



WESTOVER
SCHOOL



CURRICULUM GUIDE

2020-2021

WESTOVER SCHOOL
Middlebury, CT

CURRICULUM GUIDE
2020-2021

TABLE OF CONTENTS	Page
Westover Mission Statement/Academic Vision	2
Theme Year	3
Graduation Requirements and Scheduling	4
English	6
Mathematics	11
Languages	14
English as a Second Language	18
History	19
Science	23
Arts	27
Studio Arts	27
Arts and Culture	33
Performing Arts	35
Performance Emphasis Track	39
Drama Emphasis Planner	53
Women in Science and Engineering (WISE)	41
One Schoolhouse (OS)	44
Independent Exploration	47
Health & Wellness	50
Athletics	51

WESTOVER MISSION STATEMENT

Westover empowers young women to lead lives of consequence.

ACADEMIC VISION STATEMENT

Westover's educational curriculum fosters resilient, resourceful, confident, and independent young women by challenging them to think critically, solve creatively, work collaboratively, act morally, and communicate effectively. By enhancing self-awareness through reasoned and willing risk-taking, and by engaging each girl in meaningful work that builds the fulfilling habits of lifelong learning, our balanced approach to academic programming cultivates global awareness, and teaches young women that they can and should effect responsible change.

Enlightened Scholar
Engaged Citizen
Empowered Woman

THEME YEAR: CLIMATE OF CHANGE

As creatures of habit, we're often conditioned to be change averse. And yet, our brains are constantly adapting to our surrounding environment. In a time when so much of what we are accustomed to is in constant and uneasy flux, embracing change is something we can practice together as a community.

What can embracing and celebrating a “Climate of Change” look like?

- Adjusting to a new way of life, including our experiences in virtual community
- Being an advocate for environmental sustainability in a time of climate change
- Considering new social and political perspectives in an election year
- Collaborating on Strategic Planning for the Westover community
- Shifting individual habits and mindsets
- Practicing resiliency

Changing habits, changing mindsets, and changing perspectives can all help us explore our fears and acknowledge the difficult but important nature of taking action together.

Past themed-years:

2012-2013: Human Rights

2013-2014: The Face of the Other

2014-2015: Patience and Mindfulness

2015-2016: Who Is My Neighbor?

2016-2017: Reverence for the Earth

2017-2018: Power of Women

2018-2019: Owning Our Narrative

2019-2020: Building Bridges

*Note Mountain Day is next year.

GRADUATION REQUIREMENTS AND SCHEDULING

A student must complete a minimum of 18 credits and must complete her Senior year in attendance at Westover (except in cases of school-sponsored exchanges) in order to receive a Westover School diploma.

Subject and credit minimum requirements for graduation are as follows:

SUBJECT	CREDIT
English	4
Mathematics	3
Languages	3
History	3
Science	3
Arts	2*

* Students who complete the Women in Science & Engineering curriculum will be required to fulfill a total of 1 ¼ Arts credits. WISE students will still need to take a course in visual arts, performing arts, and arts & culture.

Participation in athletics and other afternoon activities is required throughout a student's years at Westover. The Wellness Curriculum is designed to serve our students throughout their career at Westover, which is required for graduation. Please see pages 59-61 for descriptions.

When requesting elective courses, students should realize that registration will be limited in such courses, and they are not guaranteed enrollment. In some courses Seniors will be given priority, while in some others course selection will be made on the basis of academic strength.

In general, Westover does not award credit for courses taken at other institutions. Exceptions are:

- high school level courses taken at previous schools, with approval of Westover department head.
- courses required for advancement in a discipline, with prior approval of the department head and the Academic Office.
- courses offered by One Schoolhouse, with approval of the OS enrollment committee.

GRADUATION REQUIREMENTS AND SCHEDULING

ACADEMIC COURSE LOAD

- A student will normally take 5 courses per term and may take no more than 6 courses.
- An academic program consisting of 5 academic courses plus a semester (non-AP) studio art course is allowed with no additional permission required.
- A 4 course load, would be considered in extreme circumstances with the permission of the Dean of Academics.
- A more rigorous course load, such as one consisting of 6 academic courses, should only be undertaken by a student who has demonstrated strong and consistent academic achievement, as evidenced by the attainment of High Honors with Distinction, for example, and must be approved by the Academic Office.
- However, students who elect to take 3 full-length AP courses in one year may take at most 2 other academic courses. (Single semester AP English courses are not treated as full-length AP courses.)
- Because of the demands of the college application process, Seniors should not plan to take 6 academic courses in the fall semester. Approval for such a schedule would require evidence of substantial progress on application essays before classes begin. However, special consideration will be given to Seniors who need to finish the WISE program.
- Students who wish to take 4 full-length AP courses in one year must secure the permission of the Academic Office.
- No student may take 5 full-length AP Courses over one academic year.

NOTE: Any student enrolled in an AP course is expected to take the AP exam in that course; an exam fee of approximately \$100 will be charged.

ENGLISH

- NINTH GRADE - ENGLISH I

(1 credit, full year)

Through readings in lyric poetry, drama, and fiction, English I provides an introduction to the interrelated themes of identity, self-discovery, and voice. In particular we examine the ways in which individual identity may be predetermined or chosen. Close consideration of a variety of texts and the study of vocabulary and etymology help students come to see language and literature as a dynamic continuity that extends across time and cultures.

As a beginning English course, English I emphasizes basic skills. The study of grammar, diction, and punctuation is combined with the mnemonic and listening skills necessary for academic competence. Through both expository and creative written work, students are taught to write unified, orderly, and well-developed paragraphs. Their work in English I gives students an opportunity to develop the scholarly and human values of patience, care, thoughtfulness, and resourcefulness.

- TENTH GRADE - ENGLISH II

(1 credit, full year)

English II begins students' examination of the three major literary forms: poetry, prose, and drama. In it, students learn how to think and write about the characteristic elements of each of these literary genres. Students compose a combination of exploratory and thesis-driven critical analysis essays on each of these genres. Building on English I's foundational work, English II students also hone their abilities to craft clear, sophisticated sentences that precisely articulate complex ideas according to the conventions of Standard English. Though the course emphasizes critical writing, students also have opportunities to write creative prose and poetry.

- ELEVENTH & TWELFTH GRADE - SEMESTER COURSES & ELECTIVES

(2 semester courses or electives each year; ½ credit each)

Eleventh grade students and Twelfth grade students take three English electives a year. Along with the literature studied and papers written in these courses, grammar previously learned is reviewed by means of brief instruction and regular Common Errors quizzes. Additionally, students are required to write poems for *The Lantern*.

FALL ENGLISH ELECTIVES

- CRAFT OF POETRY

(½ credit, students recommended by department)

A course for students who are interested in poetry and for those who have had some success in the writing of poetry. To strengthen and diversify poetry writing skills, we will consult the testimony of a number of poets and make use of exercises designed and effectively used by poets in writing workshops. Because the surest means to writing effective poetry is to read poetry, we will also give critical attention to a great deal of contemporary and past lyric poetry with a view to understanding how it is made and how it achieves its effects. Creative writing assignments will be supplemented by a critical essay. Sources on the writing of poetry will include works by Tony Hoagland, Ted Kooser, Richard Hugo, and Mary Oliver. Students must be willing to commit themselves to frequent writing and revision.

- HARDY SOULS

(½ credit)

Thomas Hardy, the famed English poet and author of many classic and beloved novels, was particularly riveted by the question of what it meant to be modern. Well aware that the rigid and traditional institutions of the 19th century Victorian world were rapidly falling into disarray at the dawn of the fast-moving, more socially mobile 20th century world, Hardy found some of his greatest inspiration in the tragic portraits of young men and women caught between these two worlds by the forces of modernization. This course will study two of his most famous character portraits, *Tess of the D'Urbervilles* (1891) and *Jude the Obscure* (1895). By focusing on these two works, we will pay particular attention to gender and to the different effects these new pressures of modernity have on young men and on young women, leading to very different crises and outcomes.

- SPEECH MATTERS: RHETORIC & PUBLIC SPEAKING IN EVERYDAY LIFE

(½ credit)

In Speech Matters, we develop some of the most important 21st-century global skills--rhetoric & public speaking--to advantage students in communication and leadership. We closely analyze persuasion and argument by reading, watching, and writing about historic speeches from world figures like Pericles, Sojourner Truth, Adolf Hitler, Angela Davis, Lou Gehrig, Barry Goldwater, Benazir Bhutto, Nelson Mandela, and Angela Merkel. We also study verbal and nonverbal delivery skills like projection, speaking rate, posture, and gestures. Performing prepared and extemporaneous delivery styles, including a TED Talk, toast, debate, and storytelling, we practice speechmaking in various real-world situations. We engage in exercises in which improvising, taking nurtured risks, and messing up build students' confidence. Students reflect on their growth as orators while we craft creative compositions, face personal fears of public speaking, and strengthen voice.

- TOLSTOY

(½ credit)

A course designed to acquaint students with one of the worlds most careful and generous observers of people, events, and culture. We will investigate Tolstoy's novel *War and Peace* both literarily and philosophically. Though particular interest to us will be the remarkable, extended portraits of people which give us a picture of 19th Century Russian life, we will also spend some time with Tolstoy's philosophy of history. Regular quizzes and critical papers will encourage careful and thoughtful reading.

- ODYSSEYS

(½ credit)

For more than two thousand years, Homer's *Odyssey* has inspired literature, art, and music throughout the Western world and beyond. The poet John Keats compared discovering the *Odyssey* to discovering a new planet. And over the ages, readers journeying there have found the terrain to be different. In the figure of the many-sided Odysseus as he makes his way back to Ithaca to reclaim his home, readers have seen a devoted father and husband; a wily, amoral trickster; a resourceful leader and hero; and the prototype of the modern individual. In this course we will return to the source and work to come to our own conclusions about the "man of many turnings." Focusing our attention on Emily Wilson's recent translation, we will also have occasion to compare different translators' versions of crucial moments of the narrative to consider some of the implications for our notions of gender and ethics. Along the way, we will also pay some attention to later writers' reworkings of Homeric characters and episodes, including Margaret Atwood's *Penelopiad*, Zachary Mason's *Lost Books of the Odyssey*, and the brilliant *Odyssey* episode of *Arthur*.

- FEMININE SPIRIT

(½ credit)

With the increase of women's rights and freedoms throughout the Victorian era and into the twentieth century, a certain type of novel began to imagine and explore the 'new woman' as a modern figure of neither fear, scorn, or praise but primarily of mystery. What would this woman of the future look like? What might women prove capable of, once they were freed to explore their own potential? One form this imagining took was of a wild, undomesticated spirit as foreign and mysterious to a woman herself as to the men around her. Though these days such a spirit is often imagined as a wolf (as in "women who run with..."), the literature of the time is marked more frequently by a fox or vixen. This course will investigate this theme through three works primarily: Henry James' *Portrait of a Lady* (or perhaps a selection of shorter works), Mary Webb's *Gone to Earth*, and D. H. Lawrence's *The Fox*. Students should be prepared to study these novels intensively, perform well on reading quizzes, write three critical essays, perhaps view a film or two, and most of all be open to exploring a mysterious symbol that can be both baffling

- LAW, CULTURE & SOCIETY: AN EXPLORATION THROUGH LITERATURE (LCS)

(½ credit)

Debate over the role of law in our society has not been limited to courtrooms and newspapers; it is waged in literature and media of all kinds. This course explores the nexus of law, society, and culture, closely analyzing *law in literature* and *law as literature*. Through studying the constitution as our base, we will examine the meaning and morality of law, the difference between justice and revenge, and the principles underlying the judicial system. We also survey the legal controversies around race, gender, social class, and sexuality by digging into the intersections where literary cases meet threats to civil liberties, hate crimes, mass incarceration, and capital punishment. While incorporating literary analysis, students will also work as budding legal scholars and cultural critics to hone their research and writing skills through real-world essays and projects like creating a brief as part of a reform task force, rendering an opinion acting as a justice, preparing a closing argument like an attorney, and participating in mock trial and moot court.

SPRING ENGLISH ELECTIVES

- AP® ENGLISH LITERATURE AND COMPOSITION

(½ credit, students recommended by department)

This intensive literature and writing skills semester elective, offered every other year, is meant for both Juniors and Seniors preparing for the Literature and Composition Examination in Advanced Placement English in the spring. Designed to give training for the exam, the course aims to strengthen understanding of literary and rhetorical terms and to hone critical reading and writing skills by practicing on excerpts and selections from drama, fiction, and lyric poetry. The syllabus, centered on one or two texts well suited to the kinds of essay questions favored by the AP exam, will demand careful reading in addition to extensive in-class writing from students. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

- SHAKESPEARE: COMEDY & ROMANCE

(½ credit)

In this course we will trace the profound and moving development of Shakespeare's writing of comedy from the middle of his career through to the later, stranger works often labeled romances. Romance here refers not to romantic love but to a story of strange and unlikely adventures that combines the tragic and the comic to achieve the promise of final redemption. In our reading of *Twelfth Night*, *The Winter's Tale*, and *The Tempest*, we will examine how Shakespeare blends fairy tale, myth, and music to represent his affirmations of art and life.

Primary emphasis will be on the plays themselves, although we will also pay some attention to questions of performance for each play. Each work will be approached through an exploration of the relationship of imagery and dramatic structure to thematic content and overall meaning. Portions of each play will be assigned each week for careful reading outside of class, and short written assignments will be made to encourage students to develop critical perspective in their reading.

- STRANGE WEATHER: WRITING CLIMATE CHANGE

(½ credit)

Amitav Ghosh argues in his book *The Great Derangement: Climate Change and the Unthinkable* that this unprecedented historical and ecological moment demands unprecedented imaginative responses from writers. In this course we will examine some of the ways in which recent writers have grappled with that challenge within and across a variety of genres. Of particular interest will be the ways in which authors attempt to break down the boundaries between different traditions of writing and between global and local, often indigenous, perspectives. In order to register the truly global scale of these issues, our texts will include *Sila*, the first play in Canadian playwright Chantal Bilodeau's Arctic Cycle, dealing with oil drilling, arctic wildlife, and Inuit traditions; Amitav Ghosh's most recent novel, *Gunn Island*, which traverses North America, Venice, and the Sunderbans, the ecological region that blurs the national borders of India and Bangladesh; and hybrid poem/documentary works by poets such as Carrie Etter, Brian Teare, Allison Cobb, and Craig Santos Perez. In addition to critical writing, students will also craft a hybrid creative/research project.

- **MEDIEVAL LITERATURE**

(½ credit)

For this course we will be studying Malory's *Le Morte d'Arthur* as our primary text, along with some shorter medieval works, such as *Sir Gawain and the Green Knight*, and a few contemporary works, both literary (Eliot's *The Waste Land*) and scholarly (excerpts from Joseph Campbell as well as Weston's *Ritual and Romance*). Our study of medieval texts (all in translation) will be largely symbolic and psychological rather than historical per se, as we will explore the ways in which these medieval romances enact spiritual, sexual, and moral mysteries of human existence through universal symbols. We will also pursue, as a secondary question, whether these quest motifs and the codes of chivalry itself are always premised on the figure of woman as the 'other' or the outside of the social or moral order.

- **LITERATURE, CULTURE, AND IDENTITY IN THE UNITED STATES (LCIU)**

(½ credit)

Exploring the relationships between literature, culture & identity, this course introduces students to a diverse range of stories, voices, perspectives, and experiences throughout the United States. Unit by unit, we examine the United States's balancing of religious freedom and civil liberties, its melding of socioeconomic status with racial/ethnic group formations, and its shaping of gender performances and sexual expressions. We also deepen analytical reading skills, work to structure and support complex, written arguments, and polish students' ability to effectively use vocabulary and grammar. Cultivating students' critical and creative skills not only in drafting essays but also in presenting ideas and designing narratives through informal and formal types of media (i.e. presentation, discussions, interview, review, short film, etc.), we build 21st-century communication skills.

- **AS IT IS, AS IT HAPPENS: CREATIVE NONFICTION IN THE WORLD**

(½ credit)

Creative Nonfiction strengthens students' observation, investigation, and storytelling of the world as it is and as it happens. Unit by unit, we will study the works of great writers who have crafted personal essays & memoirs; immersion writings about sports, travel, science & nature, and food; other literary journalism like Anne Marie Slaughter's "Why Women Still Can't Have it All" and Ta-Nehisi Coates's "Case for Reparations;" and scripts for short documentary films. Students will build a portfolio in which they practice writing and developing the aforementioned forms of creative nonfiction. We will also workshop our writings and spend substantial time revising and editing selected pieces for assessment. Students will have opportunities to select and submit some of their writing to student-friendly publications and competitions.

- **DOSTOEVSKY**

(½ credit)

An exploration of the work of one of the world's great psychological and philosophical novelists and religious thinkers. The course will concentrate on a thorough examination of the last and greatest phase of Dostoevsky's long spiritual journey by offering a concentrated study of his most important work, *The Brothers Karamazov*, the book that has been called the fifth gospel. Though some consideration will be given to critical materials, emphasis will be on the ideas that emerge from a close reading of the text and on the importance of those ideas for the nineteenth century and for our time. This course is for the student who likes to be challenged.

Regular quizzes and critical papers will encourage careful and thoughtful reading.

MATHEMATICS

The mathematics program at Westover is a sequence of courses from Algebra I through Calculus. In all courses, modern methods of presenting concepts are blended with traditional training in basic skills. The emphasis is on student involvement in reading, discussion, and the development of problem solving strategies. Technology is an important element in all courses. Entering students are introduced to the operation of the graphing calculator. All mathematics courses require the TI-84 calculator (any edition).

Three credits of math are required for graduation. The Math Department does not generally award credit for courses taken at other institutions or with tutors over summer break. Exceptions are: High school level courses taken at previous schools, with approval of Westover department head. Courses required for advancement in a discipline, with prior approval of the department head and Academic Office. Courses offered by One Schoolhouse, with approval of the enrollment committee. Students with strong ability and interest in math and science may be invited to participate in the co-curricular enrichment program, Women in Science and Engineering (WISE), starting on page 41.

- ALGEBRA I

(1 credit, full year)

Algebra I gives students a foundation for all future mathematics courses. Students are introduced to solving equations, solving inequalities, functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations.

- GEOMETRY PLUS ALGEBRA

(1 credit, full year)

This course covers all the major topics included in a typical Geometry class while extending the student's algebra skills with an intensive review that is integrated throughout the year. Students completing this course will advance to either Algebra II or Honors Algebra II.

- HONORS GEOMETRY PLUS ALGEBRA

(1 credit, full year, prerequisite: by department assignment in the Spring Semester)

This course covers all the major topics included in a typical honors level Geometry class while extending the student's grasp of algebra by solving challenging exercises throughout the year. Students completing this course will advance to either Algebra II or Honors Algebra II. The Honors track will encounter more challenging problem sets and move at an accelerated pace.

- ALGEBRA II

(1 credit, full year, prerequisite: Algebra I and Geometry Plus Algebra)

A course in algebra which leads towards Pre-Calculus. Topics covered include: variations and graphs, linear relations, systems of equations, inequalities, powers, roots, parabolas and quadratic equations, polynomial and rational functions, logarithms, introductory trigonometry, matrices, and sequences and series. Reading and problem solving are emphasized, and real-life situations are used to motivate algebraic ideas throughout this course.

- HONORS ALGEBRA II
(1 credit, full year, prerequisite: Algebra I and Geometry Plus Algebra)
A course in algebra that covers standard second year algebraic topics at an accelerated pace. In addition, advanced topics of algebra are studied and an introduction to pre-calculus and functional trigonometry is given.
- PRE-CALCULUS
(1 credit, full year, prerequisite: Honors Algebra II, Algebra II or permission of the department)
This course reviews all elementary functions and introduces advanced properties of specific functions essential to calculus. Special attention is given to the study of: polynomial, trigonometric, exponential and logarithmic functions, graphing techniques, and complex numbers.
Note: With permission of the math department and the college counselor.
- HONORS PRE-CALCULUS
(1 credit, full year, prerequisite: Honors Algebra II, Algebra II or permission of the department)
The course begins with an introduction into mastering the ability of reading a math textbook in conjunction with a study of topics in probability and statistics. The course continues with an intensive study of polynomial, rational, exponential, logarithmic, and trigonometric functions, graphs, and proofs. The concept of derivative is introduced through limits. This course requires students to solve problems algebraically and to use their graphing calculators to analyze problem situations both graphically and numerically.
Note: With permission of the math department and the college counselor.
- HONORS PRE-CALCULUS PLUS CALCULUS
(1 credit, full year, prerequisite: Honors Algebra II and permission of the department)
A full year course which leads towards study in AP® Calculus BC. It covers trigonometry and all precalculus topics, and includes an introduction to calculus. It is assumed that students in this course will be able to move at a faster pace and that they will take AP® Calculus BC at Westover in the following year.
- CALCULUS
(1 credit, full year; prerequisite: Pre-Calculus)
A full year course of calculus designed to cover all the major topics of AP Calculus AB but with less rigor. Students enrolled in this course are not expected to take the Advanced Placement exam.
- AP® CALCULUS (AB)
(1 credit, full year; prerequisite: Honors Pre-Calculus)
A full year course designed to represent first semester college-level calculus, including the theory of limits, as well as differentiation and integration. Emphasis is placed on a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. This course has one additional class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

- **AP® CALCULUS (BC)**
(1 credit, full year; prerequisite: Honors Pre-Calculus Plus Calculus or AB Calculus)
 A full year course designed to represent second semester college-level calculus. Emphasis is placed on a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Topics beyond the scope of AP® Calculus AB are explored. Students may take this course as a sequel to AP® Calculus AB or after taking Honors Pre-Calculus Plus Calculus. Because the A, B, and C syllabi for calculus will be covered, the pace of this course is extremely fast, and the course has one additional class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.
- **STATISTICS**
(1 credit, full year; prerequisite: Pre-Calculus)
 A statistics course that will introduce students to the major concepts of collecting and analyzing data, and for drawing conclusions from their analysis. active learning and communication are high priorities. Students learn to use the statistical capabilities of their graphing calculator to carry out routine computations, create graphical displays and perform some analyses.

MATH ELECTIVES

- **INDEPENDENT STUDY**
(1, 5or 1/ credit; Permission of the Department Head required)
 A course for students who have successfully completed the standard courses offered in the mathematics program at Westover.

ONE SCHOOLHOUSE COURSES SPONSORED BY THE MATH DEPARTMENT

Please see page 44 for course description.

- **ADVANCED MATHEMATICS: MULTIVARIABLE CALCULUS AND DIFFERENTIAL EQUATIONS**
(1 credit, full year; prerequisite: AP ®Calculus BC; Permission of the Department Head required)
- **AP® MICROECONOMICS**
(1 credit; Westover prerequisite: Successful completion of AP BC Calculus; Permission of the Department Head required)
- **AP® MICROECONOMICS**
(1 credit; Westover prerequisite: Successful completion of AP BC Calculus; Permission of the Department Head required)
- **LINEAR ALGEBRA**
(1 credit; prerequisite: AP ®Calculus BC; Permission of the Department Head required)

LANGUAGES

The Language Department offers course sequences from the introductory to the Advanced Placement levels in French, Latin, and Spanish. The Department determines the level at which a student is placed in the language program she chooses. Each student is required to successfully complete Westover's third-level course in one of these languages in order to graduate, though she is encouraged, if eligible, to pursue the study of her chosen language beyond the requirement or to begin the study of a second foreign language upon meeting that requirement. Students for whom English is their second language are generally exempt from this requirement. Courses that are undersubscribed may be offered concurrently with other courses.

FRENCH

- FRENCH I

(1 credit, full year)

In this introductory course, students will learn the basic communicative functions as well as the basic structures of the French language. Grammar lessons will be reinforced with photos and images, skits, and physical response exercises. Students will also be exposed to cultural aspects of the French-speaking world through songs, video excerpts, and short articles. Classes are conducted in French.

- FRENCH II

(1 credit, full year)

Students will continue to develop grammatical and speaking skills in this second year course, with an increased emphasis on writing. Some basic grammatical lessons will be supplemented with more advanced material according to the needs and interests of the class. Students will experience French culture through songs, skits, film and use of the Internet. Active participation in class discussions and exercises is essential. Classes are conducted in French.

- FRENCH III

(1 credit, full year)

Students will continue to hone skills in grammar, speaking and listening in this third year course, with an increased emphasis on developing advanced reading and writing skills. As in previous courses, students will be expected to apply these skills in communicative activities in the classroom. Basic grammar lessons will be supplemented with images and video, skits, and use of the Internet. Students will be exposed to culture through short stories, periodical articles, and films, thus improving their vocabulary and reading comprehension skills. This class will be taught solely in French. Active participation is essential.

- FRENCH IV

(1 credit, full year)

This course is designed for students who wish to increase their knowledge of Francophone cultures and gain proficiency in their communicative and written skills. Through an extensive grammar review to strengthen the skills needed for reading, writing, and speaking, students will cover several themes, including the environment, education, the arts, travel, technology, the place of women in French society, and current events. Students will examine historical topics such as the Paleolithic era and the Lascaux caves, and the Middle Ages via the legend of Tristan and Iseut. Students will have the opportunity to study excerpts of works by a number of French authors including Victor Hugo and Antoine de Saint Exupéry, as well as tales from different African countries. This course will integrate Francophone movies which will allow students to gain an in-depth knowledge of certain facets of French and Francophone cultures. Classes are taught solely in French and participation is essential.

- AP® FRENCH

(1 credit, full year; permission of the department required)

AP® French is comparable to an advanced level college French course. Students will be exposed to a holistic approach to language proficiency through interdisciplinary topics and will be trained in the different formats of the exam. The course includes an in-depth review of the most complex structures of French grammar. Students will enrich their vocabulary and gain additional cultural awareness. They will also further their understanding of the Francophone world and its cultures using a variety of authentic resources: audio and video recordings, literary texts, journalistic articles, advertising, charts, graphs, broadcasts, podcasts, films, and songs. Classes are taught solely in French; students will be required to speak only in French in class and to participate in group discussions with enthusiasm. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

LATIN

- LATIN I

(1 credit, full year)

This course offers an introduction to the elements of Latin grammar, syntax, and vocabulary as tools for reading the language. Students will also explore the history of Rome, classical mythology, and the Latin roots of English words. Composition and introductory oral communication are used to reinforce the grammatical concepts of the course. Elements of Roman culture and society are presented through Latin passages and supplemented with English readings.

- LATIN II

(1 credit, full year)

After reviewing the material learned in Latin I, students continue the study of Latin vocabulary, grammar, and syntax. As the readings become more complex, the stories become richer and more vibrant. As in Latin I, students will pay steady attention to the Latin origins of English words, as well as to the structural differences between the two languages, as a way of developing a deeper understanding and appreciation of both. Continued exploration of the historical and cultural context of our readings will broaden students' awareness of the connections between those contexts and our own.

- **LATIN III**

(1 credit, full year)

This course, structured as two distinct units which vary from year to year, provides an opportunity for students to explore topics and genres in a focused and in-depth manner. In the 2020-2021 school year, the topics will be Latin Prose Composition and Love & Hatred in Ancient Rome. In the fall semester course, Latin Prose Composition, students will expand and apply their knowledge of Latin grammar, syntax, and vocabulary to write original pieces of Latin prose. In the spring semester course, Love & Hatred in Ancient Rome, students will read the poetry of Catullus and Ovid. Through the study of these elegiac poets, students will gain an appreciation for the timeless struggle between these two emotions.

- **LATIN IV/V ELECTIVES**

(1/2 credit, one semester; prerequisites: successful completion of Latin III or the equivalent)

The Latin IV/V electives are offered concurrently with Latin III, and share the topics with the themes listed above. Students may choose to take one, or both of the electives.

- FALL SEMESTER: LATIN PROSE COMPOSITION
- SPRING SEMESTER: LOVE & HATRED IN ANCIENT ROME

SPANISH

- **SPANISH I**

(1 credit, full year)

In this introductory course, students will learn the basic communicative functions as well as the basic structures of the Spanish language. They will perform reading, writing, speaking, and aural comprehension exercises. They will also be introduced to cultural aspects of Spain and Latin America. Classes are conducted in Spanish.

- **SPANISH II**

(1 credit, full year)

Students will continue to develop grammatical and speaking skills in this second year course, with an increased emphasis on writing. Increased emphasis is placed on oral-aural skills, along with practice in writing and reading. Students are further exposed to Hispanic culture in reading materials. Classes are conducted in Spanish.

- **SPANISH III**

(1 credit, full year)

This course extends the study of basic patterns with concentration on the more complex aspects of Spanish grammar in addition to expanding vocabulary. The focus is on the continued improvement of comprehending spoken and written material, and augmenting speaking and writing skills in Spanish. Students practice their listening and speaking skills by speaking with their instructor and classmates in the classroom through varied activities. The complexity of the short readings gradually increases over the course of the year. Various websites are introduced to the students to aid in their preparation and study outside of class as well. As the year progresses, increased emphasis is placed on the student's proficiency in speaking Spanish. Classes are conducted in Spanish.

- **HONORS SPANISH III**
(1 credit, full year; permission of the department required)
 Like *Spanish III*, this course extends the study of basic patterns with concentration on the more complex aspects of Spanish grammar. Concepts are covered in depth and reinforced by a wide range of discussion-based activities. Literary and cultural readings are used for class discussion and writing assignments, giving students the opportunity to consolidate their knowledge by the active use of the language. The course also offers increased exposure to Hispanic history and culture through the use of film and Internet resources. As the year progresses, increased emphasis is placed on oral proficiency. Classes are conducted in Spanish.

- **SPANISH IV**
(1 credit, full year)
 This course is designed for students who wish to increase their Spanish skills and gain proficiency in communication. Through our reader, students will acquire new vocabulary and review grammar usage in context. A variety of cultural topics and movies from throughout the Spanish speaking world will also be shared to enhance comprehension. Several student-centered projects are assigned requiring the students to demonstrate language skills. Classes are conducted in Spanish and participation in class discussions is essential.
 *Seniors, with the permission of the instructor and the department chair, may opt to take only the Fall Semester, or both the Fall and Spring Semesters.

- **HONORS SPANISH IV**
(1 credit, full year; permission of the department required)
 Building on prior study of the Spanish language and cultures associated with it, this upper-level course aims to provide a thorough review of all grammar structures, expansion of vocabulary, a general insight to literature in Spanish, as well as an increased proficiency in communicating and understanding Spanish. A wide variety of projects will be assigned throughout the year in order to enhance the student's overall confidence and comfort in using Spanish. The class will make use of available technologies to enhance the students' language experience. All students will be expected to use only Spanish at all times in this course. Classes are conducted entirely in Spanish.

- **AP® SPANISH**
(1 credit, full year; permission of the department required)
 An AP® Spanish Language course is comparable to an advanced level college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar in context, and composition. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. There is extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials. Classes are conducted entirely in Spanish. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

SPANISH V ELECTIVES

(Prerequisite: Successful completion of Spanish IV or Honors Spanish IV and departmental recommendation. Students may take just the Fall Elective, or both the Fall and Spring Electives.)

- **CURRENT AFFAIRS IN SPANISH (FALL SEMESTER)**
In this course, students will be able to practice their Spanish language skills through examination and discussion of current affairs through a themed approach. Classroom debates of topics, written opinion responses, and daily news items will be enhanced by the continued explanation of grammar in context. A strong emphasis will be placed on the acquisition of vocabulary in addition to the exclusive use of Spanish.
- **MUSIC, CINEMA, AND ENTERTAINMENT IN SPANISH (SPRING SEMESTER)**
Through film, theatre and music, students will explore the performing arts of the Spanish speaking world. This course will be conducted entirely in Spanish.

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) program is designed for students who have already achieved a high/intermediate level of competence in both spoken and written English, but may need some additional support to be successful in Westover's rigorous academic curriculum. The aim of the program is to refine students' English skills so that these non-native speakers may be fully engaged in the Westover community. A fee is charged for English as a Second Language courses.

- **ENGLISH AS A SECOND LANGUAGE I**
(1 credit, full year; taken concurrently with English I)
ESL I is an intensive course in which new students will hone their listening, speaking, reading, and writing skills in English so that they may be able to participate as fully as possible in their academic courses, especially English and History, and in every other aspect of Westover life.
In addition to focusing on the English language, students will learn about United States history and culture. They will be required to do substantial work outside class; in particular, *ESL I* students will be expected to practice English with native speakers at every opportunity. Careful attention will be paid to individual students and their specific needs.
ESL I meets three times a week. Students in *ESL I* are also enrolled in *English I* and receive a combined *English I/ESL* grade for their work in both courses. This combined grade will be the average of the grades in the two courses.
- **ENGLISH AS A SECOND LANGUAGE SUPPORT**
(Not for credit)
ESL Support sessions are scheduled for new international students who arrive at Westover with such exceptional English skills that they do not require the intensive support of an ESL class. Students are provided with tutorial help as needed for successful performance in their coursework at Westover. Students will be expected to bring to tutoring sessions questions based on their work in other courses, particularly *English I* and *English II*.

HISTORY

The History program at Westover is designed to develop an understanding and appreciation of economic, social, cultural, and political heritage throughout the world and assist students in knowing themselves more fully within changing historical contexts. To satisfy graduation requirements, each student, starting with the class of 2021, will complete three years of History: Global Connections in the Ninth Grade, American History and Modern World History in the Tenth Grade and a year of history electives by the end of the Twelfth Grade. The American History requirement may also be met with the AP United States History course.

- GLOBAL CONNECTIONS (9th GRADE ONLY)

(1 credit, full year)

Global Connections provides a broad perspective of human history from the earliest migrations to the developments that formed our modern world. Focusing on belief, trade, technology, and cultural exchange, the course emphasizes the major intellectual, political, social and economic developments across the globe. Constructed as a launching pad for further examination of topics analyzed through the elective courses, units of study in the first half of the class include the Agricultural Revolution, the rise of cultures in Mesopotamia, Egypt, and China, the challenges of ruling empires before modern communications, major world religions and belief systems, and transregional interactions and trade systems including the Silk Roads, Sea Roads and Trans-Saharan Trade. The second half of Global Connections centers on ways that a world system developed and accelerated from the early merchant activity in Asia through European expansion, empire building, colonization and revolution. Topics of study include the Medieval Period, early civilizations in the Americas, The Renaissance and Reformation, exploration and exploitation, the eras of revolution, the world wars and the modern world.

An important goal of the course is to build analytical and writing skills that will help students generally as they study, read, and write at Westover and beyond. Students will be guided to think and write critically, to consider multiple points of view, and to discover how understanding the past is essential in making sense of the present and preparing for the future.

- MODERN WORLD HISTORY(10th GRADE ONLY)

(½ credit, Fall)

Modern World History continues students' exploration of global events with an emphasis on discovering how the modern world has been shaped. Beginning with the effects of the fall of the Roman Empire, the course analyzes the major developments across the globe with a focus on tracing each movement forward, discovering connections between past and present - didactic learning that helps inform the future. Units of study include The Fall of Empires, The Middle Ages and the Growth of Commerce, The Golden Ages of Asia, Nation-Building in the Modern World, Arts and Culture in the Renaissance and Reformation, Revolution Across the Globe, Nationalism, Imperialism and the World Wars and Creating the World of Tomorrow. Students will be challenged to view history from multiple perspectives and encouraged to create a world-view that incorporates voices not often heard in traditional course work.

- **INTRODUCTION TO AMERICAN HISTORY(10th GRADE ONLY)**

(½ credit, Spring)

Forming the second half of the sophomore year, Intro to American History serves as a primer course for future exploration of topics related to the formation, development and future of the United States through the elective classes. Students will examine the foundation of the American government and political system, analyze the factors that contributed to the unprecedented rise of America, both nationally and globally, debate major American court cases and Presidential decisions in the context of broader historical themes, interpret the arts from a uniquely American perspective and construct theories on how modern America will fare going forward as it faces the challenges of globalism, racial tension, and a divisive political landscape.

UNITED STATES HISTORY COURSES

Juniors and Seniors will complete a year of U.S. History before graduation by taking two semester-long U.S. History electives or Advanced Placement United States History.

FALL U.S. HISTORY ELECTIVES

- **BOOM AND BUST**

(½ credit)

The Roaring Twenties, the New Era, the Jazz Age--our terms for the 1920s conjure up images of short skirts, bathtub gin, and post-war euphoria. Yet, behind these carefree images lies a more contentious reality, in which Americans of all kinds struggled to identify their roles and fight for their rights in a rapidly changing world. Our class will examine the 1920s through the lens of these contradictions to ask whether the decade was ultimately one of conservatism or innovation. Then, on October 24, 1929 the Stock Market Crash brought a stark new reality to American life. We will see how battles to define racial and gender roles were shaped by the new reality of the Great Depression, and examine the social and political response to the crisis. Throughout the course, we will emphasize the use of primary sources including text, art, music, and film. This course will also serve as an introduction to digital humanities and will conclude with a digital-based project.

- **AMERICAN POLITICS: THE ELECTION OF 2020**

(½ credit)

The Election of 2020 has already become one of the most divisive political eras in modern history. Rather than engage in party politics, this class will focus on the major issues that face all modern candidates - race, education, health care, job security, America's position in the global economy and numerous other platform topics. We will examine the current theories and positions from both parties relative to these topics and work to identify each student's political ideology in an inclusive and welcoming environment. Students will work collaboratively to create their own "candidate", building a platform that showcases their interpretation of the most important issues of the time. Each candidate will debate others in the class and a compromise consensus will be reached as to the best positions to adopt moving forward. We will track the election in real time and closely follow the electoral college map, diving into the many questions raised by this process of electing our leaders. Following the election, the class will analyze the results based on a comparison of regions and demographics and work through an historical study of the first "100 days" of past administrations.

- AMERICAN CHOICES & VOICES: ETHICS IN MODERN SOCIETY

(½ credit)

With a particular focus on the United States, this course will serve as an opportunity to explore traditional ethical theories as well as those voices which are missing from the historical and contemporary narrative. Through discussion-based inquiry, students will not only consider theoretical ethics but also delve into case studies which elucidate the role ethical choices have played and continue to play in determining 21st century social norms, institutions, and the distribution of resources. From Plato to privilege, power, and pandemics, using an intersectional lens including gender, race, and class, students will reflect on our rights and responsibilities as global citizens.

SPRING U.S. HISTORY ELECTIVES

- POSTMODERN AMERICA

(½ credit)

If *modernism* is understood to be the age of the subject, the age that begins when self-consciousness says, “I think, therefore I am” (Descartes, 1630), making itself the foundation of its very existence, *postmodernity* begins when this theory of the autonomous, self-grounding subject enters into crisis and collapses. Without the individual subject as a secure foundation, the presumably stable values of modern tradition since the Renaissance are undermined in all domains from market economies based on the free choices of independent individuals to aesthetic styles of subjective self-expression familiar, for example, in Romantic and Expressionist art. The new sense of a lack of foundations, of no tangible or knowable reality underlying and grounding the flux of appearances in experience, opens thought in the diverse directions that have become recognizable as characteristically “postmodern.” Simulacra, inauthenticity, lack of origins or originals, proliferating pluralities which nevertheless depict no real distinctions from one another in a consumer society of mass production are some of the typical manifestations of this postmodern concept. We will undertake to survey important theoretical statements concerning this development by first analyzing postmodern theory and then applying it to numerous academic disciplines. Along the way we will look at the issue of ethics and moral/value statements as they have evolved in postmodern thought. We will also connect postmodern theory to the arts in order to view the impact this concept has had on the consumer, media, technology and society in general.

- LIFE AND TIMES OF THE AMERICAN TEENAGER

(½ credit)

The term ‘teenager’ is a recent designation for young people in American history that has taken on a wide range of meanings and definitions over time. This course examines the lives of American young people from colonial times to the present and looks at Americans’ changing ideas about who young people are and what constitutes a good childhood. We will look at the participation of young people in important historical events such as the Salem Witch Trials, slavery, the Civil War, the Great Depression, the Vietnam War, the Civil Rights Movement, and events of the late 20th and early 21st centuries. We will also look at how society viewed and talked about young people, from concerns about newly emancipated slaves and Civil War orphaned teens to the heady dreams and aspirations of the 20th century to the effects of 21st century achievement culture on teenagers. The course will use a mix of primary and secondary sources which will include text, art, music, video, and social media. The course will culminate in a creative project.

- **SOCIAL MOVEMENTS & #ACTIVISM IN U.S. HISTORY**

(½ credit, semester)

What is a social movement? How have different racial and sexual minorities mobilized to dismantle systems of oppression in the United States, historically, and how is the spirit of these movements present in 21st Century fights for justice & equality? While many analyses of social change activism tend to exclusively focus on the 20th Century U.S. Civil Rights movement, this course will survey the long history of U.S. based movements beginning in the early 1800s. This course will also investigate the role of law and activism in shaping citizenship opportunities for racial minorities, sexual minorities, and U.S. migrants across the 19th and 20th Centuries, concluding with discussions of pressing social justice concerns today. Sources of study will include historical texts, works of critical theory, autobiography, documentary film, and popular culture. This course will be primarily discussion-based and students will explore complicated issues through written work, projects, and presentations.

ADVANCED PLACEMENT

- **AP® UNITED STATES HISTORY**

(1 credit, full year; permission of the department required. This course is for Juniors and Seniors.)

Colonization. The Revolution. Westward Expansion. Immigration. The World Wars. The Great Depression. The Civil Rights Movement. In this full year course we recount the story of America from the beginning to the present. Students work extensively with primary sources and texts to determine the causes and consequences of major turning points. We will examine the contributions of presidents and poets, senators and slaves, workers and writers in creating our diverse nation. Students will develop historical analytical skills of causation, comparison, continuity and change, and historical argumentation as they analyze social, political, economic, and cultural historical themes. Students write frequent essays and complete multiple-choice assessments in preparation for the format of the Advanced Placement exam. The student who completes this course will have a solid foundation in American History. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

SCIENCE

The Science Department offers a balanced and varied curriculum of biological and physical sciences. These include year long surveys of the major disciplines as well as semester electives devoted to more specialized topics. To satisfy graduation requirements, each student must complete at least two full years of laboratory science, one biological and one physical, in addition to at least one of the semester laboratory electives. Most students, however, opt for at least three full years of science (biology, chemistry and physics), a program considered as a minimum by most competitive colleges. AP® Chemistry and AP® Environmental Science will be offered alternating years. AP® Physics C: Mechanics and AP® Biology will be offered annually.

BIOLOGY

- BIOLOGY

(1 credit, full year)

An introduction to the study of life, tracing its evolution from organic molecules through single-celled organisms to more complex plant and animal forms and their interrelationships with their environment. The course emphasizes structure and functional adaptations to the pressures of survival found in diverse environments. Topics of current interest, such as infectious disease, genetic engineering, and environmental pollution, are included in the curriculum. In the lab and in the field, both quantitative and observational skills are developed.

- AP® BIOLOGY (offered annually)

(1 credit, full year, prerequisite: Honors Chemistry (preferred) and/or Honors Physics and permission of the department)

A course designed for the highly motivated student with a special interest in biology. The course moves at a rigorous pace, building on the foundational knowledge established in a first year biology course.. Reading from a college text, weekly laboratory work, and a strong emphasis on application of knowledge will demand serious attention and organization from the successful student. As in other AP courses, there may be one extra class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

Each topic of study will center around at least one of the following “Big Ideas” in biology:

- ❖ Big Idea 1: The process of evolution drives the diversity and unity of life.
- ❖ Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
- ❖ Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to live processes.
- ❖ Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

CHEMISTRY

- CHEMISTRY

(1 credit, full year)

An introduction to the study of chemical systems. Investigation of the structure of matter, organization of the periodic table, bonding, and nomenclature provide a basis for performing chemical calculations and examining chemical reactions. This is followed by applications such as nuclear chemistry, gases, solutions, and acids and bases. Students will learn what important roles chemistry plays in their lives as well as its effect on the environment around them. They will put the scientific method into practice through regular laboratory experiments that are designed to reinforce principles taught in class and teach a variety of laboratory, experimental, and analytical techniques.

- HONORS CHEMISTRY *(prerequisite for all AP Science options)*

(1 credit, full year)

An accelerated study of chemical systems. The structure and properties of atoms, the periodic table, and fundamental chemical reactions are introduced early in the course and are followed by more detailed and specialized topics including the behavior and properties of gases, solutions, and acids and bases. Nuclear chemistry and environmental issues are also considered. Scientific problem solving is emphasized, both conceptually and mathematically. Frequent labs reinforce principles encountered in class and teach a variety of laboratory, experimental and analytical skills. A number of the lab exercises are student-designed. Group lab work encourages collaborative, communication, and thinking skills.

- AP® CHEMISTRY *(offered every other year, offered again in 2021-2022)*

(1 credit, full year, prerequisite: Honors Chemistry and permission of the department)

This course is designed for the highly-motivated science student with a special interest in chemistry and/or engineering. The course moves at a very rigorous pace. An emphasis on chemical calculations, the mathematical formulation of principles, and more complex laboratory experiments drawn from college texts differentiate this course from its prerequisite. One third of the experiments are inquiry-based labs. As in other AP courses, there will be one extra class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

Topics include:

- ❖ The Structure of Matter, Chemical Reactions, Stoichiometry, Solutions, Thermochemistry, Periodicity, Bonding, Intermolecular Forces, Kinetics, Equilibrium, Thermodynamics, and Electrochemistry.

PHYSICS

- PHYSICS

(1 credit, full year; concurrent Algebra II preferred)

This conceptual course begins with an introduction to the history and to the basic principles and topics of Newtonian physics. We then move onward, using these basic ideas, to study and apply the phenomena and concepts of physics, including gravitational, waves and wave mechanics, electricity and magnetism, and light. Time permitting, we will also look at some aspects of modern physical theory, including the foundations of relativity and quantum mechanics. Students will learn, through reading, labs, and demonstrations, how to work and think logically and how to solve basic problems related to the physical world around them.

- HONORS PHYSICS

(1 credit, full year; concurrent Algebra II preferred)

This course examines the fundamental laws of nature, laws which govern the behavior of the matter, energy, space and time comprising our universe. Topics include Newtonian mechanics, wave mechanics, thermodynamics, electricity, magnetism, light and some aspects of modern physics including relativity and quantum mechanics. These concepts will be developed thoroughly through mathematical analysis. Emphasis will also be placed on the historical development of scientific thought and on the impact which the study of physics has had on the way we see the world. Labs will explore and extend the concepts introduced in class.

- AP® PHYSICS C: MECHANICS

(1 credit, full year, prerequisite: Honors Physics, AP® Calculus or taking it concurrently and permission of the department)

This rigorous calculus-based physics course is designed to challenge students who intend to pursue the physical sciences or engineering at the college level. The course will cover topics in kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Laboratory work will augment and enhance student understanding of the topics covered. As in other AP courses, there will be one extra class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

ENVIRONMENTAL SCIENCE

- AP® ENVIRONMENTAL SCIENCE *(offered in 2020-2021, then offered every other year)*

(1 credit, full year, prerequisite: at least two years of science, one of Biology and one of either Honors Chemistry or Honors Physics, and permission of the department)

As the subtle and delicate balance of our planet's interwoven physical and biological systems becomes better appreciated and understood, so do we humans become more aware of how crucial this balance is to our continued existence. In this interdisciplinary science course we will address and analyze some of the most pressing issues of our time. Though global warming is arguably the "hottest" environmental topic of the century, many others deserve and will receive our attention, including management of depleting resources such as land, water, minerals, and fossil fuels, the steady growth of human population, the increasing demand for decreasing reserves of energy and nutrition, decreasing biological diversity, and increasing pollution of air and water. The weekly labs will be diverse, some in the field, others in the lab, some physical, and others with a focus on biology and organisms. As in other AP courses, there may be one extra class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

SCIENCE ELECTIVE

- FALL: FORENSIC SCIENCE

(½ credit, prerequisite: at least one year of science, Biology or Chemistry or permission of the department)

Forensic science is defined as “the application of scientific principles and techniques to matters of criminal justice especially as relating to the *collection, examination and analysis* of physical evidence.” In this course, students will continue to use scientific inquiry and further develop their skills of observation through the combination of crime scene investigation and laboratory analysis. With the span of evidence involved in forensic science, this is an interdisciplinary course and will further draw upon students’ knowledge of biology, chemistry, physics and geometry as needed for their investigations. Laboratories will include collecting, analyzing and identifying evidence such as fingerprints and hair as well as using chemical reactions to detect substances and reporting their findings.

- SPRING: FOOD CHEMISTRY

(½ credit, prerequisite: at least one year of science (Biology or Chemistry); two years of science is recommended; or permission of the department)

We all know we need energy and nutrients from food to sustain us. But do we know what we are eating? Have you ever wondered what causes peppers to have various degrees of spiciness? Or why a change in a single ingredient can lead to a very different product? Cooking itself involves an assortment of chemical reactions in which your starting ingredients are transformed (usually!) into a desirable product. In this course, we will analyze a variety of chemical aspects involved with everyday food, tying in styles from around the world, and exploring the effects of those differences. These include the chemicals found in certain foods and chemical reactions food undergoes in a variety of cooking techniques. Students will continue to apply the principles of scientific inquiry in the lab as they investigate the properties of food components and their subsequent reactions through a combination of wet chemistry methods and food-based laboratories.

- DEVELOPMENTAL PSYCHOLOGY- *(not offered in 2020-2021)*

(½ credit prerequisite: Biology)

How do infants and children make sense of the world? What are the important milestones crucial in human development? This introductory Psychology course will cover topics of development with a focus on infancy and childhood. We will discuss cognitive, social and biological developments and investigate individual differences between us. We will delve into various theories and explore the many influences on human development. Students will complete an observational study and research a developmental stage of their choice as part of this course.

- ABNORMAL PSYCHOLOGY-*(not offered in 2020-2021)*

(½ credit, prerequisite: Biology)

What categories a behavior as abnormal? This course will delve into historical and modern views of abnormal behavior. We will explore the nature, cause and treatment for various mental disorders through case studies and films as well as examine research and possible interventions.

ARTS

The Arts, both visual and performing, are essential to life, learning and creative problem solving. The Art Department at Westover provides an immersive and varied program that facilitates an interchange of ideas and encourages students to become more aware of the world around them. Through collaborative and independent learning processes and the mastery of thoroughly taught skills, students learn to see clearly, listen acutely, think critically, and to explore creatively so that they can move and express themselves with confidence.

Two credits in the Arts are required for graduation. Students who complete the Women in Science & Engineering (WISE) curriculum will be required to fulfill a total of 1 1/4 Arts credits. All new 9th grade students are required to take Creative Problem Solving and it is optional for new 10th grade students. Within the 2 credit graduation requirement, all students must complete an **experience**, whether an academic course or related activity, in the following areas: Visual Arts, Performing Arts, and Arts & Culture.

The remaining credits may be fulfilled through any other Arts offering.

Please see page 48 for an explanation of Performance Emphasis Track.

**NOTE: A student may take an Interdisciplinary Studies in the Arts course to fulfill the Performing or Art & Culture experience. The student may not use the course to fulfill more than one experience.*

***NOTE: Students will be charged a materials fee for Studio Arts of \$60.00 per course. Students who may hesitate to take an art course because of materials fees should speak to their Advisor and the Dean of Students about the possibility of receiving support from the Student Enrichment Fund.*

STUDIO ARTS

- **FALL & SPRING: CREATIVE PROBLEM SOLVING (CPS)**
(½ credit; 1 semester; pass/fail; requirement for all 9th grade students; optional for new 10th grade)
Art and Engineering are closely related; studying art can help students to become better engineers and vice versa. This required course for 9th graders is designed to establish the foundations of engineering and art through various forms of creative problem solving.

For half the semester students will do hands-on art work complemented with visual perception and literacy sessions. Brief units with Westover's visual art teaching faculty will expose students to the opportunities available to study studio art at Westover. Whenever possible, students will collaborate with Westover's professional visiting artists. Projects and activities will focus on the elements of art and design through a variety of media. Students will make and examine works of art in various spaces including Westover's Schumacher Art Gallery and the Yale University Art Gallery in New Haven. Together they will contribute observations and ideas, listen, and build understandings about the visual world.

The other half of the semester will focus on engineering foundations. It draws on hands-on projects to explore the worlds of structural engineering and basic programming. Structural engineering requires students to make observations about how the physical world behaves and use this information to design projects that perform optimally. The basics of programming are explored using Processing and the Java language. Past projects have included building mid-to-large scale structural elements, programming a basic video game, and analyzing the strength of various structural materials

ADVANCED STUDIO COURSES

Drawing I and II are required as a prerequisite for Oil Painting, or the student must receive special permission of the department. The course Exploration In Painting And Color: Newcomers Welcome is open to sophomores, juniors and seniors. Creative Problem Skills is required for freshmen.

The same advanced studio course may be taken more than once; as students build on their level of experience, more demanding assignments are given, and a gradual increase of independence is expected. Trips to galleries, art museums, and studios are made when appropriate, and occasionally a visiting artist will talk with a class.

FALL ELECTIVES

- CERAMICS COIL AND SLAB BUILDING

(½ credit) CPS or M&M suggested, but not required, as prerequisite

One of the most satisfying materials to work with is ceramics clay. It is difficult to hold a lump of wet clay in your hands and not form something with it. This course will introduce students to methods used to create forms with clay, with coil and slab building being our focus. Students in this class will learn and review the following: kneading, wedging, recycling, firing, pinching, slab making, coiling and glazing. Students will develop these skills and improve their craftsmanship throughout the term. Ideas and thoughts will be articulated during individual and group critique sessions. Some drawing will be required as students work out their ideas in sketchbooks. Students who have already taken a Westover Ceramics course may enroll in this elective, even if it is for a second time, and work at a more independent/ advanced pace. This course will also collaborate with the art history instructor for part of the semester to develop visual literacy skills. *(Materials Fee: \$60.00)*

- DRAWING I

(½ credit) CPS or M&M suggested, but not required, as prerequisite

Learning to draw is considered fundamental to learning to produce other forms of visual art. Not only are the skills acquired through drawing useful, but a sketch is frequently the first step in producing new artwork. Drawing is also popular because the necessary materials are cheap and widely available and because the drawing process is fast, direct, and can be done almost anywhere. In this semester course students are exposed to various black and white media and are encouraged to study their subjects through careful observation. Drawing techniques covered are "blind" drawing, contour line, still life and self portraiture. Projects focus on the basic elements of drawing—line, shape, light, shadow, texture, shading, proportion, perspective, and composition—and improve drawing and observation skills. Both abstract and representational imagery will be explored as subject matter. This course will also collaborate with the art history instructor for part of the semester to develop visual literacy skills. *Materials Fee: \$60.00)*

- DRAWING II

(½ credit, prerequisite Drawing I)

“Time moves in one direction, memory in another. We are that strange species that constructs artifacts to counter the natural flow of forgetting.” -William Gibson

In Drawing II students are introduced to the fundamental tools and methods of intense observational drawing. Beginning with line and working towards full-value representations, we will discover the versatility and power of the pencil as we learn to use it through sound practice and inventive intelligence. We will work to strengthen our ability to successfully translate or interpret what we perceive in the 3 dimensional world into a 2 dimensional representation on paper. Students will learn to give attention, not just to isolated objects, but to the whole environment in which objects exist and to treat everything within their field of vision as important. This process of drawing democratically will provide students with a greater area of represented stuff in each drawing, about which they will learn to make intuitive, intentional choices deciding what to emphasize, what to exclude, and how to compose their pictures. Students will leave this course with new tools and understanding and with work which may be included in college portfolios. We will take advantage of our proximity to NYC to visit museums and galleries. *(Materials Fee: \$60.00)*

- EXPLORATION IN PAINTING AND COLOR: NEWCOMERS WELCOME

(½ credit; Prerequisite: CPS or M&M required for freshmen; open to sophomores, juniors and seniors)

This course is designed both for students who may not previously have been able to fit in a Drawing or Painting elective but would like to learn to paint. Students will be taught basic paint handling and color mixing as they develop a unique series of works. Various concepts, materials, and techniques involving painting will be assigned and explored, as students are introduced to a variety of sources and materials. When the opportunity presents itself, the class will work with Westover’s visiting artists on collaborations through the Schumacher Gallery. Students will additionally maintain a sketchbook and work independently outside of class. This course will also collaborate with the art history instructor for part of the semester to develop visual literacy skills. And this class may be repeated for a second time as projects will vary from year to year. *(Materials Fee: \$60.00)*

- FOUNDRY: BUILDING AND ALUMINUM CASTING

(½ credit; suggested, but not required CPS or M&M as prerequisite)

Combine your engineering skills with creativity and an artistic eye as we explore the age-old craft of foundry and metal casting. In this course we will investigate, discuss, and develop the fundamentals of metal work. We will be working on a charcoal foundry to melt down metals and working with sand casting materials to create aluminum sculptures. In this combination Arts and WISE course, we will be constructing a forge out of firebrick and using charcoal to melt down aluminum in our crucible. Engineering skills are critical and require us to think and explore in three dimensions, both in sculpture and machinery. Students will learn how to set up and build a foundry, safely handle materials, design molds, study the chemistry behind metallic structure, and create their own castings. *(Materials Fee: \$60.00)*

SPRING ELECTIVES

- DRAWING I

(½ credit) CPS or M&M suggested, but not required, as prerequisite

Learning to draw is considered fundamental to learning to produce other forms of visual art. Not only are the skills acquired through drawing useful, but a sketch is frequently the first step in producing new artwork. Drawing is also popular because the necessary materials are cheap and widely available and because the drawing process is fast, direct, and can be done almost anywhere. In this semester course students are exposed to various black and white media and are encouraged to study their subjects through careful observation. Drawing techniques covered are "blind" drawing, contour line, still life and self portraiture. Projects focus on the basic elements of drawing—line, shape, light, shadow, texture, shading, proportion, perspective, and composition—and improve drawing and observation skills. Both abstract and representational imagery will be explored as subject matter. This course will also collaborate with the art history instructor for part of the semester to develop visual literacy skills. *Materials Fee: \$60.00*)

- OIL PAINTING

(½ credit; Prerequisites: CPS or M&M, Drawing I & II ,or permission of the department)

This course is an introduction to the use of oil-based painting media in which the student will learn proper craft and methods. Students will learn to use oil paint and brush, applying the media to various surfaces. They will be creating Form through Value, exploring the effect of Light to Hue, be introduced to Color Theory, study additive and subtractive methods of creating color (physical vs. optical color mixing, etc.) and will very quickly begin to apply these skills to color mixing and painting. Each student will focus on composing paintings that they will execute with correct color/value relationships from their observed subject matter using the medium of paint to convincingly depict the physical, visible world. The visual vocabulary will increase by participating in oral and written critiques. Each student will complete a final project. Class maybe repeated at a more advanced/semi-independent level to prepare for AP Drawing Placement the next school year. *(Materials Fee: \$60.00)*

- PRINTMAKING

(½ credit; CPS or M&M suggested, but not required as a prerequisite)

The process of printing creates an image or text on paper (or another material) by pressing it against an inked block, plate, collage, stone, or metal or wood type. Through this form of reproduction multiple impressions can be created. In this course students will be introduced to the methods and techniques of both relief and intaglio printing using our Conrad etching press. Students will learn the basics of relief and intaglio printing to artistic create images. The course is designed for both newcomers to the process of printmaking, as well as for those students who already have some experience in the Westover Letterpress Collective. *(Materials Fee: \$60.00)*

- **SCULPTURED CLAY FORMS**

(½ credit, CPS or M&M suggested, but not required as prerequisite)

This three-dimensional art class will cover non-functional ceramics and ways to use clay to create sculptures. Students will create freestanding, handmade pieces using sculptural techniques, including coil building, form molding and carving and work with simple clay forms. They will consider volume, weight, color, form, and texture while creating contemporary pieces. A trip to the Yale University Art Gallery, to view a variety of sculptural forms, will help students gather ideas and gain inspiration for developing their own works. No prerequisite is required, but those students who have done past course work in a Westover ceramics elective will work at a more advanced/ accelerated pace. This course will also collaborate with the art history instructor for part of the semester to develop visual literacy skills. *(Materials Fee: \$60.00)*

ADVANCED PLACEMENT

- **AP® STUDIO ART: DRAWING**

(1 credit, full year, prerequisite: Students in this course must have successfully completed CPS or M&M, Drawing I, II, and Oil Painting or presented an extensive portfolio, and must receive the approval of the AP Studio Art instructor prior to enrollment in the course.)

The student and the teacher will design an Independent Study Program, based around the student's original visual idea and following AP guidelines. Students in this course are required to submit two components to the College Board (digital and physical); the cost is approximately \$100. (Materials Fee: \$60.00)

MEDIA ARTS: PHOTOGRAPHY AND VIDEO

The Media Arts program at Westover is designed to encourage all students to think creatively and critically, while learning how to use a remarkable variety of photo imaging and video making equipment. The studio is equipped to take students on the journey from traditional photographic darkroom processes, through modern digital practices and software. Courses are offered on a rotating basis in order to give students the opportunity to explore a wide range of techniques and to consider different ways of seeing and art making. Westover has several cameras available for student use, but if you are considering buying your own, please see the teacher for recommendations. An external hard drive is strongly recommended for students enrolled in digital classes.

The Emily Christopher Photography Scholarship, which covers the photography lab fee for 2 semesters, is awarded each year to four students. See the photography teacher for more information.

FALL ELECTIVES

- **INTRODUCTION TO PHOTOGRAPHY**

(½ credit)

Photographers show the world to their viewers in ways that they don't normally see it. This course will give students an introduction to black and white film photography and darkroom printing. Open-ended and conceptual assignments will be given to build student's creative problem solving skills and sense of ownership over their work. This course will also collaborate with the art history instructor for part of the semester to develop visual literacy skills. *(Materials Fee: \$60.00)*

- **DIGITAL PHOTOGRAPHY**

(½ credit; prerequisite: Introduction to Photography; students can enroll more than once, level will indicated on their transcript)

Art has always had the power to raise awareness and influence social change. In this class, students will have the opportunity to research a global, social, or political problem that they feel passionately about and create artwork in response to it. This course will build on student's knowledge of digital imagery and introduce them to large format printing. Students will learn how to become effective image-makers with the use of DSLRs and editing software like Adobe Photoshop and Lightroom. Studio lighting, film scanning, and color management will be among the topics covered. The class will look at the work of influential artists and be challenged to create a portfolio of images with a global message. Students who wish to delve deeper in the digital process can enroll more than once, and will be able to practice advanced skills while producing a body of work centered on their own chosen theme. *(Materials Fee: \$60.00)*

- **LARGE FORMAT PHOTOGRAPHY**

(½ credit; prerequisite: Introduction to Photography; students can enroll more than once, level will indicated on their transcript)

This black and white darkroom course will introduce you to the exquisite detail and control offered with the large format photography. The large format camera permits adjustments to increase focus and regulate perspective. Large format negatives produce prints that are sharp, with great detail and little grain. Experimentation with this process will be strongly encouraged. The object of this course is to create a sequenced portfolio of high quality photographs. Students who wish to delve deeper can enroll more than once, and will be able to practice advanced skills while producing a body of work centered on their own chosen theme. *(Materials Fee: \$60.00)*

SPRING ELECTIVES

- **INTRODUCTION TO PHOTOGRAPHY**

(½ credit)

Photographers show the world to their viewers in ways that they don't normally see it. This course will give students an introduction to black and white film photography and darkroom printing. Open-ended and conceptual assignments will be given to build student's creative problem solving skills and sense of ownership over their work. This course will also collaborate with the art history instructor for part of the semester to develop visual literacy skills. *(Materials Fee: \$60.00)*

- **ALTERNATIVE PHOTOGRAPHIC PROCESS**

(½ credit; prerequisite: Introduction to Photography; students can enroll more than once, level will indicated on their transcript)

Did you know that you can use coffee to develop film? You can also make photographic prints by using the juice from certain plants. Students enrolled in this course will experiment with alternative and historical chemical processes, plastic toy cameras, and risk taking in art. Students will produce a portfolio of images using a variety of techniques. Students who wish to experiment further can enroll more than once, and will be able to practice advanced skills while producing a body of work centered on their own chosen theme. *(Materials Fee: \$60.00)*

- VIDEO AND TIME BASED MEDIA

(½ credit)

Many contemporary artists use a wide range of media to communicate their ideas. It is not uncommon for one artist to include video, sound, and performance in one exhibition. This multidisciplinary course will challenge students to work with diverse media while exploring the connections between still and moving images, time, sound, performance, as well as other art forms. Projects will include making cinemagraphs, found footage collages, abstract soundscapes and music videos. Students who wish to delve deeper can enroll more than once, and will be able to practice advanced skills while producing a body of work centered on their own chosen theme. *(Materials Fee: \$60.00)*

ADVANCED PLACEMENT

- AP® 2D DESIGN/PHOTOGRAPHY

(1 credit, full year; prerequisites: Intro to Media Arts or Intro to Photo and at least two upper level photo or video electives, or an approved portfolio submitted to the instructor. Students must receive the approval of the AP® Photography instructor prior to enrollment in the course.)

This course guides students in preparing college level art portfolios by identifying strengths and weaknesses in their work, developing editing skills, and submitting their portfolio to the College Board. Students will be expected to think deeply about their work and photography by participating in group critiques and assigned readings. Experimentation with new media will also be encouraged. Students in this course are required to submit two components to the College Board (digital and physical); the cost is approximately \$100. *(Materials Fee per course: \$60.00)*

ARTS AND CULTURE / ART HISTORY

The Arts & Culture experience is a critical study of creative expressions, thoughts, and aesthetic practices and theories in relation to social, political, rhetorical, and historical contexts. Courses explore ways of thinking, creating, believing, communicating, and being in a global, transnational world through a historically grounded approach. This writing intensive experience critically engages the visual culture of various parts of the contemporary and historical world through a variety of perspectives and subjects, including art history. All four semester electives qualify toward earning the Rasin Center Global Justice Distinction.

- ART HISTORY SOMSI INTERNSHIP

(½ credit, one semester/ will be exempt from one season of afternoon activities, application process required)

The Sonja Osborn Museum Studies Internship is a semester-long program wherein interns gain practical experience in museum work at Hill-Stead Museum. A student may apply for this internship as a rising junior or senior, must be planning on taking or is enrolled in AP Art History, and must be accepted by Hill-Stead Museum and Westover School. In order to allow time for students to participate in programming and curatorial work at Hill-Stead Museum, students will follow the “Arts in the Afternoon” guidelines for participation both in scheduling and in requirements for fitness. The intern may receive academic credit for her internship through the work she completes at Westover, namely through two projects that investigate Hill-Stead’s collection and consider the shared histories of the school and the museum. The internship will culminate in a public symposium at the end of the program. The program will follow the sports seasonal schedule.

The student is required to take AP Art History in conjunction with the SOMSI internship. Through funding for the program, transportation will be provided for the intern’s visits to Hill-Stead, and she will receive a stipend for her time spent at the museum.

ADVANCED PLACEMENT

- AP® ART HISTORY

(1 credit, year long)

The AP Art History course is equivalent to a two-semester college survey course that explores the nature of art, its uses, its meanings, its making, and its responses. Through an investigation of diverse artistic traditions of cultures from prehistory to the present, students develop in-depth and holistic understandings of the history of art from a global perspective. Engaging with art through visual, contextual, and comparative analyses through a variety of art forms, students become active participants in constructing understanding of both individual works and their interconnections of art-making processes and products throughout history.

The course is offered to students who have already received credit or distribution fulfillment in Art History/Arts and Culture, and have received a B or better in that course. A considerable amount of reading and writing will be expected of the students, and assessments will be drawn from previous AP exams. While trips to museums and exhibitions will be an integral part of this course, the course will culminate in a review at the Metropolitan Museum of Art and the Cloisters. Students are required to take the AP Art History Exam in the spring; there will be a fee charged of \$85.

FALL ELECTIVE

- ART AND LAND

(½ credit)

When is land a landscape? How has landscape functioned as an exchange between the human and the natural? Is there such a thing as an unframed landscape? This course explores cultural expressions of the human-nature relationship through the visual arts. Considering works that range from the historical to the contemporary through a global perspective, this course will examine not only how landscape shapes social and cultural attitudes toward nature, but also how such attitudes have shaped the land for human dependence. In addition to readings, discussions and a trip to an outdoor sculpture center, this course will seek to collaborate with other departments and will aim to culminate in an environmental art activist project.

- WOMEN IN THE VISUAL ARTS AND MUSIC

(½ credit)

This course will focus on the history of women in the visual arts and art music. Beginning with the question the art historian Linda Nochlin asked in 1971, “Why have there been no great women artists?,” we will consider issues of women’s education, artistic training, and other social circumstances and institutional standards that have influenced the art produced by women through history. Ideas including the role of women artists, the self-image, gender stereotypes, the “male gaze”, gender relations, profession versus avocation, and the benefits and disadvantages of counter-canons, among others, will help us understand some of the issues involved in the narrative of art. The course will focus on women artists from the medieval period through contemporary art, including those like Artemisia Gentileschi, Barabara Strozzi, Amy Beach, Mary Cassatt, Alma Mahler, Georgia O’Keeffe, Nadia Boulanger, Frida Kahlo, Judy Chicago, Cindy Sherman, Joan Tower, Shirin Neshat and Martha Argerich. A museum trip will accompany our investigation.

This course can fulfill an experience in either Arts & Culture or Performing Arts.

SPRING ELECTIVE

- GLOBAL CONTEMPORARY ART

(½ credit)

The art world has experienced dramatic shifts over the past fifty years. In discussions of art history and as worldwide biennial exhibitions attest, the Euro-centric canon has shifted its focus towards global inclusivity. Artists of all nationalities, ethnicities, and sexual preferences have challenged the traditional privileged place of white, male, heterosexual art history. Such artistic activism, supported by theory (including feminist, queer, deconstructionist, etc.) has critiqued the exclusionary perspectives of the art historical canon. As we consider the relevancy of the art historical canon, we'll analyze the ways in which art from the 1980s to the present has come to challenge through its materials, presentation, and content. Through artists including Ai Weiwei, El Anatsui, and Shirin Neshat, we'll consider themes surrounding identity, the body, time, place, and language within a global narrative. A trip to a museum along with student-led discussions will enrich our exploration.

- CHANGE MAKERS

(½ credit)

How do we embrace change? What should we do when we see a need for change? How have artists and activists changed the world? This course will explore a number of global issues of equity as each branch of the Rasin Center for Global Justice (Community Service, Environmental Sustainability, Diversity & Inclusion, and Global Programs) along with an exploration of activism in art provide opportunity to reflect on historical and contemporary transformative efforts. Through the lense of the United Nations' Sustainable Development Goals, including Quality Education, Gender Equality and Good Health & Wellbeing, and by incorporating the critical investigation of creative and aesthetic expression, students will consider both theory and praxis as related to change. Students will examine our responsibilities as global citizens through discussion-based inquiry and their own research and writing on the topic.

DANCE

- FALL, WINTER, SPRING: DANCE ENSEMBLE

(¼ credit for two seasons, ½ credit for all three seasons; minimum of 2 seasons required; fulfills the Performing Arts experience requirement; fulfills team sports requirement)

Dance Ensemble and Dance Team members may take technique classes at the beginner, intermediate, and advanced level. The core curriculum is ballet and modern with additional classes in composition, jazz, contemporary, hip-hop, and tap. Cross training opportunities are also available in yoga, aerobics, physioball, Zumba and various workshops offered during the school year. Each student's dance schedule is determined by a placement/audition class and by a conference with the Dance Director. Several dance performances are scheduled throughout the year, as well as trips to various dance performances. Dance Ensemble and Dance Team members are encouraged to develop their own choreographic abilities and are invited to show their works in our annual spring concert.

- FALL, WINTER, SPRING: DANCE TEAM

(no academic credit; fulfills the Performing Arts experience requirement; fulfills team sports requirement)

Please see above for course description.

- FALL, WINTER, SPRING: DANCE CLASS
(no academic credit; fulfills individual sports requirement)

This class is an introduction to a variety of dance styles, including ballet, modern, jazz, Zumba, physioball, aerobics, and yoga. Classes focus on the fundamentals of dance where students can explore the joy of moving

DRAMA

Westover's Theatre Program welcomes all students. Each play has many different characters and we strive for diversity, equity and inclusion in our productions. Please see our Drama Director if you have questions about participating in the shows. Students with an interest in drama or tech who wish to do more than one play or musical a year should elect a *Performance Emphasis*.

A note about Drama credit:

All students who participate in a play or musical either as an actor or technical theatre student will meet the Performing Arts experience requirement.

Performance Emphasis students who choose to do 2 shows/year will receive ¼ credit and a semester grade

Performance Emphasis students who choose to do 3 shows/year will receive ½ credit and a full year grade.

All other students will be graded on a Pass/Fail basis

THEATER PRODUCTIONS

- FALL PRODUCTION: *A MIDSUMMER NIGHT'S DREAM* (one season)
Shakespeare's most famous comedy, *A Midsummer Night's Dream* has captured the hearts of audiences for over 400 years. Training in voice, movement, stage fighting and text analysis will be provided in conjunction with the rehearsal process. A crew of technical theatre students will also be needed (See description of *Technical Theatre*.) *All students are encouraged to audition regardless of experience.*
- WINTER MUSICAL: *ONCE ON THIS ISLAND* (pending approval)(one season)
Once On This Island is a captivating legend of romance between a peasant girl and a rich city boy whom she saves from death. This calypso-flavored re-telling of *The Little Mermaid* opens on a Caribbean island where villagers comfort a little girl with the story of the orphan Ti Moune, destined to love too much for the human heart to bear. Staged with minimal props, sets and costumes, *Once On This Island* delivers melody, love and joy in tropical abundance. Book and lyrics by Lynn Ahrens
Music by Stephen Flaherty: Based upon the novel *My Love, My Love* by Rosa Guy. *All students are encouraged to audition regardless of experience.*
- SPRING PRODUCTION: *CINDERELLA EATS RICE AND BEANS: A SALSA FAIRYTALE*
Theatre For Young Audiences (one season)
What will happen to Cinderella at the ball ... game? That's the surprising climactic question in this contemporary Latin-American Cinderella musical, which delightfully turns the classic fairy tale on its head, telling the story from both Cinderella and the "stepsisters'" perspective. Cinderella, a newcomer from Puerto Rico, comes to visit her "stepsister," Rosa, in the United States. The catch ... Cinderella only speaks Spanish and Rosa only speaks English. Will these two girls be able to reach an understanding at the (basket) ball game? With a fairy godfather and other delightful twists to the original story, *Cinderella Eats Rice and Beans: A Salsa Fairy Tale* crosses language and gender barriers, weaving a subtle lesson on empathy, sportsmanship and respect. Boys and girls will be cheering in their seats. Lauded by audiences, theaters, schools and academics, *Cinderella Eats Rice and Beans: A Salsa Fairy Tale* is a groundbreaking bilingual children's musical from the award-winning team of playwright Karen Zacarías and composer Deborah Wicks La Puma.
NOTE: The cast and crew will take this show on the road to local elementary schools and afterschool programs.

- WINTER: *COSTUMING FOR THE THEATRE (one season)*
 This course will teach the basic skills of costume research, design and construction in conjunction with the winter Shakespeare production during the regularly-scheduled afternoon rehearsal slot. Students will gain understanding from script interpretation to design and the skills and materials required to execute a fully realized costume ready for production. Students will analyze a play, research historical periods to inform their costume design, learn about color and fabric choice, and learn to recognize and use the various tools of the costume designer's craft. Students will learn hand stitching, machine stitching, basic patterning and cutting.
- STAGE MANAGEMENT/DIRECTING TRACK *(one season)*
 Stage Management is an essential leadership role in any theatrical production. The Stage Manager is the liaison between the director and the technical crew, oversees the daily rehearsals and calls the show from the production booth. Students will receive instruction in the regularly-scheduled rehearsal slot, and take on the role of Stage Manager for any of the three Main Stage productions.
(Please note: Students who are interested in learning to direct for the theatre should plan to follow this track: Stage Manager>Assistant Director>Director. Eligible students may petition the Director of Drama for the opportunity to direct.
- TECHNICAL THEATRE APPRENTICESHIP I
(1/4 credit; full year, two year program permission of the department)
NOTE: Partial credit will not be given for an incomplete year.
 Technical Theatre Apprentices receive "on the job training" during the productions in which they are enrolled, and on an as-needed basis for events such as guest artist performances, music performances, dance performances, and school events. Students enrolled in this program have a Performance Emphasis (*see page 39 for further details.*) There is a limit of four Technical Apprentices per year and students are expected to continue in the subsequent year with Technical Theatre Apprenticeship II. Interested students should speak to the Technical Director.
- TECHNICAL THEATRE APPRENTICESHIP II
(1/4 credit; full year, two year program permission of the department)
NOTE: Partial credit will not be given for an incomplete year.
 Technical Theatre Apprentices receive "on the job training" during the productions in which they are enrolled. Second year Technical Apprentices will take charge of running events. They will gain more experience with equipment, including the lighting and soundboard. They will also have the opportunity to design their own lighting plots and become more proficient in sound engineering. Students enrolled in this program have a Performance Emphasis (*see page 39 for further details.*) There is a limit of four Technical Apprentices per year
- FALL, WINTER, SPRING: TECHNICAL THEATRE
 Taught in conjunction with the production each season, this course will offer students invaluable hands-on experience in theatre production. Students will learn how to use Westover's state-of-the-art lighting and sound systems, and create sets, costumes and props. This course is a prerequisite for any student interested in Directing or Stage Management.

MUSIC

Students may take any of the following to fulfill the Performing Arts experience requirement:

- Glee Club*
- Interdisciplinary Studies in the Arts course
- Handbells*
- Instrument Ensemble*
- Private lessons (which includes two performances in student recitals. Performers must remain at recitals for at least one hour.)*

***NOTE: Partial credit will not be given for an incomplete year in a performing ensemble.**

- GLEE CLUB
(½ credit, full year)
Singing a wide range of music, including folk, popular, and classical music, the Glee Club sings several concerts each year in and outside the school. A European concert tour is taken once every three years.
- CHAMBER CHORUS
(No credit, full year, entrance by audition, available to Glee Club members)
Music from the 16th-21st century sung by a small group of singers experienced in part singing.
- HANDBELLS
(½ credit, full year)
Ensembles which ring music on handbells; one ensemble is for beginners, one for intermediate ringers and one for advanced ringers. Students learn to read rhythmic and pitch notation, techniques of bell ringing and ensemble playing. Performances include student recitals and the Candlelight Services. Two rehearsals are held per week. *Please note that partial credit is not given for performing ensembles.*
- CHAMBER MUSIC (formerly INSTRUMENT ENSEMBLE) (Open only to those students who are taking private music lessons.)
(½ credit, full year)
Players of string and wind instruments will be brought together in appropriate groupings to rehearse together. It is expected that members of the ensemble will be able to play an instrument when they join and will practice their part between group rehearsals. *Instrument Ensemble* is not intended to take the place of private lessons. Performances will include two student recitals and one or two other performances during the year.
- PIANO
(½ credit, full year, two recitals required, a fee is charged)
Individual instruction in piano. Each piano student has one lesson weekly.
- ORGAN
(½ credit, full year, two recitals required, a fee is charged)
Organ instruction for a limited number of students to be given separately or in conjunction with piano instruction.

- OTHER INSTRUMENTS AND VOICE
(*½ credit, full year, two recitals required, a fee is charged*)

Individual instruction in other musical instruments and in voice can be arranged by the school.

ADVANCED PLACEMENT

- AP® MUSIC THEORY
(*1 credit, full year, prerequisite: permission of the department*)

Designed to supplement music theory and ear training courses taken by Westover students at Manhattan School of Music or Juilliard, or for students who have studied the fundamentals of music theory, this course offers a preparation for the AP Exam in Music Theory. Entering students should have a knowledge of all key signatures and basic chords. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

PERFORMANCE EMPHASIS

Students who have a serious interest in the Performing Arts, (this includes theatre, dance, music, and technical theater) may choose a Performance Emphasis Track. At the end of her Junior year, a student who has successfully completed the minimum Department Requirements designated below may earn a “Distinction in the Performing Arts” in her performance area. This Distinction will appear on her transcript under the heading “Honors and Awards.” The final decision of this Award of Distinction in the Performing Arts will be at the discretion of the department, based on the consistency and quality of a student’s work. Seniors who continue in the program will be eligible to receive Honorable Mention at the Awards Ceremony at the end of the year.

New Girl 9th, 10th or 11th graders may be permitted to apply their prior experience to the Performance Emphasis Track at the School’s discretion.

Minimum Department Requirements for a Performance Emphasis Track:

DRAMA EMPHASIS

Students with a strong interest in Drama or Technical Theatre may elect a Drama Emphasis with the following requirements:

- GRADES 9, 10, AND 11 (including New Girls*)
 - Two Terms of Drama (plus one term of Dance required in Grade 9 or 10)
**Note: If you are a new girl considering a Performance Emphasis, you must do the Fall Musical.*
- GRADE 12 – No Team Sport Required. Seniors may take three seasons of Theatre
 - Students who drop out of Drama Emphasis in their Sophomore year will have the requirement of three Team Sports over the course of their Sophomore and Junior years.
 - A limited number of students with an exceptional interest in theatre may petition the Director of Drama and the Athletic Director to be allowed to be in a third play in their 9th, 10th or 11th year.
 - Students who are interested in playing a small role in any season may request permission from their Advisor.
 - Drama Emphasis requires one season of Dance, which should be taken in Grade 9 or 10.
 - A new student interested in doing a team sport in the fall may petition the Director of Drama and Athletic Director to use the Winter and Spring plays for her Drama Emphasis.
 - The *Drama Emphasis Planner* will aid students, parents and Advisors through the process.

- **DANCE/DRAMA EMPHASIS**
Dancers with a strong interest in acting may petition the Director of Drama and the Director of Dance to substitute a term of drama for a season of dance in order to maintain a Dance/Drama Emphasis.
- **DANCE EMPHASIS**
The requirements for an Emphasis in Dance will be a minimum of two seasons in each of a student's years at Westover on the Dance Team or the Dance Ensemble. A Planner is not necessary for dancers as no exemption from Team Sports is required for an Emphasis in Dance.
- **MUSIC EMPHASIS**
A student needs to successfully complete at least two years in a minimum of two concurrent music ensembles.

WOMEN IN SCIENCE AND ENGINEERING (WISE)

Women in Science and Engineering (WISE) is open to Freshmen and Sophomores by application. Program requirements include:

- Creative Problem Solving and WISE I
- 4 semesters of upper level electives, which must include Computer Science or AP Computer Science

College level summer programs may, with prior permission of the department, be substituted for one advanced elective.

WISE I — FIRST YEAR COURSES

- FALL AND SPRING: CREATIVE PROBLEM SOLVING

(½ credit, pass/fail)

Requirement for all new 9th grade students; optional for new 10th grade

Art and Engineering are closely related; studying art can help students to become better engineers and vice versa. This required course for 9th graders is designed to establish the foundations of engineering and art through various forms of creative problem solving.

For half the semester students will do hands-on art work complemented with visual perception and literacy sessions. Brief units with Westover's visual art teaching faculty will expose students to the opportunities available to study studio art at Westover. Whenever possible, students will collaborate with Westover's professional visiting artists. Projects and activities will focus on the elements of art and design through a variety of media. Students will make and examine works of art in various spaces including Westover's Schumacher Art Gallery and the Yale University Art Gallery in New Haven. Together they will contribute observations and ideas, listen, and build understandings about the visual world.

The other half of the semester will focus on engineering foundations. It draws on hands-on projects to explore the worlds of structural engineering and basic programming. Structural engineering requires students to make observations about how the physical world behaves and use this information to design projects that perform optimally. The basics of programming are explored using Processing and the Java language. Past projects have included building mid-to-large scale structural elements, programming a basic video game, and analyzing the strength of various structural materials.

- SPRING: WISE I: ROBOTICS AND STEAM

(½ credit, pass/fail)

This course uses collaborative projects to establish the skills required to be successful in the remainder of the WISE Program. Students will spend one quarter focusing on projects that heavily incorporate art components and ideas. The second quarter will introduce students to the fields of robotics and computer science by allowing them to build structures and bring them to life through programming. In this way, students will apply concepts from mechanical and structural engineering while gaining valuable experience in computer programming.

COMPUTER SCIENCE

- FALL: COMPUTER SCIENCE

(1/2 credit, prerequisite: WISE I or permission of the department)

This course introduces computer science concepts including basic program form, development of algorithms, data types, control structures, and object-oriented design using Processing with the Java programming language. It includes many small programming assignments to encourage mastery of the basics of the Java language.

- AP® COMPUTER SCIENCE

(1 credit, full year, prerequisite: WISE I or permission of the department)

This course introduces computer science concepts including basic program form, development of algorithms, data types, control structures, and object-oriented design using the Java programming language. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

ADVANCED ELECTIVES (TENTH THROUGH TWELFTH GRADES)

- FALL: FOUNDRY

(½ credit, prerequisite: WISE I or permission of the department)

Combine your engineering skills with creativity and an artistic eye as we explore the age-old craft of foundry and metal casting. In this course we will investigate, discuss, and develop the fundamentals of metal work. We will be working on a charcoal foundry to melt down metals and working with sand casting materials to create aluminum sculptures. In this combination Arts and WISE course, we will be constructing a forge out of firebrick and using charcoal to melt down aluminum in our crucible. Engineering skills are critical and require us to think and explore in three dimensions, both in sculpture and machinery. Students will learn how to set up and build a foundry, safely handle materials, design molds, study the chemistry behind metallic structure, and create their own castings.

- FALL: PROJECTILES

(½ credit, prerequisite: WISE I or permission of the department)

How have human beings thrown objects throughout history? Students will investigate and build projectile launchers such as the catapult, trebuchet, cannon and basic rocket. Through construction and then competition amongst groups, they will encounter the engineering and physical principles behind these devices as well as the history associated with them. This course will culminate in a large-scale project.

- FALL: SENIOR ENGINEERING PROJECT

(¼ credit, prerequisite: Senior status)

Serving as the culminating project of the WISE Program, the *Senior Engineering Project* is undertaken during the Senior year. Students will apply concepts and skills learned in previous WISE and related courses to a project of their choice, tackled individually or as a pair. Their project will include a tangible product, either digital or physical, that is improved over the course of the term through research, trial, error, and redesign.

- SPRING: VIDEO GAME DEVELOPMENT

(½ credit, prerequisite: AP Computer Science)

Video game development is a fun extension of students' previous computer science study. We will use the built-in graphics and object-orientation of the Java language to design and build our own two-dimensional games. This course will cover the fundamentals of user-interface design and event handling and will culminate in a large-scale programming project.

- SPRING: RENEWABLE ENERGY

(½ credit)

This course may be taken for WISE or science credit. WISE students will be given preference.

Sources of energy and how energy is consumed are relevant at a very personal level -- can I turn on the lights at night? stay warm in the winter? -- and it shapes international relationships. We will be examining the basics of energy, energy conservation, and efficiency to understand the general scientific issues and how we currently use energy. Then we will further investigate some renewable energy options such as solar, wind, water, geothermal, and biofuels. This will involve building and testing some of these energy sources, such as a solar-powered motor and a wind turbine. Throughout the course as a companion to this scientific focus, we will be reading about and discussing some of the difficult technical, political, and economic issues that arise in the quest to shift to renewable energy.

ONE SCHOOLHOUSE COURSES FOR WESTOVER CREDIT

In addition to other courses, a student may consider applying to take a course through One Schoolhouse (OS), which oversees the Online School for Girls and Online Independent School (Co-ed). Courses approved by departments can be used to fulfill overall course load requirements. OS will provide quarterly grade reports in October 2020, December 2020, March 2021, and May 2021. For college applications an official transcript must be requested from OS through the OS coordinator. Although course descriptions and prerequisites listed below are from OS, Westover may suggest additional prerequisites depending on the course. OS courses run on a semester system (see below). All OS courses are full year courses, but please note that courses begin and end at different dates than the Westover school calendar. If a student is interested in taking an OS course, she must complete an enrollment proposal/application, which is a required process to ensure that we can effectively monitor and plan a student's course load and make sure that she meets the necessary pre-requirements for courses. For more complete information about the process and program, please see the One Schoolhouse Coursework Coordinator. The courses listed below have been approved by Westover Departments. OS course grades are not calculated into Westover's GPA information.

SEMESTER SCHEDULE

Fall Semester 2020

Fall Semester Classes Start – September 14, 2020

Final Day to Complete Semester Including Exam – December 15, 2020

Spring Semester 2021

Classes Resume – January 19, 2021

Final Day to Complete Semester Including Exam – April 30, 2021

MATHEMATICS

- AP® MACROECONOMICS

(1 credit; Westover prerequisite: Successful completion of AP BC Calculus; Permission of the Department Head required)

AP® Macroeconomics introduces students to major economic issues such as basic market analysis, the causes of the cycle of economic growth and recession, the problems of inflation and unemployment, the causes and consequences of federal budget deficits, and the causes and effects of international trade imbalances and currency fluctuations. Students analyze the impact of fiscal and monetary policies as well as the debates surrounding the implementation of each. This course involves extensive reading, problem-solving exercises, online discussions, and researching and writing about contemporary macroeconomic issues.

Multiple modalities are employed for content presentation so as to encourage personalization and assessment evaluates each student's ability to utilize skill sets related to economic decision making. Strong reading, algebra and analytical skills are necessary for success in the course, as is strong motivation. AP® Macroeconomics develops informed, thoughtful and globally-minded students, and thoroughly prepares students to take the AP® exam in the spring. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

- AP® MICROECONOMICS

(1 credit; Westover prerequisite: Successful completion of AP BC Calculus; Permission of the Department Head required)

AP® Microeconomics gives students an understanding of how economic decisions are made by individuals, firms and organizational structures. The course emphasizes the nature and function of product markets, how prices determine an economy's allocation of goods and services, and how factors of production are allocated throughout the production process. Market structure, natural resource markets and the role of government are included. Students analyze societal issues through the lens of economic reasoning, develop critical thinking skills through the understanding and analysis of fundamental economic concepts, and increase their ability to analyze information and draw conclusions from a wide variety of real-world and hypothetical situations. Students complete collaborative assignments, group discussions, problem sets, quizzes and tests. The curriculum is developed to prepare students for the AP® Microeconomics examination in May and is recommended for juniors and seniors with strong mathematical reasoning skills and an interest in economics, finance, business or government policy. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

- LINEAR ALGEBRA

(1 credit; prerequisite: AP ®Calculus BC; Permission of the Department Head required)

Through applications to a wide variety of practical problems, students learn how to think about vectors, the spaces in which vectors live, and linear mappings between those spaces. They develop powerful new ways of thinking mathematically, and gain application skills for fields in which multiple variables interact in ways that can be modeled by systems of linear equations. This yearlong course covers a typical one-semester college linear algebra curriculum, including matrix algebra, vector spaces, eigenvalues and eigenvectors, and applications to differential equations. Linear algebra is a required and very useful subject in college for many science and engineering majors, and it can be studied either before or after multivariable calculus. It's a great fit for the student who has completed AP® Calculus BC, who is passionate about a challenge to think in new ways, and who wants to see math applied to the real world.

- MULTIVARIABLE CALCULUS AND DIFFERENTIAL EQUATIONS

(1 credit; prerequisite: AP ®Calculus BC; Permission of the Department Head required)

This yearlong course covers a typical college-level Calculus III curriculum, including vectors and vector-valued functions, curves and surfaces in space, partial derivatives and gradients, multiple integration, and line and surface integrals. In the course's final unit, students learn how to identify and solve various kinds of differential equations, including exact first-order equations, second-order homogeneous and nonhomogeneous linear equations, partial differential equations, and applications to various scientific fields. Built on a foundation of sophisticated problem solving, the course also features discussions and exploratory activities that will help students develop their advanced math skills in collaborative and creative ways.

INDEPENDENT EXPLORATION

In addition to the traditional curriculum, Westover offers a variety of curricular and co-curricular independent exploration programs in order to allow students the opportunity to pursue their passions.

INDEPENDENT SENIOR PROJECT (ISP)

(1/2 credit - non distributional, one semester, spring or, if necessary, winter, application process required)

A Senior wishing to pursue a strong interest independently should consider undertaking an Independent Senior Projects (ISPs) during the Spring Semester. Permission for a Fall Semester project will be granted if there is a compelling argument in its favor. An ISP can be scholarly, artistic, or community oriented, but must be considered worthwhile to the overall education of the student and significant enough to take the place of a regularly scheduled course. Ideally, an ISP builds on a base of previously acquired knowledge and experience.

For a Spring Semester ISP, the Senior must submit a formal application to the Academic Office by the second week in February. The application for a winter ISP must be submitted to the Academic Office by the last Friday in October. The application for either semester must be reviewed and signed by the faculty project advisor, by the student's academic advisor and, in the case of a winter ISP, by the College Counselor. **The ISP committee approves each application based on the following criteria: the significance and integrity of the project, its feasibility, and the student's ability to fulfill all graduation requirements.**

RASIN CENTER FOR GLOBAL JUSTICE

The purpose of the *Rasin Center* is to ensure that the Westover community engages with the world beyond its walls through a focus on Community Service, Diversity, Environmental Sustainability, and Global Programs. Together, this collaboration encourages the community to move outward toward an awareness of our interconnectedness with all that is "not us" and accept our responsibility to care for that relationship through action, we make possible, for ourselves and others, deeper understanding, richer adventure, truer connection, and a fuller life. The Center's work supports our School's ideals of understanding and engagement as described in its mission statement: "*Westover School empowers girls to lead lives of consequence.*"

The Center's unique synergy supports our school's motto, "*To Think, to Do, To Be*", by inspiring our students;

- to believe that they, as individuals and in partnership with others, truly have the power to effect change;
- to respond to the complexities and challenges of our world with courage and creativity;
- to find joy and meaning in their efforts.

Students with a particular interest in and proven dedication to global justice may be eligible to receive the Rasin Center Global Justice Distinction at the end of their junior or senior year. Students can track their progress with the help of the Rasin Center and their advisor with [this checklist](#); in addition to other designated courses ([listed here](#)), the below offerings count towards the Distinction.

- CHANGE MAKERS

(½ credit, one semester; receives “Arts and Culture” Distribution of the Arts requirements)

How do we embrace change? What should we do when we see a need for change? How have artists and activists changed the world? This course will explore a number of global issues of equity as each branch of the Rasin Center for Global Justice (Community Service, Environmental Sustainability, Diversity & Inclusion, and Global Programs) along with an exploration of activism in art provide opportunity to reflect on historical and contemporary transformative efforts. Through the lense of the [United Nations’ Sustainable Development Goals](#), including Quality Education, Gender Equality and Good Health & Wellbeing, and by incorporating the critical investigation of creative and aesthetic expression, students will consider both theory and praxis as related to change. Students will examine our responsibilities as global citizens through discussion-based inquiry and their own research and writing on the topic.

- GLOBAL EXCHANGE PROGRAMS

Westover’s Global Programs provide opportunities for our community to learn more about ourselves and our neighbors--both within our walls and beyond. We are inspired by our motto *to think, to do, to be*; as part of this “being” we must push ourselves to cross borders and engage with one another. Through this engagement, we support students from all over the world as they join and thrive as part of the Westover community. We are all challenged to reflect on our home cultures and backgrounds as we strengthen and contribute to our pluralistic and global world. For decades, Westover has run successful exchange programs with a number of schools around the globe. These experiences shape participants and our greater community in important ways and demonstrate the value of a true global education. See our website for more details on each program: www.westoverschool.org/global_exchange.

- Australia (Perth): St. Mary’s Anglican Girls’ School
- China (Shanghai): Shangde Experimental School
- England (Thatcham): Downe House School for Girls
- France (Villers Cotterêts): Lycée Européen
- Japan (Kawasaki): Senzoku Gakuen
- Jordan (Amman): The Ahliyyah School for Girls
- Spain (Seville): Colegio Bienaventurada Virgen María Irlandesas de Bami

INVEST IN GIRLS (IIG)

(not for credit; a three year co-curricular program beginning in Sophomore year)

Invest in Girls is a financial literacy program which gives girls an introduction to financial and business concepts and exposes them to women and careers in business and finance. The program incorporates goal setting throughout the workshops and, regardless of whether or not the girls choose a career in finance, these life skills, centered around understanding financial issues, will help them in whatever path they choose. The goal of the program is to create financially confident, independent young women. The following describes the curriculum in each year:

❖ **Sophomore Year**

The workshops focus on personal finance and individual goal setting. Girls learn about the importance of creating spending plans (budgets), the power of compound interest and saving early in life.

❖ **Junior Year**

Girls learn about different types of investments, how to think about investing (diversification, risk, etc.), and the financial markets. Through an online game, girls invest virtual money and can actually follow their performance over time. The Juniors also are assigned alumni mentors in business or finance with whom they communicate monthly. Mentors receive monthly discussion topic suggestions.

❖ **Senior Year**

The workshops focus on social business concepts, by covering philanthropy, social entrepreneurship, impact investing, socially responsible investing and negotiation skills. Girls also get a basic understanding of financial statements so that they can make smarter investment and charitable decisions. The Seniors manage the school store, gaining hands-on experience working in and running a small business.

There are four 90-minute workshops in each of the three years. In addition, in each year, two industry trips are scheduled to expose girls to professional women in the world of finance. The trips are meant to augment the workshops and to give girls both an understanding of the business visited and advice on career and life choices.

MANHATTAN SCHOOL OF MUSIC (MSM)

Students in the Manhattan/Westover coordinated program must audition and be accepted by the Manhattan School of Music into their Pre College Division, a world class pre-professional school of music. Classes at Manhattan School meet Saturday mornings and include a private lesson in the student's instrument or voice, plus classes in Music Theory and Ear Training. At Westover these students must fulfill the basic arts requirements, but will be exempt from sports requirements for graduation. The Manhattan School of Music charges a separate tuition for these classes. Please see their [website](#) for more information. Westover School transportation will be provided for a fee.

ONE SCHOOLHOUSE (OS)

Please see page 44 for a complete description of the program and the courses offered.

SONJA OSBORN MUSEUM STUDIES INTERNSHIP (SOMSI)

(1/4 credit, one season, application process required)

Please see page 33 for a complete description.

HEALTH & WELLNESS

The Wellness Curriculum is spread out over the four years of a student's academic career. Westover feels that there are aspects of the health curriculum that need more concentration over a longer period of time and adapted for each grade level. All topics are designed to encourage students to develop resiliency as well as the skills to become more proactive in maintaining wellness. As the curriculum progresses, not all topics will be assigned specific class time but rather may take the form of a workshop during orientation or drop periods throughout the year. Below is the breakdown of what each year will focus on. It is the goal that topics of wellness can be adopted into all aspects of a student's academic career at Westover. The Health and Wellness team will work interdepartmentally to ensure that this is part of the focus of their learning.

- FRESHMEN YEAR: NEW BEGINNINGS

(1/6 credit, required for graduation)

The focus for all freshmen will be developing skills around time management, stress management, nutrition, and how to build and maintain healthy relationships. Inherent in the latter is conflict resolution. An introduction to mental health will be covered, as well as topics to focus on disordered eating and hygiene.

- SOPHOMORE YEAR: HEALTHY LIVING

(1/6 credit, required for graduation)

In freshman year, a strong foundation was set to build on health and wellness and identifying self care for the students, this will be continued in Sophomore year as stress management and healthy relationships will continue. Going further into Spring term, the focus will shift to drug use/abuse and sex education.

- JUNIOR YEAR: PREPARING FOR THE FUTURE

(no credit, one semester of workshops)

Stress management will continue to be a common thread, as well as the development of leadership skills. College counseling will also be a major piece of the curriculum. Beginning in January, Juniors will attend weekly College Seminars for eight weeks to learn about the college application process.

- SENIOR YEAR: LOOKING AHEAD TO COLLEGE

(no credit, workshops only, required for graduation)

The focus for Seniors will be looking ahead to college and how best to manage campus life independent of the confines of a small boarding school. The topics for Seniors will include budgeting, self-defense, safety on campus and at parties, sex education/protection, and alcohol/drug use/abuse.

NOTE: Having taken a health class at a previous school will not exempt a student from these required courses.

ATHLETICS

Athletics are an integral part of the curriculum at Westover, and student participation is required throughout both semesters. Athletics will be divided into three season offerings. There are a variety of team, individual and non-competitive offerings throughout the year. A “Pass” or “Fail” grade is determined by attendance and attitude. A “Pass” grade each season is necessary for graduation.

Students are encouraged to take part in a variety of sports during their years at Westover. New girls in grades 9 and 10 must take two team sports, one of which must be in the Fall Term. Freshmen and new Sophomores may participate in the fall play as a team sport.

All returning Sophomores and all Juniors must take one team sport per year; theatre productions *will not count as a team sport* for these girls. Seniors are not required to take a team sport. Any student may arrange to participate in a drama production in any one of the seasons. Students on a **Performance Emphasis Track** (*please see page 39 for description*) may be exempted from two seasons to participate in drama productions and will be required to participate in an appropriate team sport during the remaining season.

By petition to the head of the Athletic Department and her advisor, a student may be exempted from one season of sports her Junior or Senior years to take AP® Studio Art. If the student’s project advisor finds the student’s actual work unsatisfactory in biweekly checks, the athletic exemption will be cancelled. Students taking part in the Sonja Osborn Museum Studies Internship (SOMSI) (*please see page 33 for description*) or Manhattan School of Music (MSM) (*please see page 49 for description*) are exempted from sports during that season.

Students may also choose to join the Community Service Team, through the Rasin Center for Global Justice, for one season of sports during her Junior and Senior years. During the Fall and Spring Seasons, this Team participates three times a week in partnership with local service organizations under the direction of the Director of Community Service; additionally, they explore social justice issues and work on student-directed projects.

SPORTS OFFERED

FALL

Team Sports:

- Soccer, Cross Country, Volleyball
- Dance Ensemble, Dance Team (*please see page 35 for course description*)
- Fall Production (*team sport for new girls only, please see page 35 for course description*)
- Outdoor Program

Individual Sports:

- Dance Class (*please see page 36 for course description*)

WINTER

Team Sports:

- Basketball, Swimming, Squash
- Dance Ensemble, Dance Team

Individual Sports:

- Dance Class, Rock Climbing, Yoga,
- Fitness and Weight Training, and other rotating offerings

SPRING

Team Sports:

- Golf, Lacrosse, Rowing, Softball, Tennis
- Dance Ensemble, Dance Team
- Outdoor Program

Individual Sports:

- Dance Class, Senior Fitness and Weight Training

Those girls who become full-time managers will be excused from active sports participation during that term. They will receive a “Pass” or “Fail” and a comment for their managerial duties.

DRAMA/TECH EMPHASIS PLANNER

Student's Name: _____

Entered Westover in grade: 9 10 11 12

- **Grade 9 and New Girls**

Two terms of Drama, Plus a Team Sport or Dance.

FALL: Musical (*required*)* _____

WINTER: _____

SPRING: _____

- Play requirement fulfilled
- Dance requirement fulfilled

- **Grade 10 and 11**

Two terms of Drama, Plus a Team Sport or Dance.

FALL: _____

WINTER: _____

SPRING: _____

- Play requirement fulfilled
- Dance requirement fulfilled

NOTE: Students who drop out of Drama Emphasis in their Sophomore year will have the requirement of two Team Sports in their Junior Year.

- **Grade 12**

No Team Sport requirement. Seniors may take three terms of drama.

- Play requirement fulfilled

*A new student interested in doing a team sport in the fall may petition the Director of Drama and Athletic Director to use the Winter and Spring plays for her Drama Emphasis.