<td>Arts</td>
<td>3 years (through IB II)</td>
<td>3 years (4 years is recommended)</td>
</tr>
<tr>
<td>Wellness and Life Skills</td>
<td>1 semester (in 9th Grade)</td>
<td>1 semester (in 9th Grade)</td>
</tr>
<tr>
<td>Electives</td>
<td>1.5 years (9th and 10th Grade)</td>
<td>1.5 years (9th and 10th Grade)</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>College Planning</td>
<td>required in junior and senior year</td>
<td>required in junior and senior year</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>2 semesters / 1 season over 9th and 10th</td>
<td>2 semesters / 1 season over 9th and 10th</td>
</tr>
</tbody>
</table>

*Note: Requirement for the Headwaters Diploma includes an additional year of 4 years in an additional subject chosen by the student.
Creativity, Action, Service

| 25 hours per year for 9th and 10th | 25 hours per year for 9th and 10th |
| 25 hours/year for 11th and 12th (as part of IB Creativity-Activity-Service hours) | 25 hours/year for 11th and 12th (as part of IB Creativity-Activity-Service hours) |

* students not pursuing the IB Diploma may have additional ‘elective’ options to fill out their transcript with the required number of classes and credits

**Activity Hour Requirement**

The intention of our physical education program is to encourage a lifelong practice of physical health and fitness in everyday life. We believe it is important that all students have the ability to do something that fits their interests. The Activity Hours program allows for individual choice, and ultimately builds long-term habits that one can take with them into college and eventually, a busy work life. Most of our students earn these hours in our sports programs; however, there are other ways in which students can earn hours, such as the Outdoor Leadership program and outside of school activities like dance, yoga, martial arts, climbing, or going to the gym. These hours may certainly count as well.

Every High School student at Headwaters School is required to meet the minimum graduation requirement of 2 credits hours of activity. One credit must be earned over the span of 9th and 10th grades, which amounts to approximately 32.5 hours per year. The other credit must be earned over 11th and 12th grades, when students are engaged in activity hours for the IB CAS component (this is approximately 25 hours of activity each year). While the minimum has been articulated, Headwaters encourages students to achieve more than that in order to lead an active, healthy lifestyle. The following table establishes how to earn that minimum credit:

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Semester, Seasonal or Year</th>
<th>Credit Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics: Basketball</td>
<td>Seasonal</td>
<td>1.0</td>
</tr>
<tr>
<td>Athletics: Flag Football</td>
<td>Seasonal</td>
<td>1.0</td>
</tr>
<tr>
<td>Athletics: Soccer</td>
<td>Seasonal</td>
<td>1.0</td>
</tr>
<tr>
<td>Athletics: Volleyball</td>
<td>Seasonal</td>
<td>1.0</td>
</tr>
<tr>
<td>Independent Physical Activity (65 hours per credit)</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Outdoor Leadership</td>
<td>Year</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Note: The credit is required for graduation but is **not** listed on our transcripts.

**Transcripting Policies**

Headwaters re-weights credits from transferring schools. We only weight AP, IB Higher Level, and approved dual-credit courses on the 5-point scale. Beginning with the graduating Class of 2024, transfer credits will not be included on Headwaters transcripts. Headwaters transcripts will only list courses taken in the Headwaters high school or courses taken with approval for the purpose of recovery. For those transferring into high school, Headwaters requires an official transcript from all sending schools for the purposes of confirming graduation requirements and college applications.

Headwaters does not transcript courses taken in middle school or count them toward high school graduation credit requirements. Courses taken in middle school are used to determine prerequisites for placement in high school classes.

Headwaters will discontinue calculating class rank beginning with the class of 2024. Headwaters’ commitment to our Purpose, Promise, and Pact means we recognize excellence and leadership in multiple
ways; therefore, beginning with the Class of 2024, Headwaters will discontinue identifying Valedictorian and Salutatorian based on gpa.

College Planning
The Headwaters School fosters an individual approach to serving its students through the college counseling program. Our main goal is to ensure that we are meeting the needs of each student and their family. This happens through numerous parent and student events focusing on the college application process and the role of admissions testing, college counseling class in 11th and 12th grade, private counseling meetings as well as testing events on our campus.

In 10th and 11th grade, all students will take a practice ACT and PSAT on our campus. In December, students and their families are invited to an event to help understand the score reports, which test they lean toward, and what type of prep options are available.

Our juniors take a second semester course to learn about the timeline & expectations of the application process, create resumes to assist with their applications and landing internships or part-time jobs, are introduced to Maia (college and career search software) to better understand accept rates and test score ranges of prospective colleges, work on their college essays, collect data to ensure they have all the answers they need to start their applications as early as July 1st, and work on extended assignments to request their letters of recommendation from two teachers and their counselor. Throughout the semester, students are given the chance to ask any and all questions as each student has individual needs that must be addressed. Parents are also required to hold a meeting with the College Counselor to make sure they are on the same page with how the student should be directed and to receive a basic timeline of must do action items throughout the process. Both students and parents are invited to schedule private with the College Counselor as needed.

During fall of the senior year, each student lays a foundation for his/her future. This semester course is unique in that it requires substantial parent participation, because students and their parents must work together to make these important decisions. Although there is no requirement to attend college after graduation from Headwaters, we want those doors to be open to all of our students, so each student must apply to a minimum of five colleges that fit his/her long-term goals, financial means, and academic progress. While each student’s path will be unique, all students will benefit from individual support to complete the college application process. In the first semester of their senior year, students meet in small groups that are setup as a lab. The College Counselor circulates between them for individual support in completing their college applications and to address any individual needs or questions. Throughout this semester they use Maia as well as create/maintain an organizational system to allow them to easily keep up with the many requirements of college applications. Seniors and their parents are encouraged to schedule one on one meetings for any questions.
## High School Course Sequence

<table>
<thead>
<tr>
<th></th>
<th><strong>9th</strong></th>
<th><strong>10th</strong></th>
<th><strong>11th</strong></th>
<th><strong>12th</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Literature &amp; Composition</td>
<td>Advanced Literature and Composition</td>
<td>IB Language &amp; Literature HL 1</td>
<td>IB Language &amp; Literature SL 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IB Literature HL 2</td>
</tr>
<tr>
<td><strong>WORLD LANGUAGES</strong></td>
<td>Spanish 2 or 3</td>
<td>Spanish 3 or 4</td>
<td>IB Spanish HL/SL 1</td>
<td>IB Spanish HL/SL 2</td>
</tr>
<tr>
<td></td>
<td>Mandarin 1</td>
<td>Mandarin 2</td>
<td>IB Mandarin Ab Initio 1</td>
<td>IB Mandarin Ab Initio 2</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>World Geography</td>
<td>Government &amp; Economics</td>
<td>IB History HL/SL 1</td>
<td>IB History HL/SL 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NATURAL SCIENCES</strong></td>
<td>Biology</td>
<td>Chemistry</td>
<td>IB Physics SL 1</td>
<td>IB Physics HL 2</td>
</tr>
<tr>
<td></td>
<td>Engineering Elective</td>
<td>Engineering Elective</td>
<td>IB Environmental Systems SL 1</td>
<td>IB Environmental Systems SL 2</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Geometry</td>
<td>Algebra 2 Pre-Calculus</td>
<td>IB Math Applications 1</td>
<td>IB Math Applications SL 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IB Mathematics Analysis HL 1</td>
<td>IB Mathematics Analysis HL 2</td>
</tr>
<tr>
<td><strong>Non-Arts Semester Electives</strong></td>
<td>Astronomy, Social Justice, Gardening, Global Peace &amp; Conflict Studies</td>
<td>Astronomy, Social Justice, Gardening, Global Peace &amp; Conflict Studies</td>
<td>IB Theory of Knowledge 1</td>
<td>IB Theory of Knowledge 2</td>
</tr>
<tr>
<td><strong>Headwaters CORE</strong></td>
<td>Wellness &amp; Life Skills Semester</td>
<td></td>
<td>IB Theory of Knowledge 1</td>
<td>IB Theory of Knowledge 2</td>
</tr>
<tr>
<td></td>
<td>Independent Physical Activity hours and Community Service Hours</td>
<td>IB CAS: Creativity, Activity, Service hours</td>
<td>IB CAS: Creativity, Activity, Service hours</td>
<td>Senior Thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Senior Thesis</td>
</tr>
</tbody>
</table>

* The sequence of courses in World Languages and Mathematics does not necessarily adhere to the standard model as shown. Students’ ability level may not match up with the proposed grade sequence, and we make adjustments as needed. Note: in the IB, HL is Higher Level and SL is Standard Level.
High School English Courses

At Headwaters, the English department is focused on developing students’ literacy skills alongside a love of language and story. We do this through the application of language in the world, and an understanding of a diverse range of national and international literary voices across a wide span of time periods. Our students analyze the world through literature and multimodal texts as they work to embrace diversity, form their identity, and become peacemakers. As the students grow the skill level grows more nuanced and sophisticated as they grapple with more complex texts. The culminating two years of the International Baccalaureate supports our Promise to families that students will think expansively, create bravely, and live authentically.

Literature & Composition (9th Grade)
Course: All Year
Students begin their High School experience studying identity and voice through a variety of literary texts across a range of time periods, countries, and cultures. We study the elements of literature, engage in introductory IB coursework, compose literary analyses, and grow in understanding grammar and other formalities of writing. Through a dynamic curriculum, students will learn to engage in courageous conversations, use writing to express their passions and beliefs, and work toward peacemaking.

Advanced Literature & Composition (10th Grade)
Course: All Year
In preparation for the IB program, students take a broader view of texts and compositions. In addition to classic and contemporary literature, students study a variety of mass communication forms, including film, articles, images, radio, and television. They will learn to apply theories of New Historicism and Feminism to their literary critiques, to write as scholars, and to articulate and justify their opinions through oral presentations.

IB Language & Literature HL I (11th Grade)
Course: All Year
Note: Required course for all IB students, beginning with the Class of 2022
A key aim of the Language and Literature course is to encourage students to question the meaning generated by language and texts. Like a traditional literature course, we analyze the content and structure of novels, plays, and poetry, but we also expand our analysis to include texts found across cultures and media. Students will study advertising, film, images, blogs, and newspapers, among others. Throughout the course, students identify a text’s autonomy, while simultaneously relating it to cultural ideals and reading practices. Students look at circumstance, influence, and delivery in addition to formal literary elements and style. In year one, students complete several written tasks and a series of learning activities that can take a variety of forms, ranging from class presentation to a formal debate.

IB Language & Literature SL II (12th Grade)
Course: All Year
Note: Last offered at Standard Level for the Class of 2021
Building upon the analysis and skills of year one, students continue their exploration of various texts, language, and culture. Students will prepare for two assessments in the spring—a comparative essay in response to two works we have studied in the course and an essay analyzing one of two previously unseen texts. Students will also complete an individual oral commentary that focuses on excerpts from literary and non-literary works we have studied in the course. Additionally, students will submit a portfolio that demonstrates their learning as well as polished works highlighting the skills the course-specific skills they’ve gained. Students will submit formal written and oral assessments to the IB and sit for IB exams in May.
IB Literature HL II (12th Grade)
Course: All Year
Note: Last year offered for the Class of 2021
During Year Two, students return to previously taught concepts and amplify their application across a new set of works and assessments. In one part of the year, students study multiple texts from one literary genre, such as poetry, fiction, drama, or narrative nonfiction. In the remaining part, students turn their attention to multiple genres, comparing and contrasting varying elements of style, content, and form. Students will submit formal written and oral assessments to the IB, and sit for IB exams in May.

Creative Writing
Course: Semester
Note: Not offered in 2020-2021
High School Creative Writing is a joyful exploration of the creative process that goes into the writing of short fiction, plays, creative nonfiction, poetry, and beyond. This exploration involves three main elements: reading the work of others, both expert and peer, giving and receiving criticism, and of course creating and revising original work. While students are working toward a polished final portfolio of their writing by the end of the semester, the emphasis of the course is on the process of creative writing, and on the cultivation of a constructive environment in which to create and share our work.
High School World Languages Courses

The World Languages Department recognizes the importance of learning and embracing the diversity of languages and cultures as a means of bringing more peace to the world. Living in a globalized society, communication is key. Headwaters offers two of the world’s most widely spoken languages. Approximately one billion people speak Mandarin Chinese, while there are an estimated 400 million Spanish speakers worldwide. Our goal is to challenge students to think expansively while cultivating an international perspective through the 5 Cs of language learning: communication, culture, connections, comparisons, and community. Ultimately, we aim to give students the tools to communicate with people of other backgrounds, and help them live authentically at home and around the world.

Spanish I & II
Course: All Year
Note: Offered based on student needs.
These courses covers the same content as MS Spanish I and II but at a slightly faster pace and with the depth appropriate to high school.

Spanish III
Course: All Year
Building upon the intermediate level of communication, one principal objective of this course is the expansion of each student’s personal dictionary in order to enhance his or her capabilities of expression. We will learn detailed vocabulary related to health, technology, nature, and domestic life. Students will become increasingly adept at maintaining conversations about familiar situations, daily life, and personal experiences. Similarly, we will engage in historical and cultural discussions relating to the Hispanic world, in particular, México, Costa Rica, Argentina, Panamá, and Colombia. Together with a more diverse vocabulary, a second objective for improved expression is the addition of complex grammar structures and concepts. After a preliminary general review of the previous courses, we will learn to use the preterite and imperfect tenses, the present subjunctive mode, informal and formal commands, uses of por and para, and adverbs.

Spanish IV
Course: All Year
This course focuses on vocabulary for discussions related to city life, health and well-being, the job world, and arts and entertainment. The subject matter is accompanied by compound verb tenses (present perfect, pluperfect, future perfect, and the conditional perfect) as well as laying the foundation for the subjunctive mood. Students will be capable of engaging in complex conversations of all varieties. Additionally, the course will examine Hispanic American geography, culture, and history.

IB Spanish SL I (11th Grade)
Course: All Year
IB Spanish SL is designed for students who have fulfilled Spanish IV. The main focus of the course is language acquisition and development of language skills in preparation for successful performance on the IB assessments. These skills will be developed through the study and use of a range of written and spoken materials from Spanish-speaking cultures including but not limited to film, radio, television, literature, magazines, and newspapers. The selected texts and resources will enable students to develop intercultural understanding. In this first year of IB, the goal is learning to express and support detailed opinions on a variety of topics. Students will work almost exclusively in Spanish with both written and oral communication. IB Spanish SL reviews and requires mastery of all indicative tenses and exposes students to both present and imperfect subjunctive as well as extended idiomatic expressions. The course will encompass five themes that will be covered during year 1 and year 2:

A. identities, the nature of the self and what it is to be human
B. experiences, the stories of the events, experiences and journeys that shape our lives
C. human ingenuity, the ways in which human creativity and innovation affect our world
D. social organization, the ways in which groups of people organize themselves, or are organized, through common systems or interests
E. sharing the planet, the challenges and opportunities faced by individuals and communities in the modern world

An option to take this at the higher level (HL) is available for more advanced students.

**IB Spanish SL II (12th Grade)**

*Course: All Year*

IB Spanish SL Year Two is designed for students who have fulfilled IB Spanish SL Year One. While the second year of IB Spanish is demanding and rigorous, it is also rewarding. Students will continue to build language and analytical proficiency with the five themes of identities, experiences, human ingenuity, social organization, and sharing the planet. The first semester is dedicated to enhancing linguistic and cultural experiences across new works and resources, meanwhile the second semester focuses on preparation for formal oral and written assessments to be submitted in the Spring.

**IB Spanish and Latin American Literature HL/SL I (11th Grade)**

*Course: All Year*

IB Spanish Literature I is the first of two courses dedicated to the study of literary works produced in the complex historical and cultural contexts of Spain and Latin America. Students acquire and practice the skills necessary to analyze and interpret written texts of various genres — poetry, narrative, drama, essay — and various time periods — from Baroque to the present. They learn to read the literary word as an artistic object or, like Picasso’s definition of art, as a lie that draws us closer to the truth, and to reflect critically on their reading.

Year One focuses on Parts 1 and 4 of the IB Spanish Literature syllabus: three works originally written Spanish and works written in other languages and then translated into Spanish. All of the works are selected collaboratively by the students and teacher. Each work represents a unit of study, i.e., six units, and each unit culminates in students developing and presenting their original evaluations of the formal, stylistic and aesthetic qualities of the texts through written and oral assessments. By the end of Year One, students will have completed two IB assessments: the Individual Oral Presentation and the IB Written Assignment.

**IB Spanish and Latin American Literature HL/SL II (12th Grade)**

*Course: All Year*

IB Spanish Literature II is the second of two courses dedicated to the study of literary works produced in the complex historical contexts of the Iberian Peninsula and Latin America. Students acquire and practice the skills necessary to analyze and interpret written texts of various genres — poetry, narrative, drama, essay — and various time periods — from Baroque to the present. They learn to read the literary word as an artistic object or, like Picasso’s definition of art, as a lie that draws us closer to the truth, and to reflect critically on their reading.

Year Two focuses on Part 2 (three works of different genres) and Part 3 (four works of a single genre) of the IB Spanish Literature syllabus, all of which were originally written in Spanish. As in Year One, all of the works are selected collaboratively by the students and teacher. Each work represents a unit of study, i.e., seven units, and each unit culminates in students developing and presenting their original evaluations of the formal, stylistic and aesthetic qualities of the texts through written and oral assessments. By the end of Year Two, students will have completed the IB Individual Oral Commentary and prepared for the final two IB assessments to be taken in May.

**Mandarin I (9th Grade)**

*Course: All Year*

This course is designed for ninth grade students who have had little or no prior experience to Chinese language and are interested in learning Chinese language as well as the culture. The main objectives include cultivating students' linguistic awareness, promoting cultural sensitivity and developing their overall fluency.
Throughout the course, students will be provided with opportunities to practice and explore the language and to develop intercultural understanding in various themes and topics. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

Mandarin II (10th Grade)

Course: All Year
This course is a continuation of the learning that began in the first year that will help students improve their skills in the Chinese language. In this course, students will increase their listening, speaking, reading and writing skills through various activities, games, skits, and projects. Students are going to be able to conduct a longer, and deeper conversation. Culture is sprinkled throughout the course to help the learner explore deeper the Chinese-speaking world and their culture, people, geographical locations and histories.

IB Mandarin SL I (11th Grade)

Course: All Year
The Mandarin ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

IB Mandarin SL II (12th Grade)

Course: All Year
The second-year language Mandarin ab initio course is a language course for students with experience learning Mandarin. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

During the second year of IB Mandarin study, students are required to take an external as well as an internal assessment. External assessments evaluate students’ reading and writing skills and are scored by IB assessors. Internal assessments evaluate students’ oral and listening skills and are graded by the teacher.
High School Social Studies Courses

Social studies involve the study of people and the societies that they create, from ancient through modern times. The aim of the Social Studies sequence at Headwaters is to develop students’ knowledge, critical thinking, investigation, and communication skills. In High School, students progressively learn how to work with primary sources and create original arguments. In preparation for the IB Diploma Programme (11th and 12th grade), students experience a gradual increase of research and presentation to develop synthesis and evaluation skills. Both Headwaters and the IB Programme place special emphasis on the ability to discern and analyze sources. We want our students to graduate with strong research and writing skills, as well as to grow into informed and involved global citizens.

World Geography (9th Grade)
Course: All Year
In this course, students examine the ideas and themes of human geography as they relate to the world of today. Students use the tools of geography to learn the relationships between people, places, and their environments; in particular, the various regions of the world are seen through the lens of the “five themes” of geography: location, place, region, human-environment interaction, and movement. Instruction focuses not only on the political borders and physical landforms, but also on the human and cultural geography of each region. Emphasis is placed on major issues facing each region in modern history, much of which overlaps with current events and contemporary affairs.

Government & Economics (10th Grade)
Course: All Year
This course will examine the workings of government and the basic principles of economics. The foundation of this class is a year-long game called YOLO, which is played once/week for the entire school year. Within the game each week of the school year is meant to represent one year of real life. When students begin it’s as if they are 18-years old, and must make decisions such as whether or not to attend college, what career to pursue, and how to save and invest their money. After 32 rounds of play students have lived a virtual life, and have ideally invested wisely and saved for retirement. The game sets up a live in-class economy and allows students the opportunity to create their own class constitution and government. The game is very challenging and requires intense critical thinking and problem solving. What happens in the game dictates what topics are taught in the rest of the course. As well, required research essays are based on experiences the students have in YOLO and the connections made to read-world topics in government or economics.

IB History HL/SL I (11th Grade)
Course: All Year
This history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. In Year One, the course is devoted to the History of the Americas and emphasizes the roles of Latin America, Canada, and, in particular, the U.S. in 19th and 20th century global affairs. This course is available at both Standard Level (SL) and Higher Level (HL), which will be taught together with instruction geared towards HL but students will choose their level of challenge on the IB assessments.

IB History HL/SL II (12th Grade)
Course: All Year
Year Two of the IB History program emphasizes a variety of prescribed subjects and topics in 20th Century World History. These include conflict and intervention; the origins, development and impact of industrialization, and the Cold War. Much like its Year One counterpart, this course requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they are political, economic, or social. It invites comparisons between, but not judgments of, different cultures, political
systems, and national traditions. This course is available at both Standard Level (SL) and Higher Level (HL). The levels will be taught together, with instruction geared towards HL, but students will choose their level of challenge for the IB exam.

**Theory of Knowledge I**

*Course: All Year*

This class focuses on supporting the holistic goals of the International Baccalaureate Diploma Programme. This course encompasses the three main components of the IB Diploma Programme: the Theory of Knowledge (TOK) curriculum, the Senior Thesis process, and CAS (Creativity, Activity, and Service hours). The main focus of the year will be developing the fundamentals of the TOK curriculum. TOK challenges basic assumptions of how we know what we think we know. The course integrates with all the other IB courses to create an exciting overlap of inquiry. In the second semester, each student will also choose an area of study on which to focus their Extended Essay and develop a research topic specific to their interests. This course also supports students to achieve their goals in CAS by fostering meaningful work on Project Week, Activity Hours, and Service Hours. In the spring semester, students will have a focus on College Planning to prepare them for the college application process. This course is a required component of the Headwaters capstone experience and goes through the 11th and 12th grade years.

**Theory of Knowledge II**

*Course: All Year*

In the 12th Grade year, Theory of Knowledge curriculum continues. Two required IB assessments are completed: the Oral Presentation (an internal assessment) and the TOK Essay (an external assessment). The students also complete their Senior Thesis and prepare for their Senior Colloquium during Project Week. This course continues to support students to achieve their goals in CAS (Creativity, Action, Service).

**Global Peace & Conflict Studies**

*Elective: Semester-Long for 9th/10th grades*

Global Peace & Conflict Studies (with Model United Nations) explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. Participation in the school’s Model United Nations club is required.

**HS Social Justice**

*Elective: Semester-Long for 9th/10th grades (Fall semester)*

The need to engage in courageous conversations with tact, respect, and knowledge is crucial. We need young people to know about and be able to discuss race, gender, politics, and other elements that influence our identities. Through this semester-based course, students will explore social justice topics using inquiry-based learning and propose solutions to these local, national, and international problems. We will visit local non-profits and/or individuals dedicated to efforts around these causes. They will teach, share, and learn through oral presentations, sharpen their discussion skills, and develop critical thinking and analysis skills on these matters. In addition to academic gains, this course will open doors for students to learn about themselves, what they’re capable of, and inspiration for their futures.

**Psychology**

*Elective: Semester-Long for 9th/10th grades*

*Note: Not offered in 2020-2021*

Students in Psychology will have the opportunity to turn the lens of the mind upon itself. We will look at the physiology of consciousness, touching on cutting-edge research in the field. We will consider the role of natural selection in shaping psychological mechanisms, and will consider the historic contributions of some of the leading figures of western psychology. Source material will include scholarly articles, textual excerpts, and documentary film. Students will hone their abilities in the areas of written analysis and group discussion. As final projects, students will complete independent research projects on a psychological topic of their choice.
High School Science Courses

The goal of the science curriculum is to create a habit of wonder and curiosity about the world around us. We want our students to invent and discover things that will change the world. During Middle School, our courses are designed to build excitement and intrigue with frequent hands-on experiments and projects that require students to apply foundational scientific knowledge. During 9th and 10th Grades, students cover the foundations of Biology and Chemistry while gaining solid lab skills. In 11th and 12th Grades, students begin to have choice on how to direct their science education, with the more applied study of IB Environmental Systems and Societies to the more conceptual thinking of advanced IB Physics.

Biology (9th Grade)
Course: Year Long
What is life? Is genetic engineering safe? How can biotechnology be used to solve a crime? This course prepares students for college-level biology and inspires a genuine love and curiosity in life. The course will include labs (like isolating DNA), dissections (including starfish, frog, worm, crayfish, cricket, and shark), microscope work, and detailed observations of nature using “field notebooks.” The course also covers important chemistry topics, including principles of biochemistry, atomic structure, and covalent and ionic bonding. The crossover between the two scientific disciplines makes each topic stronger. Multimedia presentations including, radio, movies, and group work help students grasp concepts, speak the language, and develop a love of the science. The first semester will survey the life (including the evolution) of Homo sapiens, bacteria, slime molds, viruses, plants, and fungi. Semester two will delve into the details that make it all work, such as DNA, cellular biology, genetic diseases, cloning, and genetic engineering. We finish the year with ecology and some environmental science.

Chemistry (10th Grade)
Course: Year Long
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses, such as medicine, biological science, and environmental science, and serves as a useful preparation for employment and life. There are a variety of approaches to the teaching of chemistry. By its very nature, chemistry lends itself to an experimental approach, and this will be reflected throughout the course. Some general topics we focus on include nuclear energy, kitchen chemistry, and neurochemistry.

IB Environmental Systems and Societies SL I (11th Grade)
Course: Year Long
Through studying Environmental Systems and Societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical, and socio-political aspects of issues. The course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of the scientific methods. Year one of this course includes the topics of ecosystems, biodiversity, global warming, population growth, environmental ethics, and natural resources. This course includes hands-on work in the classroom and/or out in the field. Finally, in the second semester students will begin their year long independent research projects, where they will develop research questions, execute methods, and write an initial draft of their research. This practical work will be completed in final draft form in the second year.

IB Environmental Systems and Societies SL II (12th Grade)
Course: Year Long
Year two of this course covers topics of energy, water resources, soil, food, succession, and pollution. This
year wraps up an international as well as a local view of the Earth and its peoples, the problems we face and some possible solutions. It includes both work from textbook and hands-on activities and work in the classroom and in the field. Students will complete final drafts and present posters of their original research they have been working on since year one. This work, an IB “internal assessment,” will be evaluated on planning, data collection and processing, discussion, evaluation and conclusion, and personal skills. The students will also sit for a two-part exam in May, which is comprised of short answer data-based questions, a case study, and two essay responses.

IB Physics SL I (11th Grade)

Course: Year Long
Note: New for 2020-21. All Physics students start at Standard Level

The Physics SL course exposes students to this most fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. This course will include a special topic exploration of astrophysics in the second year. Through the study of physics, students will also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavors—and are important life-enhancing, transferable skills in their own right. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. The first year topics include kinematics, thermodynamics, waves, electricity and magnetism, and circular motion and gravitation.

IB Physics SL II (12th Grade)

Course: Year Long
Prerequisite: IB Physics SL I

The first year of IB Physics SL is followed by further exploration in topics including: atomic, nuclear, and particle physics; electromagnetic induction; fields; energy production and a special unit on astrophysics. The second-year is marked by the students’ individual project of their choice—it is an in-depth study that involves thoughtful work on theoretical and experimental levels. Headwaters students who complete IB Physics will leave as capable young scientists ready for college work in any of the natural science fields, medicine, mathematics, engineering, and more.

IB Physics HL II (12th Grade)

Course: Year Long
Prerequisite for the Class of 2022 onwards: IB Physics SL I and approval by the teacher, based on high achievement and work ethic

A student taking physics at the higher level will study four additional topics: wave phenomena, fields, electromagnetic induction, and quantum physics. Students electing the HL option should be prepared for a quick pace of material coverage and a hefty reading load.

Astronomy

Elective: Semester-Long for 9th/10th

One of the oldest sciences, Astronomy studies everything above the Earth’s atmosphere: moons, planets, asteroids, comets, stars, galaxies, out to the very limits of the “known” universe, the part of our universe we can see. We begin by studying the sky and how the Sun, the Moon, the planets, and the stars move through the year. We will look at Moon rocks brought to Earth by the Astronauts on six Moon landing Apollo missions from 1969 to 1972. We will look at a collection of meteorite samples from NASA’s collection and learn where they come from. How do scientists know the general age of a planet or moon by looking at its surface? How do we know the age of our Solar System? How do we know it all began with a BIG BANG 13.8 billion years ago? These questions and many more we will investigate through class discussions, computer simulations,
labs, field trips, and star parties. Join us for a semester of amazement!!
High School Mathematics Courses

At Headwaters, mathematics teachers use a variety of pedagogies and activities, including problem-based learning, student-driven discovery, and orchestrated discussion. Our teachers give students opportunities to experiment, conjecture, and play. Headwaters math teachers love mathematics and they inspire students to share that affection.

Algebra I
Course: All Year
Students discover how non-numerical symbols (variables) can be used as placeholders for unknown numerical quantities. The class builds upon a basic understanding of pre-algebraic concepts, including equations, graphs, and symbolic rules. Students build an understanding of mathematical relationships, including linear and exponential equations, systems of equations, inequalities, factoring, and quadratic equations. These topics establish a foundation of algebraic skills for future mathematics studies, preparing students for Geometry and Algebra II, as well as the SAT and ACT. Students have the opportunity to solve application-based problems and improve their ability to communicate mathematically. This is a High School math class; Middle School students who complete the course successfully earn High School credit.

Geometry
Course: All Year
Students are presented with mathematics from a discovery perspective in Geometry. The class uses a problem-based learning approach. We examine a series of questions that scaffold to a larger understanding of concepts. We are striving to discover geometry in a similar manner as the first mathematicians. The course empowers students to examine their own understanding, prove their logic, ask questions, and accept that getting things wrong is a step toward understanding. Through this process, we analyze the properties of lines, triangles, polygons, circles, and other shapes with rigor and precision. Our end goal for students is for them to have a deeper understanding of geometric concepts. And beyond that, they should emerge as profoundly critical thinkers and problem solvers.

Algebra II
Course: All Year
This course extends and deepens work done in Algebra I to prepare students for the rigor of the rest of their mathematical careers. They will gain proficiency in working with polynomials, radical expressions, complex numbers, rational expressions, and linear and geometric sequences and series; the emphasis is on solving equations and written and verbal expression. Students will master creating and interpreting graphical representations of linear, quadratic, polynomial, rational, radical, exponential, logarithmic and periodic functions and explore their use in modeling phenomena in a variety of contexts. Students work with graphing calculators to deepen the connections between equations and graphs. Algebra II is also excellent preparation for the ACT/SAT college entrance exams.

Pre-Calculus
Course: All Year
This course provides additional preparation for IB Mathematics higher-level courses, for students who have completed Geometry and Algebra 2 prior to 10th grade. Students extend Algebra 2 topics to advanced functions and algebraic techniques. Topics include: modeling and problem solving with polynomials, rational functions, exponential and logarithmic functions, and trigonometric functions; solving systems of non-linear equations; analytic geometry; use of graphing calculators for problem-solving; basic set theory with logic and Venn diagram; introduction to limits. Students must have an approved graphical display calculator for daily use (such as TI-84 Plus).
**IB Mathematics: Applications and Interpretation SL I & II**

*Course: All Year*

*Prerequisite: Geometry and Algebra II*

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

**IB Mathematics: Analysis and Approaches HL I & II**

*Course: All Year*

*Prerequisite: Pre-IB Mathematics in 10th grade*

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.
High School Arts Courses

“The arts especially address the idea of aesthetic experience. An aesthetic experience is one in which your senses are operating at their peak; when you’re present in the current moment; when you’re resonating with the excitement of this thing that you’re experiencing; when you are fully alive.”
— Ken Robinson

The purpose of the Arts programs at Headwaters School is to provide opportunities for our students to develop skills in creative problem solving; to practice a craft with dedication; and to express thoughts, ideas, and feelings about the world. In the High School, courses are year-long and evolve into advanced skills. Please read the descriptions carefully before you make your course selections. We recognize the importance of creative thinking in life and in all professional positions, and therefore require students to study in the Arts every year at Headwaters.

Visual Arts

Studio Art (9th–10th Grades)
Course: All Year
The Studio Art course at Headwaters allows students to become visually literate. The course teaches students to use and understand art as a form of visual and tactile communication and to have confidence and competence in reading and evaluating visual images and artifacts. The course also aims to develop students’ design capabilities, their capacity for imaginative and original thought and experimentation, and their capacity to learn about and observe the world in which they live. Additionally, students will develop their ability to articulate and communicate ideas, opinions, and feelings about their own work and the work of others. Students will study art-making techniques, aesthetics, and art criticism.

IB Visual Art (Studio Art HL/SL I & II)
Course: All Year
The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The Course is in three parts:

Part 1: Comparative Study
An independent critical and contextual investigation that explores artworks, objects and artifacts from differing cultural contexts.

Part 2: The Process Portfolio
A documentation of the students’ artistic experience during the course, both visual and written.

Part 3: The Exhibition
Students present a body of work accompanied by reflection showing critical understanding and awareness of context.

Year One: Students will learn about the structure of the course with the focus on the Process Portfolio, developing skills in drawing, painting, design, sculpture, printmaking, and mixed media. Students also will learn about art history and aesthetics to inform their work on the Comparative Study which they will complete during the first year.

Year Two: Students will continue to develop and refine skills in a variety of 2D, 3D and digital media. This is
also when students will develop a body of personal work for the Exhibition which happens in April of the second year.

**Film**

**Film (9th–10th Grades)**
*Course: All Year*
In this film course, we'll focus on visual storytelling and cinematography. Students will study an array of non-sync genres: silent shorts, experimental/studio art pieces, music videos, and non-sync narratives. At least one final project will showcase at an exhibition outside of class. No prerequisites are required.

**Advanced Film (9th–10th Grades)**
*Course: All Year*
Advanced Film is for students who have had High School Film and are ready to explore deeper aspects of film theory, especially auteurism, and more challenging filmmaking techniques. This class will prepare you for IB Film, film school, or just a lifelong appreciation of how cinema is made.

**IB Film HL/SL I (11th Grade)**
*Course: All Year*
Advanced IB Students will learn new ways to critique films through theory lenses, write and produce quality films, cast and direct actors, and make professional short films that screen far beyond the scope of the classroom. Our goals: The Austin Film Festival, the Austin Youth Film Festival, and South by Southwest (again!). *Students must have approval of the teacher to enroll.*

**IB Film HL/SL II (12th Grade)**
*Course: All Year*
In their second year of the course, advanced filmmakers focus on creating, evaluating, and reflecting upon a creative portfolio of film production. Our goals remain the same: The Austin Film Festival, the Austin Youth Film Festival, and SXSW (again!). *Students must have passed the IB Film HL/SL I course to enroll.*

**YouTube Video Production**
*Course: Semester-Long-Long for 9th/10th grades*
Instead of spending hours just WATCHING YouTube, it's time you start CREATING your own YouTube content! YouTube Production will teach you the process of creating a building a YouTube channel from beginning to end. Learn about pre-production, filming techniques, lighting, audio, editing, creating thumbnails, creating channel art, collaborating, tagging, livestreaming, and sharing your work with the big wide world of YouTube. Vlogs, tutorials, livestreams, animations, comedy, reviews, unboxings, gaming, cooking, fashion, tech, sports, travel, health... what content will YOU create? Requirements:
- DSLR camera
- Permission to appear on YouTube
- Mac or PC, no chromebook
- **Preferred to have video editing software on your laptop but not a requirement**

**Photography**

**Photography (9th–10th Grades)**
*Course: All Year*
*Requirements: Digital SLR or Mirrorless Digital Camera*
This introductory course will explore the basic concepts and techniques of digital photography and its
application in constructing a creative working method, one that expresses ideas and/or emotions. Hands-on workshops and weekly outings around Austin allow students to master technical skills and build a strong understanding of the foundations of photography. A brief overview of the history of photography from creation to contemporary practice will be presented through slideshow presentations relevant to course assignments in hopes of constructing a lineage for each topic to be explored, i.e. portraiture, photo documentary, etc. Students will be amazed at the quality, intent, and personal aesthetic they will accomplish by the end of this course.

IB Visual Art HL/SL I: Photography (11th Grade)

Course: All Year
Prerequisites: SL needs a year of High School Digital Photography, HL needs a year of High School Digital Photography with instructor approval, Transfer students will need to take a technical test administered by the instructor and show a portfolio of 15 photographs.
Requirements: Digital SLR or Mirrorless Digital Camera

IB Visual Art (Photography) year one focuses on art-making exploration: students are expected to question what they do as artists by showing evidence of systematic research and investigation as an aid that drives the personal creative process. The camera is used as a tool to further explore photography as well as other forms of art-making: alternative process, digital art, site specific installation art (street art), or printmaking. Art appreciation and art history are essential components of this course. The IB curriculum focuses on 3 specific assessments:

Part 1: Comparative Study
An independent critical and contextual investigation that explores artworks, objects and artifacts from differing cultural contexts.

Part 2: The Process Portfolio
A documentation of the students' artistic experience during the course, both visual and written.

Part 3: The Exhibition
Students present a body of work accompanied by reflection showing critical understanding and awareness of context.

IB Visual Art HL/SL II: Photography (12th Grade)

Course: All Year
Prerequisites: Transfer students will need to take a technical test administered by the instructor and show a portfolio of 15 photographs.
Requirements: Digital SLR or Mirrorless Digital Camera

IB Visual Art (Photography) year two will focus on the development and completion of a single body of work - from concept to finished portfolio - while working through creative installation strategy. The coursework will require students to address their own process and personal vision as an artist and cultural producer. The IB curriculum focuses on 3 specific assessments:

Part 1: Comparative Study
An independent critical and contextual investigation that explores artworks, objects and artifacts from differing cultural contexts.

Part 2: The Process Portfolio
A documentation of the students' artistic experience during the course, both visual and written.

Part 3: The Exhibition
Students present a body of work accompanied by reflection showing critical understanding and awareness of context.

Music

HS Music (9th–10th Grades)

Course: Semester-Long
A fun, performance-oriented course, students enrolled in High School Music will have the experience of assembling a concert program and learning music together as a group. Similar to the Middle School Music Elective, this class is perfect for someone who has little to no experience, or already plays an instrument and wants a less formal experience of being in a band. Students will have the opportunity to sing, and learn basics on multiple instruments, learning music they have chosen and helped arrange themselves. There will be performances at Pitso's, as well as the Winter and Spring Concerts. Guaranteed fun in this class!

**Jazz Band**  
*Course: All Year for 9th/10th grades*  
Designed for students with at least one year of experience playing an instrument, Jazz Band introduces students to improvisation and the jazz style, but also Students will learn the basics of improvisation, composition, and jazz theory, while learning to work creatively with a group of other students. Attendance at performances outside regular school hours is required.

**IB Music I HL/SL**  
*Course: All Year*  
Through this music course, students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance, and critical analysis of music, the course exposes students to forms, styles, and functions of music from a wide range of historical and socio-cultural contexts. In the first year of the course, students will work on developing their understanding of musical fundamentals, including basic theory, composition, and listening appreciation. The second semester will include composition assignments and a crash course in Western Music History. Open to 10th graders by permission.

**IB Music II HL/SL**  
*Course: All Year*  
In the second year of IB Music, students will continue to develop their performance, appreciation, and composition skills. The first semester will include a crash course in Jazz, World Music, and other popular styles, as well as an exploration of the proscribed pieces. During the second semester, students will spend the bulk of their time preparing for the listening papers and completing their composition and performance portfolios.
Theatre

Theatre Production (6th–12th Grades by Audition)

*After School Extracurricular: Seasonal*

The Theatre Production program is a full-on theatre workshop that creates stage productions with an emphasis on acting technique. This is an opportunity to create great theatre in professional-caliber theatre spaces. The Theatre Production group is selected by audition, but all interested students are encouraged to try out. Rehearsals will take place after school for a period of approximately 2-3 months before each production. There may be a fee associated with these productions.
High School Practical Life and Applied Learning Courses

Inspired by our Montessori elementary classrooms' emphasis on “practical life” skills, we are committed to providing students with ways to live authentically, think expansively, and create bravely. Headwaters believes one way to do this is through applied learning electives—those courses whose primary focus entail hands-on skills applied to the world around us. We see these courses as providing a place to combine creativity and problem solving.

Wellness and Life Skills (9th Grade, required)
Course: Semester-Long
Wellness and Life Skills is designed to provide students with basic information and skills needed to function effectively within a changing, complex society. Emphasis is given to the development of competencies related to physical and social health, sex education, career, consumer economics, technology, and life skills that are not academic in nature. In Wellness we do focus on aspects of our Purpose and use the class to help cultivate identity formation, foster empathy, and embrace diversity. Upon completion of this course, the student should have developed life skills that promote a positive influence on quality of life.

Engineer Your World (EYW) I: Engineering Design and Analysis
Elective: Year-Long for 9th/10th grades
EYW is a hands-on, design-based, inquiry-focused engineering course for all learners. In this course, students discover the engineering design process, make data-driven decisions, and work in multi-level teams to solve complex challenges. Students explore mechanical, chemical, civil, electrical, and aerospace engineering through a series of design challenges that illustrate how engineering can improve people’s lives and health, meet the special needs of different customer groups, and even enable creativity in the arts.

Carpentry
Elective: Semester-Long for 9th/10th grades
Note: Not offered in 2020-2021
Carpentry will incorporate problem solving using math, engineering, and design to come up with projects to build. Students will learn to read plans, design and write plans, budget, and safely use a variety of tools to build wood projects. Projects may include, but not be limited to, small individual carpentry projects (small furniture, bird houses, toys, etc.), larger school need projects (building and/or repairing), community project needs. This course will utilize and develop individual creative skills, collaborative work skills, problem solving skills and hand tool skills.

Gardening
Elective: Semester-Long for 9th/10th grades
Note: New for 2020-2021
In this course we will focus on the principles of gardening as we work to maintain garden spaces around campus. We will also work with local garden experts to learn more about endemic species, invasive species and creating habitats for pollinators. This course will cover topics in biology, environmental science, ecology and agriculture. We will also visit farms and gardens around the greater Austin area.
Middle and High School Athletics

The Headwaters Athletics Program is competitive and places high value on the positive spirit of competition. All students are encouraged to participate, regardless of previous experience. Our coaches emphasize hard work, good sportsmanship, and working together as a team.

**Fall Sports: Flag Football**
Flag Football is open to all Middle and High School students. Flag Football is an after-school sport and requires a daily practice commitment. The team will compete with other schools in the Austin area and the TCSAAL league during the fall season. Student athletes will learn a wide range of skills ranging from basic to advanced. All experience and skill levels welcome!
*FEE REQUIRED*

**Fall Sports: Volleyball**
Volleyball is open to all Middle and High School girls. Volleyball is an after-school sport and requires a daily practice commitment. The teams will compete with other schools in the Austin area and the TAIAO league during the fall season. Student athletes will learn a wide range of skills ranging from basic to advanced. All experience and skill levels welcome!
*FEE REQUIRED*

**Winter Sports: Basketball**
Basketball is open to Middle and High School girls and boys. Basketball is an after-school sport and requires a daily practice commitment. The teams will compete with other schools in the Austin area and the TAIAO league during the winter season. Student athletes will learn a wide range of skills ranging from basic to advanced. All experience and skill levels welcome!
*FEE REQUIRED*

**Spring Sports: Soccer**
Soccer is open to Middle and High School girls and boys and the teams are co-ed. Soccer is an after-school sport and requires a daily practice commitment. The teams will compete with other schools in the Austin area and the TAIAO league during the spring season. Student athletes will learn a wide range of skills ranging from basic to advanced. All experience and skill levels welcome!
*FEE REQUIRED*