



WESTOVER
SCHOOL



Curriculum Guide
2023 - 2024

WESTOVER SCHOOL

Middlebury, CT

Curriculum Guide

2023 - 2024

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MISSION STATEMENT

Westover empowers young women to lead lives of consequence.

ACADEMIC VISION STATEMENT

Westover's learning community fosters confident, independent, resourceful, and self-aware students by challenging them to think critically and creatively, work collaboratively and inclusively, and communicate effectively and courageously. By building confidence through reasoned and willing risk-taking, and by providing an environment that cultivates joy for life-long learning, our balanced approach to dynamic programming cultivates global awareness to empower students to lead lives of consequence.

Enlightened Scholar

Engaged Citizen

Empowered Woman

GRADUATION REQUIREMENTS AND SCHEDULING

Students must complete a minimum of 18 credits and must complete their 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
Social Sciences	3
Science	3
Arts	2*

** With the implementation of a Wise/Arts curriculum, beginning with the incoming class of '26, students will no longer receive a giveback in the Arts and will need to fulfill the required 2 Arts credits for graduation. WISE students in the classes of '24, '25, and '26 will be able to continue planning on the 1 ¼ credits in the Arts.*

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.

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 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

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 Chief Academic Officer and the Health Center
- 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 Chief Academic Officer
- 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 Chief Academic Officer
- 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

Striving for an antiracist and anti-bias learning environment, Westover's English Department balances rich literary traditions with contemporary English Language Arts and Literature Studies in order to help students cultivate scholarly and human values of curiosity, patience, care, thoughtfulness, and creativity. The curriculum begins with 9th and 10th grade core courses, English I and English II, which emphasize close reading and annotation skills, develop a vocabulary of critical terms, and facilitate student discussion skills. Through both expository and creative assignments, students learn to write unified, precise, and well-developed paragraphs and essays. In 11th and 12th grade, students choose from a range of semester-long elective courses, which allow them to deeply explore a variety of themes and topics while continuing to develop as readers, writers, and thinkers. Beyond core reading, writing, speaking, and thinking skills with additional instruction in vocabulary, grammar, and mechanics, each course in the English Department centers the students' experience as matters of thinking, doing, and being in alignment with Westover's longstanding motto.

English I	Full Year	1 Credits	
<i>Prerequisites: N/A</i>			
<p>An introduction to close reading, critical thinking, and concise writing, this course explores a variety of genres as English I students learn annotation and close reading skills in order to understand how, through craft, language becomes literature. Moreover, the course facilitates students' discussion skills through the use of textual evidence to refine literary commentary. Through both expository and creative writing, students are taught to write unified, orderly, and well-developed paragraphs which serve as the building blocks and foundation of rich, complex essays. Exploring the theme of personal, cultural, and political revolution, English I students explore how we begin to understand and define who we are in an ever changing and often tumultuous world. Texts may include <i>Persepolis</i>, <i>Under the Udala Trees</i>, <i>Notes from the Field</i>, and Shakespeare's <i>Macbeth</i>.</p>			

English II	Full Year	1 Credit	
<i>Prerequisites: N/A</i>			
<p>This course focuses on developing students' skills in close reading and composition, focusing in particular on critical analysis of literature. Special attention is given to developing and supporting ideas in paragraph form and then in unified, multi-paragraph essays, while also offering opportunities for writing creative prose and poetry. Building on English I's work, English II students hone their abilities to craft clear, sophisticated sentences that precisely articulate complex ideas. Exploring the interrelated themes of family, neighbors, and strangers, students will read non-fiction, poetry, fiction, and a Shakespeare play. Novels may include Julie Otsuka's <i>The Buddha in the Attic</i>, Sandra Cisneros' <i>The House on Mango Street</i>, and Jacqueline Woodson's <i>Red at the Bone</i>.</p>			

Lyric Poetry/Lyric Film	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>What do poems and films have in common? A focus on the image. Early filmmakers like Sergei Eisenstein were influenced by lyric poetry in devising film techniques like the cut and the montage to create emotional responses in viewers. Likewise, poets soon began to look to film—especially experimental, non-narrative work—as inspiration for radical juxtapositions of imagery and experiments in form. Students will explore a range of poems and films from the early days of cinema up through contemporary video works, such as those created for the Motionpoems project or Vanessa Angélica Villarreal’s “Estrellada.” In this way students will gain a deeper understanding and appreciation of the parallel histories of poetry and film. Students will hone their skills of analysis of poetry and film, as well as writing poems and making a short video poem of their own. An interest in creative experimentation is welcomed and encouraged in this class!</p>			

Hauntings: Literary Ghosts	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>Emily Dickinson wrote, “One need not be a chamber to be haunted.” Whether a specter haunts a person or a place, what does this suggest about the hold of the past on the present? What is the relation between the dead and our memories of them? And what place do ghosts have in the rationalist, modern world? In this class students will investigate the figure of the ghost as a metaphor for the lingering effects of past traumatic histories, both personal and social. Students will explore a range of texts and films, which will include works by Henry James, Toni Morrison, Viet Thanh Nguyen, and Mati Diop. Assessments will include critical analysis and a creative project: a ghost story set at Westover based on research done in the Westover archives.</p>			

Secrets and Lies	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>“A good person does not lie.” This simple statement reflects a commonly held moral value. As children, we are often told that truth telling and lying are explicit examples of “right” and “wrong” behaviors. As we gain experience in the world, however, our understanding of right and wrong becomes nuanced and refined by ideas like sympathy, competition, jealousy, self-preservation, and greed. In our current cultural context, what constitutes “truth” seems to have become increasingly malleable. In our work in this course, we will examine our own sense of morality in the context of questions like these: What role does truth play in a society? In a family? When, if ever, is it morally acceptable to lie? When, if ever, is it appropriate to reveal a secret? What prompts kind and ethical human beings to engage in deception? What are the consequences of such actions (or inactions)? We will study both novels and shorter works with these questions in mind.</p> <p>Course readings may include texts such as <i>Never Let Me Go</i> (Ishiguro), <i>Everything I Never Told You</i> (Ng), and <i>The Death of Vivek Oji</i> (Emezi) as well as shorter pieces, poems, and essays.</p>			

Classics Remix	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>Literary texts deemed “classics” continue to exert their hold on readers across centuries and continents, and writers have responded back to those texts through adaptation, reimagination, and revision. This course will focus on one or two texts deemed classics: students will read, analyze, and discuss them to explore themes and issues embedded in those texts before exploring one or more contemporary “remixes” of those texts. Students will explore these remixes and more as well as creating remixes of their own. In writing and discussion, students will compare and contrast originals and remixes to highlight thematic continuities as well as the way the same story can address different cultural and social issues. Sample classics that could be explored are <i>Beowulf</i>, <i>Oedipus Rex</i>, <i>The Odyssey</i>, <i>Frankenstein</i>, <i>Jane Eyre</i>, <i>Heart of Darkness</i>, and <i>Howard’s End</i>.</p>			

Indigenous Literatures	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>This course delves into the rich and diverse literary traditions of Indigenous peoples, exploring contemporary works such as <i>The Marrow Thieves</i> by Cherie Dimaline and <i>Braiding Sweetgrass</i> by Robin Wall Kimmerer, as well as seminal texts <i>A Grain of Wheat</i> by Ngũgĩ wa Thiong’o and <i>Pounamu, pounamu</i> by Witi Ihimera. Throughout the course, we will examine the ways in which Indigenous writers have imagined native futures and responded to the challenges of colonialism, environmental degradation, and cultural erasure.</p> <p>Through critical analysis, creative expression, and a hands-on group project, students will explore the complex relationship between time, memory, and identity in Indigenous literature as well as the ways native authors challenge dominant narratives and assert their own cultural identities and traditions through representations of native futures.</p>			

Unconventional Narratives	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>What happens when a story is told by all of its characters and not just one? How do we decide what’s true when faced with different versions of the same event? This course will focus on writers and works that depart from traditional narrative form, exploring works that experiment with structure, storytelling, and perspective. As we study how and why authors experiment with form, we will also consider how alternative narrative structures might affect our relationship with and perception of literature and the realities of the world around us. Texts may include short fiction, novels, graphic novels, poetry, and films. Because many experimental writers see their literary work as challenging oppressive social structures, some work may contain challenging and sometimes disturbing language and situations, including mental illness, racism, and violence.</p>			

Hyphenated-Americans	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>The various movements of the 1960s for the civil rights of those facing racial and ethnic oppressions in the United States challenged older paradigms of the “melting pot” of American identity, exposing the assimilationist demands of a white supremacist American society. At the same time, new formulations of collective identity affirmed the distinctiveness of different groups within a non-homogenous society. Thus the rise of hyphenated identities and, by extension, literary works, as a way to mark and celebrate the uniqueness of cultural and racial experience: African-American, Asian-American, Mexican-American, Filipino-American, Arab-American, Native American, etc. In this course we will focus on the literary explorations of the identities of one or two of these groups to explore the ways in which groups often called “minority” have worked to define themselves through fiction, non-fiction, and poetry. How does a writer’s double consciousness as both distinctive yet also American shape their creative expression?</p>			

Mothers & Daughters	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>The bond between mothers and daughters is deemed to be unconditional, everlasting, and inspirational. However, it may also be deeply contentious, marred by the matriarch’s desire to control, smother, or quell their daughter’s development. We will deepen our understanding of familial dynamics between mother and daughter and question: what happens to daughters who reject their forebearer’s influence? What are the consequences of daughters rebelling against the ideal and traditional bond and shaping a new identity for themselves? Will each woman see the other beyond their role as mother and child? Assessments will include short argumentative pieces “in defense of” mother or daughter and culminate with a critical analysis paper on one of the course’s selected texts.</p>			

AP® English Language and Composition	Spring Semester	½ Credit	
<i>Prerequisites: IXL Overall Reading Score of 1200 OR recommendation from current English teacher</i>			
<p>While serving as intensive preparation for students to take the Advanced Placement Language and Composition examination at the end of the year, this course also empowers students for effective civic engagement in the world they inhabit. Reading and writing in the course is designed to deepen and expand students’ understanding of how language functions rhetorically: addressing specific audiences in specific situations to elicit specific responses. Students will develop their skills as critical and responsive readers of diverse texts from a variety of historical periods and rhetorical contexts to understand how writers communicate their intentions through</p>			

a variety of rhetorical and persuasive techniques. Students will also hone the flexibility of their composition skills by writing prose to address a variety of purposes. Students must be prepared for frequent timed writing assignments and regular quizzes on vocabulary and rhetorical terms. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

Speculative Fiction	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>An expansive genre that encompasses science fiction, fantasy, magic realism, horror, as well as utopian and dystopian literature, speculative fiction envisions alternate, parallel, possible, or imagined worlds. Situating our study in a global context, we will explore how the themes and tropes act as allegories for the problems of the human condition from a variety of social, cultural, and philosophical perspectives. The course will focus on a variety of short- and long-form readings in order to provide a survey from some of the earlier writers in the genre up through contemporary subgenres and topics such as Afrofuturism, climate fiction, the android, and the alien. Student assessments will include class discussions, individual and group projects, analytical writing, and creative speculative writing.</p>			

Family, Legacy, & Identity	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>The historical and social realities of our lives are written into the essence of our beings and inform how we exist in the world, how we connect to people, how we deal with tragedy, how we survive, and how we construct the meaning of “family.” In an exploration of familial relationships, particularly the relationships between parents and children and the external forces that shape identity, students will engage in conversations about how we become the people we are and how we deal with the convergence of our own realities and the legacies of our families as we define our identities. Additionally, the course will consider the necessity of storytelling and how art and literature seek to explain traumatic events that are often inscrutable, frequently beyond comprehension. Course work will involve journaling, analytical and reflective writing, and personal reflection.</p> <p>Texts may include selected poems, short writing, and essays in addition to texts such as Kazuo Ishiguro’s <i>A Pale View of Hills</i> and Ocean Vuong’s <i>On Earth We’re Briefly Gorgeous</i>.</p> <p><i>Note: The content of the course deals with heavy/potentially triggering topics.</i></p>			

The Empire Writes Back	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			

Writing about the struggle of colonized peoples to throw off the rule and influence of European colonial powers, Algerian psychoanalyst and activist Franz Fanon argued that “imperialism leaves behind germs of rot which we must clinically detect and remove from our land but from our minds as well.” In the wake of the political decolonization of many nations in the 20th century, writers have grappled with ways in which to, in the words of Kenyan writer Ngũgĩ wa Thiong’o, “decolonize the mind” through literature. In this course, we will explore the ways in which postcolonial writers have attempted to speak back to the systems, languages, and ideologies of European imperialists who sought to label colonized peoples as “inferior.” An exploration of select novels, stories, poems, and films from India and a variety of African nations will offer students glimpses of the many forms taken by the postcolonial imagination.

Fictions of Gender	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>The popularity of “gender reveal” gatherings in-person or on social media suggests something of the ceremony, theater, and ideological work which go into the making and keeping of gendered binaries and roles. But what happens if we try to see past the pink and blue smoke to ask serious questions of what is too often taken for granted as “natural”? What is the difference between sex and gender, and how do genders come to be understood, lived, and reimagined? Why are some so committed to this binary, and what might it mean to move beyond it? In this course, we will collectively examine what constitutes masculinity and femininity, straightness and queerness, cis and trans identities. We will examine theory, fiction, and primary accounts, challenging ourselves to expand whatever assumptions and definitions we might have held when starting the semester. Assessments will include analytical and reflective writing to extend our understanding of what we mean when we say, “them,” “her,” or “him.”</p>			

Love Stories	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>“Reader, I married him.” From the Middle Ages to contemporary rom-coms and “chick-lit,” romantic love has formed the basis of one of those most enduring narratives, the love story, which itself often follows a trajectory to marriage. What is the nature of romantic love and how is it represented in fiction? What gendered ideals and values are shaped and reinforced by these romantic fictions? How do writers both work within but also test the boundaries of narrative conventions? In this course, we will explore a variety of narrative works that codify, challenge, and expand the conventions of the love story.</p>			

Shakespeare on Page, Stage, & Screen	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>In this course, students will explore two of Shakespeare’s plays, a Comedy and a Tragedy, with careful close reading of and attention to the conventions of each genre, while also attending to</p>			

the ways that Shakespeare's themes continue to speak to our own contemporary concerns, particularly those of gender, identity, and social status. In addition, keeping in mind that Shakespeare was a working dramatist who wrote for the stage, we will investigate the ongoing relations between the page and performance, a dynamic and ever-evolving opportunity for interpretation and re-imagination. To that end, we will spend some time viewing scenes from several different performances and film versions of the plays to see the openness of Shakespeare's texts to creative renewal. Attention will also be given to the global reception of Shakespeare to further consider differing cultural responses to Shakespearean genres and themes.

Fiction Writing Workshop	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>In Fiction Writing Workshop, students will engage with one another as writers. In this course, they will develop their unique voices by studying the mechanics of prose fiction, imitating a diverse array of published authors, and developing pieces based on prompts. Throughout the semester, writers will engage in exercises intended to develop skills around craft and to practice revision techniques to refine their work.</p> <p>The course is grounded in a workshop setting with required frequent writing assignments, written responses to peer's work, and two reflection essays. Students in Creative Writing Workshop can expect to experience a productive atmosphere rooted in creativity, constructive criticism, and intellectual daring, while engaging with one another as writers.</p> <p>Exemplar texts may include short fiction from writers such as Weike Wang, George Saunders, Jhumpa Lahiri, Clare Keegan, Rick Moody, and Claire Vaye Watkins. The list of stories and authors is constantly evolving and responsive to student interest and focus.</p>			

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)..

ALGEBRA I	Full Year	1 Credit	
<i>Prerequisites: Department Placement</i>			
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	Full Year	1 Credit	
<i>Prerequisites: Algebra I and/or Department Placement</i>			
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	Full Year	1 Credit	
<i>Prerequisites: Department assignment after first Midterm grading Period</i>			
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	Full Year	1 Credit	
<i>Prerequisites: Algebra I and Geometry</i>			

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	Full Year	1 Credit	
<i>Prerequisites:</i> Algebra I, Geometry or Honors Geometry			
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	Full Year	1 Credit	
<i>Prerequisites:</i> 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.			

HONORS PRE-CALCULUS	Full Year	1 Credit	
<i>Prerequisites:</i> 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.			

HONORS PRE-CALCULUS PLUS CALCULUS	Full Year	1 Credit	
<i>Prerequisites:</i> 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	Full Year	1 Credit	
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Prerequisites: 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)	Full Year	1 Credit	
Prerequisites: 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)	Full Year	1 Credit	
Prerequisites: 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, 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	Full Year	1 Credit	
Prerequisites: Pre-Calculus			
A statistics course that will introduce students to the major concepts of collecting and analyzing data, 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.			

Multivariable Calculus	Full Year	1 Credit	
Prerequisites: AP® CALCULUS (BC)			

A course designed for the highly motivated student with a special interest in higher mathematics. This course moves at a rigorous pace and covers topics in the calculus of multidimensional spaces, including vector functions, multivariable differentiation, and multivariable integration. This course prepares students for further studies in advanced mathematics and related fields.

Multidimensional spaces: coordinate systems, vectors, dot product, cross product, lines and planes.

Vector functions: limits, derivatives, and integrals of vector functions; velocity and acceleration.

Multivariable differentiation: partial derivatives, directional derivatives, gradients, critical points and the second derivative test, maximum and minimum values, method of Lagrange multipliers.

Multivariable integration: double and triple integrals, line and surface integrals, Green's theorem, Stokes' theorem, and the divergence theorem.

LANGUAGES

The Language Department offers course sequences from the introductory to the fifth year levels in French, Latin, and Spanish. Level placement is determined by the Language Placement Test and teacher information form for all new students. 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 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 I	Full Year	1 Credit	
<i>Prerequisites: N/A</i>			
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	Full Year	1 Credit	
<i>Prerequisites: French I</i>			
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	Full Year	1 Credit	
<i>Prerequisite: French II</i>			
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	Full Year	1 Credit	
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Prerequisite: French III

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.

French V

Full Year

1 Capacity

Prerequisite: French IV or AP French

The goal of this class is to allow students to use the French they already know and take their language skills to the next level in accuracy and complexity.

During the *fall semester*, students will delve into the Francophone African and North African modern literature with novels from Ivory Coast, Guinea, Sénégal, and Morocco from authors such as Camara Laye, Véronique Tadjo, Fatou Diome, and Taha Ben Jelloun. Some of the novels will be supplemented by video materials and films.

During the *spring semester*, students will switch from the African continent to the French Riviera and will study the famous novelist, playwright, and filmmaker of the twentieth century Marcel Pagnol. Students will explore three of his famous novels “Marius”, “Jean de Florette” and “Manon Des Sources” through both his writing and his movies. The topics covered will allow students to refine and further enhance their written and oral competencies.

If you are curious about Francophone literature and if you like to discuss what you have read and watched, this course is for you!

AP French

Full Year

1 Credit

Prerequisite: French IV

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.

Intensive Italian	Full Year	1 Credit	
<i>Prerequisites: Students must have fulfilled their three-year language requirement before enrolling in this class</i>			
<i>This course uses the communicative method to emphasize the fundamental skills of second language acquisition. Students apply grammatical structures in context with meaningful activities. They will listen to Italian songs, take virtual tours of Italy, create brochures on different tourist regions, learn about traditional cooking, and create engaging dialogues on a vast array of topics. Students will also watch two award-winning Italian movies, "Cinema Paradiso" and "L'Ultimo Bacio".</i>			

Latin I	Full Year	1 Credit	
<i>Prerequisite: N/A</i>			
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. Attention is given not just to the lives of wealthy Romans in positions of power, but to the wide diversity of those who contributed to Roman civilization.			

Latin II	Full Year	1 Credit	
<i>Prerequisite: Latin I</i>			
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.			

Advanced Elective A/Latin IV	Fall Semester	½ Credit	
<i>Prerequisites: successful completion of Latin III or the equivalent; students may take both electives as Latin IV</i>			
The Advanced Latin program at Westover is tailored to the needs, strengths, and interests of the students enrolled. The focus varies year to year, and may include, but is not limited to, topics such			

as transformation in Ovid's *Metamorphoses*, Roman Social Media, Murder Trials, philosophy, Vergil's *Aeneid* and *Eclogues*, and Roman comedy and tragedy. The instructor and students work together to build the course while reviewing grammar in the opening weeks of the semester.

Advanced Elective B/Latin IV	Spring Semester	½ Credit	
<i>Prerequisites: Successful completion of Latin III or the equivalent; students may take both electives as Latin IV)</i>			
<p>The Advanced Latin program at Westover is tailored to the needs, strengths, and interests of the students enrolled. The focus varies year to year, and may include, but is not limited to, topics such as transformation in Ovid's <i>Metamorphoses</i>, Roman Social Media, Murder Trials, philosophy, Vergil's <i>Aeneid</i> and <i>Eclogues</i>, and Roman comedy and tragedy. The instructor and students work together to build the course while reviewing grammar in the opening weeks of the semester.</p>			

Latin III	Full Year	1 Credit	
<i>Prerequisites: Latin II</i>			
<p>This course, structured as two distinct units which may vary from year to year, provides an opportunity for students to explore topics and genres in a focused and in-depth manner. In the 2023-2024 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, after continuing textbook work, 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.</p>			

Spanish I	Full Year	1 Credit	
<i>Prerequisites: N/A if none</i>			
<p>In this introductory course, students will focus on developing the four language skills: writing, reading, listening and speaking. Students will learn the essential communicative functions and primary language patterns and vocabulary. Each lesson represents new vocabulary and grammar concepts with listening comprehension, cultural readings, and writing activities reinforcing grammar and vocabulary. They will be introduced to the cultural aspects of Spanish-speaking countries. Classes are conducted primarily in Spanish.</p>			

Spanish II	Full Year	1 Credit	
<i>Prerequisites: Spanish I</i>			
<p>Students will expand their vocabulary and grammar concepts. Students will increase their listening comprehension and will be able to read short passages more fully. Each lesson represents new vocabulary and grammar concepts with listening comprehension, cultural readings, and</p>			

writing activities reinforcing grammar and vocabulary. Students are further exposed to Spanish-speaking culture in all materials and resources. Classes are conducted primarily in Spanish.

Spanish III	Full Year	1 Credit	
<i>Prerequisites: Spanish II</i>			
<p>This course extends the study of basic patterns, concentrating on the more complex aspects of Spanish grammar and 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 readings gradually increases over the year. Various websites are introduced to the students to aid their preparation and study outside of class. As the year progresses, increased emphasis is placed on the student's proficiency in speaking Spanish. Classes are conducted in Spanish.</p>			

Honors Spanish III	Full Year	1 Credit	
<i>Prerequisites: Spanish II and permission of the Language Department</i>			
<p>Similar to Spanish III, this course extends the study of basic patterns, concentrating on the more complex aspects of Spanish grammar. Concepts are covered in depth and reinforced by various discussion-based activities. Literary and cultural readings are used for class discussion and writing assignments, allowing students to consolidate their knowledge through the active use of the language. The course also offers increased exposure to Hispanic history and culture through films and Internet resources. As the year progresses, increased emphasis is placed on oral proficiency. Classes are conducted in Spanish.</p>			

Spanish IV	Full Year	1 Credit	
<i>Prerequisites: Spanish III or Honors III</i>			
<p>This course is designed for students who wish to increase their Spanish skills and gain proficiency in communication. Students will acquire new vocabulary and review grammar usage in context through readings, movies, documentaries, and more. Various cultural topics from the Spanish-speaking world will also be shared to enhance comprehension. Several student-centered projects are assigned, requiring the students to demonstrate their language skills. Classes are conducted in Spanish, and participation in class discussions is essential.</p>			

Honors Spanish IV	Full Year	1 Credit	
<i>Prerequisites: Spanish III or Honors III and permission of the Language Department</i>			

Building on prior study of the Spanish language and associated cultures, this upper-level course aims to provide a thorough review of all grammar structures, an expansion of vocabulary, a general insight into Spanish literature, and an increased proficiency in communicating and understanding Spanish. Various projects will be assigned throughout the year to enhance students' confidence and comfort in Spanish. All students will be expected to use Spanish in this course. Classes are conducted entirely in Spanish.

Spanish V	Full Year	1 Credit	
<i>Prerequisite: Spanish IV or Honors IV</i>			
<p>This course is designed to challenge students with a strong background in the Spanish language. By studying authentic materials (print, audio, audio-visual, etc.), students will develop their language proficiency and cross-cultural competency and expand their knowledge of products, practices, and perspectives that represent a variety of Hispanic cultures. Students will develop and complete various hands-on projects connecting with their community and world experience. Students will engage in daily discussions exclusively in the target language and produce written and spoken communication on multiple topics.</p>			

ENGLISH LANGUAGE LEARNERS

We want all of our students to be as engaged as possible in classes, including their written work and class discussions. For those students who have already achieved a high or 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, we offer an English Language Learners program. In addition to the immersion experience of being on Westover's campus, the aim of the program is to refine students' English skills so that they may be fully engaged in the Westover community. Students can seek regular assistance from their teachers and advisors.

Language and Culture	Full Year	1 Credit	
<i>Prerequisite: Taken concurrently with English I</i>			
<p>Language and Culture 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 and in every other aspect of Westover life. The course will provide the basis for an in-depth study of reviewing and introducing grammar, vocabulary, idioms, pronunciation, and aspects of U.S. culture through novels, music, videos, short stories, articles, and discussion. Students will be taught to develop confidence and competence in natural conversation through role-play and activities. Careful attention will be paid to individual students and their specific needs. Language and Culture meets three times a week. The support and instruction from Language and Culture will enable students to be as engaged as possible in their other classes, including their written work and class discussions. Our program aims to prepare students for active participation in the Westover community, as well as providing a successful transition to living and learning while in the United States.</p>			

HISTORY

The History program at Westover is designed to develop an understanding and appreciation of historical, social, cultural, economic and political heritage throughout the world and assist students in knowing themselves more fully within changing historical contexts. To satisfy graduation requirements, each student will earn three credits from the History course offerings: Global Connections in the Ninth Grade, American History in the Tenth Grade and one credit of electives by the end of the Twelfth Grade.

Global Connections	Full Year	1 Credit	
<i>Prerequisites: N/A</i>			
<p>This required 9th-grade course sets the foundation for all Westover students in the discipline of history and will help students as they study, read, write, and think critically at Westover and beyond. The course begins with a look at the world when humans first began interacting on a global scale, around the year 1500. Students will examine major themes and developments in world history through the lens of a number of case studies, independent research projects, and group work. Students will also increase their familiarity with global geography, demographics, and a variety of source types and engage with current events on a regular basis. At its core, this is a skill-building course focused on honing each student's ability to analyze modern global history through improvement in a variety of skill sets, including reading, writing, presenting, researching, and discussing ideas and content. Students will practice thinking and writing critically, consider multiple points of view, and explore how understanding the past is essential in making sense of the present and preparing for the future.</p>			

American History	Full Year	1 Credit	
<i>Prerequisites: N/A</i>			
<p>American History serves as a primer course for future exploration of topics related to the formation, development and legacy 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 nation's political and economic growth, both nationally and globally; 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, social tension, and a divisive political landscape. The course is structured around a set of essential questions that guide students through the different time periods and eras of American History. By utilizing this "Inquiry-Based Model" of learning, students are able to dive deeper into the main themes of the course and form their own opinions about foundational American principles, foreign and domestic policy, race relations, class divisions and other current topics. At the conclusion of each time period, students will compose answers to the set of essential questions posed at the beginning of the unit. By working with primary sources, class material, discussions and media presentations, each student will create a unique set of responses based on their analysis of the era.</p>			

AP® UNITED STATES HISTORY	Full Year	1 Credit	
<i>Prerequisites: Teacher Recommendation: Must have achieved a grade of an A in US History</i>			
<p>This full-year, intensive course surveys and analyzes significant events and issues in U.S. history from pre-colonial civilizations through the present day. Students will be expected to undertake a college-level workload as they continue to develop their analytical reading and writing skills while deepening their understanding of social, political, economic, and cultural themes in American history. They will work extensively with primary sources and scholarly texts. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.</p>			

AP® Human Geography	Full Year	1 Credit	
<i>Prerequisites: Completion of Global Connections and US History also; open to students with an "A" average in Global Connections</i>			
<p>More people are presently alive than at any other point in Earth's history, with population growth mostly concentrated in developing countries. Can the Earth sustain more than the 8 billion people that currently call it home, let alone the added billions in the future? This course will study population growth and how that growth will affect the future population of the world as a whole. Students will cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. Moreover, with the help of the book <i>Factfulness</i> by Hans Rosling, we will explore the major misconceptions that are prevalent in the world and how they in turn impact our view of development. By analyzing the ten instincts that distort how we understand global problems, we will research a variety of countries, hopefully turning our dramatic worldview into a more accurate and honest one. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.</p>			

Homegoing: History through Fiction	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>This interdisciplinary course uses Yaa Gyasi's novel <i>Homegoing</i> (2016) to examine the interconnection of Ghanaian and American history. This piece of historical fiction centers on one family divided by the transatlantic slave trade, with each chapter focused on the story of one family member per generation set against various, chronological historical backdrops, switching back and forth between Ghana and the United States. Each chapter will constitute a unit for exploring the history and development of both nations from the mid-1700s to the present. Students will draw on secondary and primary historical sources and their own independent research to produce analysis demonstrated through discussions, writing, and oral presentations.</p>			

Human Geography	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>More people are presently alive than at any other point in Earth's history, with population growth mostly concentrated in developing countries. Can the Earth sustain more than the 8 billion people that currently call it home, let alone the added billions in the future? This course will study population growth and how that growth will affect the future population of the world as a whole. Moreover, with the help of the book <i>Factfulness</i> by Hans Rosling, we will explore the major misconceptions that are prevalent in the world and how they in turn impact our view of development. Students will work with current statistical data to gain a better understanding of the current state of the world through project based learning throughout the term.</p>			

Boom and Bust	Fall Semester	1/2 Credit	
<i>Prerequisites: N/A</i>			
<p>Centering the historical experiences of women, Black Americans, immigrants, and LGBTQ individuals, this class examines facets of the 1920s and 1930s not typically recognized or understood. Americans often romanticize the 1920s as a glamorous decade marked by economic prosperity, elegant fashions, and the first wave of women's liberation. However, conflicts surrounding civil rights, religious toleration, and economic justice also shaped the decade. In 1929, the onset of a prolonged economic collapse known as the Great Depression brought these conflicts to the fore. In response to the Great Depression, Americans questioned the dominant ideologies of liberalism and capitalism that had long been taken for granted, and created the political order that we still grapple with today. As always, the personal and the political intertwined, and the era's economic rise and fall touched every aspect of self-identity and social relations in the United States. Through analysis of the film, art, literature, and political debates of the 1920s and 1930s, students in this class will assess the long-term political, cultural, and social impact of economic collapse.</p>			

Democracy: Theory and Practice	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>What does democracy look like? In this class we will investigate the nature of democracy and analyze how closely the United States has met that standard at key moments in its history. Through case studies in the abolitionist movement, Progressivism, feminism, the civil rights movement, and the gay rights movement, we will look closely at the actions of groups and individuals who sought to fulfill the country's democratic promise. We will assess which strategies of activism have been most successful and which have been counterproductive. We will also examine the historical forces, social structures, and individual actions that challenged democratic ideals and presented obstacles to the growth of democracy throughout American history. Combining studies of political theory, history, and activism, students will prepare to become agents of democratic change in their own societies.</p>			

Comparative Government & Politics	Spring Semester	½ Credit	
<i>Prerequisites:</i>			
<p>This elective will introduce students to the nature and significance of the political organization of states at different scales, focusing specifically on themes that include understanding territory, the state, power, boundaries, and government systems. Through this course, students will come to understand that the term ‘politics’ refers not simply to the formal organization of political life through government, elections, and parties, but also all aspects of social life involving governance or where some degree of contentiousness or conflict may arise, and in turn understanding how the conflicts of the past century have impacted and shaped the modern world. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.</p>			

Civil Rights Foreign Policy	Spring Semester	½ Credit	
<i>Prerequisites:</i>			
<p>The decades that followed World War II saw fights over the legitimacy of clashing world views and human rights across the globe. This course will focus on the intersection of the Cold War, the American civil rights movement, and decolonization in the Global South during the 1950s and 1960s, with particular emphasis on sub-Saharan Africa. Students will engage with a multitude of scholarly historical sources and primary sources to produce research and analysis demonstrated through writing, discussion, and presentations.</p>			

Histories of Westover	Spring Semester	½ Credit	
<i>Prerequisites:</i> N/A			
<p>In this course, students will explore Westover’s past through original research projects utilizing materials in the school’s archives. Students will develop their own research agendas and methodology, write research papers, and present the results of their research to other students in a public-facing medium of their choice such as podcast, documentary film, or museum exhibit. The class will discuss patterns of continuity and change at Westover; how to situate Westover in the larger contexts of education history, gender history, and social history; as well as our ideas on the roles that historians should play in their respective communities.</p>			

Recent American History	Spring Semester	½ Credit	
<i>Prerequisites:</i> N/A			

This class will examine social, cultural, political, and international trends and the patterns of continuity and change after 1968 that led to where we are today. Topics studied include multiculturalism, the effects of the digital revolution, the rise of conservatism, and America's changing role in the world after the end of the Cold War. In studying the recent past, students will also learn techniques of oral history, culminating in an oral history research project.

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 three full years of laboratory science, including at least one biological and one physical. Most students 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	Full Year	1 Credit	
<i>Prerequisites: N/A</i>			
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, quantitative and observational skills are developed alongside the important study skills and habits necessary for the developing independent learner.			

AP Biology	Full Year	1 Credit	
<i>Prerequisites: Honors Chemistry (preferred) and/or Honors Physics and permission of the department</i>			
<p>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, developing independent learning skills, 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.</p> <p>Each topic of study will center around at least one of the following “Big Ideas” in biology:</p> <ul style="list-style-type: none"> ❖ 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	Full Year	1 Credit	
<i>Prerequisites: N/A</i>			
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, gasses, solutions, and acids and bases. By being introduced to a diversity of relevant and current scientists and their works, students will learn the important roles chemistry plays in their lives as well as its effect on the environment around them. They will also 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	Full Year	1 Credit	
<i>Prerequisites: N/A</i>			
<p>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.</p>			

AP Chemistry	Full Year	1 Credit	
<i>Prerequisites: Honors Chemistry <u>and</u> permission of the department</i>			
<i>Note: Offered in 2023-2024, then offered every other year</i>			
<p>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.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ❖ The Structure of Matter, Chemical Reactions, Stoichiometry, Solutions, ❖ Thermochemistry, Periodicity, Bonding, Intermolecular Forces, Kinetics, ❖ Equilibrium, Thermodynamics, and Electrochemistry. 			

Physics	Full Year	1 Credit	
<i>Prerequisites: N/A</i>			
<p>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</p>			

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	Full year	1 Credit	
<i>Prerequisites: Concurrent Algebra II or higher preferred</i>			
<p>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.</p>			

AP Physics C: Mechanics	Full Year	1 Credit	
<i>Prerequisites: Honors Physics, AP® Calculus or taking it concurrently and permission of the department</i>			
<p>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. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.</p>			

AP® Environmental Science	Full Year	1 Credit	
<i>Prerequisites: At least two years of science, one of Biology and one of either Honors Chemistry or Honors Physics, and permission of the department</i>			
<i>Note: Offered every other year, offered again in 2024-2025</i>			
<p>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.</p>			

Chemistry in the Arts	Fall Semester	1/2 Credit	
Prerequisites: Completion of Chemistry is recommended, but not required.			
<p><i>"Chemistry: that most excellent child of intellect and art."</i> (Cyril Norman Hinshelwood). In this course, students will explore the relationship between chemistry and art through a wide array of art forms, including painting, photography, ceramics, printmaking, and more. Explorations will include the study of color, the creation of paints, learning various chemical processes involved in the development of photographic film, studying a variety of properties of clays, as well as testing varying conditions and their effects on glazes, and so forth. Consisting of a combination of lecture, laboratory experiments, and activities, students will learn about and examine processes and materials used in the creation of art.</p>			

Forensic Science	Spring Semester	1/2 Credit	
Prerequisites: Biology and Chemistry			
<p>Forensic science is defined as "the application of scientific principles and techniques to matters of criminal justice especially as relating to the <i>collection, examination and analysis</i> of physical evidence" to solve criminal cases. In this course, students will further develop their skills of scientific inquiry and observation through the combination of crime scene investigation and laboratory analysis. Considering the span of evidence involved in forensic science, this is an interdisciplinary course that will further draw upon students' knowledge of biology, chemistry, physics, and geometry 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 communicating their findings. By the end of the course, students should have a better understanding of the field of forensic science, including its techniques, limitations and ethical considerations..</p>			

WOMEN IN SCIENCE AND ENGINEERING (WISE)

Women in Science and Engineering (WISE) is open to ninth ,tenth and transfer eleventh graders by application. Students graduating in 2024, 2025 and 2026 the program requirements include:

- Creative Problem Solving and Introduction to WISE/ ARTS
- 4 semesters of advanced 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.*

For students graduating in 2027 the program requirements include:

- New requirements will be provided Fall of 2023.

WISE/Arts

The WISE/ Arts courses integrate the fields of science and engineering with the arts through real world application in order to extend, through collaboration and exchange, the scope of each discipline. WISE/ Arts collaborations, while respecting each disciplinary framework, expands the methods and perspectives of WISE and Arts towards common project-based goals by valuing creative problem solving, visual perception and literacy, collaboration, visual documentation, communication and experiential learning. Through a student-centered model that emphasizes process and design-based thinking, WISE/ Art courses provide opportunities for students to freely explore through an integrated doing of art and engineering. Students enrolled in WISE/ Arts courses receive arts credit.

CREATIVE PROBLEM SOLVING (CPS)	Fall or Spring Semester	½ Credit, WISE Check
<i>Prerequisites: N/A</i>		
<i>Notes: This course is pass/fail</i>		
<p>This required pass/fail WISE/ Arts course for new 9th and transfer 10th graders will give students a broad understanding of the fundamentals of applied sciences, engineering and design principles through project-based learning. Diverse learners will explore personal expression and meaning-making within a teamwork-focused environment using a broad spectrum of creative skills in design. The Elements of Art and Principles of Design will serve as an artistic foundation as students learn artistic approaches that can be applied to practical functions throughout life. Learners will be encouraged to work both independently and collaboratively, to take risks, explore new ideas, creatively problem solve and to grow from their mistakes. The practice of critique will foster a supportive environment where students will learn to think more innovatively and communicate with their peers in more effective ways.</p>		

COMPUTER GENERATED ART	Fall Semester	½ Credit WISE Check
<i>Prerequisites: Computer Science <u>and</u> approval from the department head</i>		

Algorithmic arts are creative, interactive, and visual works created through writing software. The course starts by recreating works by artists including Sol Lewitt and Vera Molnar. Later, students will create their own works including random, semi-random, emergent, interactive, and fractal processes. Final works may include printed 2D images, 3D printed objects, interactive-touch screen enabled works, and audio and video creations. The Computer Science part of the course will generate algorithmic art using Processing, a tool based on the Java programming language. The Arts part of the course will include a history of algorithmic arts and artists. Works created by the students will be evaluated similar to those produced in a drawing or painting class. Teacher assigned and self-directed projects will encourage creative thinking and problem solving. Students will effectively and creatively express their ideas through critique. A class trip to MASS MOCA will provide an opportunity to see Sol LeWitt's large scale wall drawings, and will serve as a source of inspiration to students as they create their own art pieces. Projects will stress mastery of skills, aesthetic awareness, and good craftsmanship in addition to critical, creative, independent and collaborative thinking.

Transportation	Spring Semester	½ Credit, WISE Check
<i>Prerequisites: N/A</i>		
Means of travel have evolved over the course of history and we will be taking a deep dive into how this has occurred. As a class, we will explore and navigate through different modes of transportation. Through activities, projects and problems, students will learn how to design and build different types of transportation through different mediums like air, land, water and space.		

Game Design	Spring Semester	½ Credit, WISE Check
<i>Prerequisites: Computer Science <u>and</u> approval from the department head</i>		
Everyone has played some kind of game before, but have you ever created your own game? In this course, you will learn the ins and outs of the gaming industry. You will be creating a dynamic game that is user friendly. Through activities, projects and problems, students will learn how to design and build games while focusing on the functionality, system, rules and gameplay.		

AP® Computer Science Applications	Full Year	1 Credit, 2 WISE Checks
<i>Prerequisites: CPS, Intro to WISE/Arts <u>and</u> permission from department head</i>		
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.		

DRAWING, DESIGN & ENGINEERING	Spring Semester	½ Credit, WISE Check
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<i>Prerequisites:</i> CPS and enrollment in the WISE program
<i>Note:</i> Cross reference with WISE
<p>This course helps students hone their real world applicable skills in a collaborative manner. We will be using the foundations established in CPS to explore more advanced topics that incorporate both art and engineering. This project based course encourages freedom of exploration and learning by doing. Come with an open mind and a sense of adventure!</p> <p>Throughout the semester, the student will be assessed based on outcomes tied to each cadence to track student progress with the goal of students leaving the course able to use and apply these competencies well beyond the final day of the semester.</p>

Computer Science	Fall Semester	½ Credit, WISE Check
<i>Prerequisites:</i> CPS and Intro to WISE/Arts and permission from department head		
<p>This course introduces computer science concepts including basic program form, development of algorithms, data types, and control structures using Processing with the Java programming language. It includes many small programming assignments to encourage mastery of the basics of the Java language.</p>		

Renewable Energy	Fall Semester	1/2 Credit, WISE Check
<i>Prerequisites:</i> N/A		
<p>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 battery charger or a wind turbine. Throughout the course as a companion to this scientific focus, we will be reading about and discussing some of the technical and environmental justice issues that arise in the quest to shift to renewable energy. The course will culminate in a student-designed research project and experiment</p>		

ARTS

Arts students at Westover discover themselves and their worlds through a variety of experiences that encourage process and risk-taking as a means to express, create, and connect.

Two credits in the Arts are required for graduation. All **ninth grade and transfer tenth** students are required to take *Creative Problem Solving*. Within the two credit graduation requirements, all students must complete an experience, whether an academic course or related activity, in the following areas: Visual Arts, Performing Arts, and Arts & Culture.

ART/WISE COURSES

WISE/ Arts courses integrate the fields of science and engineering with the arts through real world application in order to extend, through collaboration and exchange, the scope of each discipline. WISE/ Arts collaborations, while respecting each disciplinary framework, expands the methods and perspectives of WISE and Arts towards common project-based goals by valuing creative problem solving, visual perception and literacy, collaboration, visual documentation, communication and experiential learning. Through a student-centered model that emphasizes process and design-based thinking, WISE/ Art courses provide opportunities for students to freely explore through an integrated doing of art and engineering.

CREATIVE PROBLEM SOLVING (CPS)	Fall or Spring Semester	½ Credit, WISE check
<i>Prerequisites:</i> N/A		
<i>Notes:</i> This course is pass/fail		
<p>This required pass/fail WISE/ Arts course for new 9th and transfer 10th graders will give students a broad understanding of the fundamentals of applied sciences, engineering and design principles through project-based learning. Diverse learners will explore personal expression and meaning-making within a teamwork-focused environment using a broad spectrum of creative skills in design. The Elements of Art and Principles of Design will serve as an artistic foundation as students learn artistic approaches that can be applied to practical functions throughout life. Learners will be encouraged to work both independently and collaboratively, to take risks, explore new ideas, creatively problem solve and to grow from their mistakes. The practice of critique will foster a supportive environment where students will learn to think more innovatively and communicate with their peers in more effective ways.</p>		

COMPUTER GENERATED ART	Fall Semester	½ Credit, WISE check
<i>Prerequisites:</i> CPS and being in the WISE program		
<p>Algorithmic arts are creative, interactive, and visual works created through writing software. The course starts by recreating works by artists including Sol Lewitt and Vera Molnar. Later, students will create their own works including random, semi-random, emergent, interactive, and fractal</p>		

processes. Final works may include printed 2D images, 3D printed objects, interactive-touch screen enabled works, and audio and video creations. The Computer Science part of the course will generate algorithmic art using Processing, a tool based on the Java programming language. The Arts part of the course will include a history of algorithmic arts and artists. Works created by the students will be evaluated similar to those produced in a drawing or painting class. Teacher assigned and self-directed projects will encourage creative thinking and problem solving. Students will effectively and creatively express their ideas through critique. A class trip to MASS MOCA will provide an opportunity to see Sol LeWitt's large scale wall drawings, and will serve as a source of inspiration to students as they create their own art pieces. Projects will stress mastery of skills, aesthetic awareness, and good craftsmanship in addition to critical, creative, independent and collaborative thinking.

DRAWING, DESIGN & ENGINEERING	Spring Semester	½ Credit; WISE Check
<i>Prerequisites: CPS <u>and</u> enrollment in the WISE program</i>		
<p>This course helps students hone their real world applicable skills in a collaborative manner. We will be using the foundations established in CPS to explore more advanced topics that incorporate both art and engineering. This project based course encourages freedom of exploration and learning by doing. Come with an open mind and a sense of adventure!</p> <p>Throughout the semester, the student will be assessed based on outcomes tied to each cadence to track student progress with the goal of students leaving the course able to use and apply these competencies well beyond the final day of the semester.</p>		

DRAWING & PAINTING

The drawing and painting curriculum at Westover centers student choice, connection, artistic growth, and imaginative exploration by developing skills in observational drawing and painting, by exploring creative expression through varied media and source material, by building community through class critique, and by collaborating with visiting artists through the Schumacher Gallery or by experiencing art through field trips to museums. Students may re-enroll in courses at an advanced level.

DRAWING: OBSERVATION & IMAGINATION	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>What would you like to draw from observation? What painted, drawn, or photographed images, bits of literature, poetry, or your own thoughts and ideas you will combine to generate your unique images? How can you work with these hybrid images to create finished drawings which bring together your skill, imagination and ideas? In this sketchbook-centered course, we will learn to draw what we can observe through projects which build skills that increase our visual understanding and allow us to express ideas with greater confidence. The sketchbook will be a</p>			

place where we practice intuitive, observational drawing, play with imagery from imagination & photographs, add text, and compose through juxtaposition. We will look at examples of drawings from observation, imagination, collage, and hybrid drawings as well as graphic novels and art historical movements like Dada and Surrealism to inspire our work. In addition to completing classroom projects focused on observation, we will create finished images based on our sketchbook experiments. Critique will also be an important part of the class.

ADVANCED DRAWING: OBSERVATION & IMAGINATION	Fall Semester	½ Credit	
<i>Prerequisites: Drawing: Observation & Imagination</i>			
<p>Art students who have already taken <i>Drawing: Observation & Imagination</i> and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.</p>			

DRAWING: OBSERVATION & EXPRESSION	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>In this drawing class for newcomers and experienced artists alike, students will be given the opportunity to build community as they fully immerse themselves in the process of drawing, which can be relaxing, meditative, and fun! Keeping a sketchbook, students will work in both black and white and color mediums. Students will be encouraged to take risks as they discover their artistic expression. The practice of contour line drawing will initially guide students to draw what they observe. As the semester progresses, students will be encouraged to use their imaginations as they explore both abstract and representational imagery through dry and fluid mediums. Media employed may include one or more of the following: collage, colored and value pencils, printmaking, or watercolor painting. The Elements of Art and Principles of Design will serve as an artistic foundation as students work both independently and collaboratively, explore new ideas and processes, creatively problem solve, and grow from their mistakes. The practice of critique will foster a supportive environment where diverse learners will think more innovatively and communicate with their peers in more effective ways. When the opportunity presents itself, the class will either work with Westover's visiting artists on collaborations through the Schumacher Gallery or take a field trip to a local art museum.</p>			

ADVANCED DRAWING: OBSERVATION & EXPRESSION	Spring Semester	½ Credit	
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Prerequisites: *Drawing: Observation & Expression*

Art students who have already taken *Drawing: Observation & Expression* and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.

OIL PAINTING	Spring Semester	½ Credit	
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Prerequisites: *None, though a drawing class is recommended*

This course is an introduction to the use of oil-based media in which students learn to paint what they can see or imagine using established craft and evolving methods. Students will learn to use oil paint and brush, mostly on canvas-textured surfaces. We will begin by understanding form through painted value (light and dark), then we will be introduced to color theory and mixing, beginning with a limited palette and then expanding as we better grasp color and its interaction. Each student will focus on composing paintings based on correctly observed color and value relationships. Critique will be an important part of the class.

ADVANCED OIL PAINTING	Spring Semester	½ Credit	
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Prerequisites: *Oil Painting*

Art students who have already taken *Oil Painting* and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.

AP DRAWING	Full Year	1 Credit	
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Prerequisites: *A drawing course (Observation & Expression and/or Observation & Imagination), Oil Painting*

This is an intensive year-long course in dry media drawing for students who have completed a Westover drawing course as well as Oil Painting. While this is an Advanced Placement course in Drawing, any student wishing to work in oil paint must first apply, at the start of the fall semester, for departmental approval. Students will work independently in their sketchbooks and on drawing projects surrounding a centralized theme. As students advance and evolve their ideas and

skills they will absorb guidance from the instructor, as well as their peers, through one-on-one conversations and group critique. Developing a written artistic statement will assist students in honing their ideas, finding their artistic voice, and clearly communicating to others their artistic intentions. Mastery of skills, a willingness to take risks and grow from mistakes, pride in craftsmanship, time spent outside of class working in the studio, as well as a willingness to build community within the classroom are components needed for success. The culmination of at least fifteen completed works that reflect a sustained investigation, along with an artist's statement that is compatible with the body of finished works, will be submitted to the College Board. Students will also be encouraged to exhibit their work at the semester's end. This course is offered alongside the Advanced Portfolio program. Toward the end of October, students will have the choice to continue the AP course or pursue Advanced Portfolio work. AP fees apply.

ADVANCED PORTFOLIO DEVELOPMENT IN DRAWING & PAINTING	Full Year	1 Credit	
<i>Prerequisites: A drawing course (Observation & Expression and/or Observation & Imagination) and Oil Painting</i>			
<p>In the Advanced Portfolio Program, students have the opportunity to pursue advanced work in the arts. While this program is for students who would like to create advanced portfolio work outside of the AP curriculum, the course takes place with and alongside the AP students and as such, AP and Advanced Portfolio students will engage in the feedback and support of the classroom community through critiques and discussions. In this year-long course, students will be expected to set goals and reflect on the progress of their independent art progression as they pursue photography, drawing, or painting through sustained investigation and inquiry. Students in the Advanced Portfolio Program will leave the year with a digital portfolio of their work and a written artist statement about their body of work. Students will exhibit a selection of their portfolio in a school exhibition in the Schumacher Gallery.</p>			

CERAMICS

In our ceramics program, students play, explore, take risks, and build connections as they learn how to create ceramic stoneware forms. Students are encouraged to embrace challenges, make mistakes, and creatively problem solve as they explore the ceramic process. Classes offer a variety of handbuilding techniques (from pinched, coil and slab) as well as opportunity to throw on the wheel. Whenever possible, ceramics courses are enhanced by field trips and visiting artists, which fosters an engagement with the arts within the school and the broader community.

CERAMICS: EMPTY BOWLS PROJECT	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>This pottery course is for newcomers as well as students who have had experience working in clay. Students will make coiled, thrown and slab bowls with our focus being the <i>Empty Bowls</i> project, a world-wide grassroots movement that raises awareness about hunger and local food-related charities. This class will differ from other Westover art electives in that students will not keep their individual artwork. Instead, students will have the opportunity to make and donate their</p>			

decorative bowls to a greater community cause. At the end of the fall semester all finished bowls will be auctioned off to the Westover community; the class will select a charitable organization that will then be the recipient of raised funds. The cumulative project will be celebrated through a special frugal lunch that will additionally help to raise funds and awareness around food insecurity. Mastery of skills, a willingness to take risks and grow from mistakes, pride in craftsmanship, time spent outside of class working in the studio, as well as a willingness to build community within and beyond the classroom are components needed for success. A field trip to a local art museum or gallery to view ceramic forms from other cultures will help to inform and inspire students as they work.

CERAMICS: SLAB BUILDING	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>This pottery course is for newcomers as well as students who have had experience working in clay. More advanced students will proceed at their own pace and will also assist the teacher in demonstrating basic skills to students who are new to the medium. In this three-dimensional art course, students will be introduced to methods of creating ceramic forms out of rolled out slabs of clay. Projects include slab boxes, slab mugs, and hanging wall planters. As students work they will learn decorative surface techniques which will include glazing their own forms. Mastery of skills, a willingness to take risks and grow from mistakes, pride in craftsmanship, time spent working on projects outside of class, as well as a willingness to build a safe and joyful classroom community are components needed for success.</p>			

ADVANCED CERAMICS: SLAB BUILDING	Spring Semester	½ Credit	
<i>Prerequisites: Ceramics: Slab Building</i>			
<p>Art students who have already taken “Ceramics: Slab Building” and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.</p>			

PHOTOGRAPHY AND MEDIA ARTS

The Photography and Media Arts program at Westover is designed to nurture confident creative thinking and risk taking while teaching students how to use a remarkable variety of photo imaging and video making equipment. In these courses, students are given the freedom to grow their ideas and express them through a series of images or videos, while being exposed to lens based media from around the world. 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.

DARKROOM PHOTOGRAPHY: BLACK AND WHITE	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>This introductory level course will teach students the basics of black and white film photography and darkroom printing. Working in the darkroom is very different from working in front of a computer, and in this hands-on class students will learn to develop their own film and use chemistry to make black and white photographic prints. Students will be provided with cameras and film and will respond to open-ended and conceptual assignments that will build their critical thinking and creative problem solving skills. Students who wish to delve deeper in the darkroom process can enroll more than once, and will be able to practice and fine tune their skills while producing a body of work centered on their own chosen theme.</p>			

ADVANCED DARKROOM PHOTOGRAPHY: BLACK AND WHITE	Fall Semester	½ Credit	
<i>Prerequisites: Darkroom Photography: Black and White</i>			
<p>Art students who have already taken “Darkroom Photography: Black and White” and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.</p>			

DIGITAL PHOTOGRAPHY	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>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 and diverse 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 and fine tune their skills while producing a body of work centered on their own chosen theme.</p>			

ADVANCED DIGITAL PHOTOGRAPHY	Fall Semester	½ Credit	
<i>Prerequisites: Digital Photography</i>			
<p>Art students who have already taken “Digital Photography” and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.</p>			

ADVANCED DARKROOM PHOTOGRAPHY: LARGE FORMAT	Spring Semester	½ Credit	
<i>Prerequisites: Darkroom Photography: Black and White or Color Photography</i>			
<p>This black and white darkroom course will introduce you to the exquisite detail and control offered with the large format camera. Large negatives and prints are great to experiment on and are sharp, with great detail and little grain. The large format camera permits adjustments to increase focus and regulate perspective and is one of the most physically hands on cameras available. New cameras and processes, coupled with plenty of time in the darkroom will give students the chance to produce a series of images based on themes of their choosing.</p>			

VIDEO AND TIME ARTS	Spring Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>Many contemporary artists use a wide range of media to communicate their ideas. It is not uncommon for one artist to include video, sound, photography, 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. Students will learn to use a variety of equipment including both digital and vintage home movie film cameras and projects will include experimenting with 8mm black and white film, making moving photographs, found footage collages, and abstract soundscapes.</p>			

AP 2D DESIGN/PHOTOGRAPHY	Full Year	1 Credit	
<i>Prerequisites: Darkroom and/or Digital Photography and at least one other upper level photo elective, or an approved portfolio submitted to the instructor. Students must receive the approval of the AP Photography instructor prior to enrolling in the course.</i>			
<p>This course guides students in preparing college level art portfolios and identifying strengths and weaknesses in their work, developing advanced editing skills, and submitting their portfolio to the College Board. Students will be expected to think deeply about their work and photography by</p>			

participating in group critiques and assigned readings. By working on a concentrated theme all year, students will see their work evolve in unexpected and surprising ways. Experimentation with new media will also be encouraged. AP fees apply.

ADVANCED PORTFOLIO DEVELOPMENT IN PHOTOGRAPHY	Full Year	1 Credit	
<i>Prerequisites: Darkroom and/or Digital Photography and at least one other upper level photo elective, or an approved portfolio submitted to the instructor. Students must receive the approval of the AP Photography instructor prior to enrolling in the course.</i>			
<p>In the Advanced Portfolio Program, students have the opportunity to pursue advanced work in the arts. While this program is for students who would like to create advanced portfolio work outside of the AP curriculum, the course takes place with and alongside the AP students and as such, AP and Advanced Portfolio students will engage in the feedback and support of the classroom community through critiques and discussions. In this year-long course, students will be expected to set goals and reflect on the progress of their independent art progression as they pursue photography, drawing, or painting through sustained investigation and inquiry. Students in the Advanced Portfolio Program will leave the year with a digital portfolio of their work and a written artist statement about their body of work. Students will exhibit a selection of their portfolio in a school exhibition in the Schumacher Gallery.</p>			

ARTS & CULTURE

The Arts & Culture designation 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 designation critically engages the visual culture of various parts of the contemporary and historical world through a variety of perspectives and subjects, including art history.

AP ART HISTORY	Full Year	1 Credit	
<i>Prerequisites: A grade of a B or better in an Arts & Culture course</i>			
<p>The AP Art History course invites students into the global art world to engage with its forms and content as they discuss, read, and write about art, artists, and responses to and interpretations of art. By investigating 250+ works of art characterized by diverse artistic traditions from prehistory to the present, students develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, content and comparative analysis to engage with a variety of art forms and to develop understanding of individual works and their interconnections across history. While trips to museums 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 for the exam.</p>			

SOMSI	1 Semester, Fall or Spring	1 Credit	
<i>Prerequisites: The student intern is required to take or plan on taking AP Art History; Application process required; interns may select fall or spring semester according to the Afternoon Activity that can best accommodate their internship.</i>			
<i>Note: By application only</i>			
<p>The Sonja Osborn Museum Studies Internship is a term-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 engage in programming and curatorial work at Hill-Stead Museum, students will participate in an afternoon activity that best accommodates their internship experience. The intern may receive academic credit for her internship through the work they complete at Westover, namely through 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 student is required to take or plan on taking AP Art History. Through funding for the program, transportation will be provided for the intern's visits to Hill-Stead.</p>			

RE-IMAGING THE NARRATIVE	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			
<p>In the realm of art history, a canon suggests a privileged narrative based on a criterion of choice, a measure or standard that, predicated on its exclusivity, suggests a kind of aesthetic authority. As the art world has expanded and become more inclusive since the 1960s, traditional hierarchies of materials, tools, function, artistic training, style, and presentation are currently being challenged as artists of all nationalities, ethnicities, sexual orientations and gender identities have challenged the traditional privileged place of white, heterosexual male history. As a result of this visual dialogue, how are museums and other institutions of today responding to the expanded canon? How are artists challenging the so-called "masterpieces" of the western canon? What happens to the narrative when an art historical work reappears? In this course, we will pair the western "masterpiece" with contemporary responses, unpacking the social discourse of the prototype with the visual dialogue of the contemporary response. As such, we will consider exchanges like Jacques Louis David and Kehinde Wiley, Manet and Morimura, and Fragonard and Shonibare. The course will consist of readings, discussions, and interpretive analysis in writing. Our final project will ask students to create their own iterative response to a work studied in the course. A field trip to a museum may also enhance our exploration.</p>			

PRE-COLUMBIAN ART	Fall Semester	½ Credit	
<i>Prerequisites: N/A</i>			

Note: Will receive History credit with fulfillment of the Arts & Culture experience

In this course, students will be introduced to the art and cultures of Mexico, Guatemala, and Peru before the arrival of Europeans. Students will learn how to combine their knowledge of cultures, religions, environments, and politics of the regions to inform their analysis and understanding of art from the three major empires in the area, the Maya, Inca, and Aztec. While students will be studying art and art forms of these cultures, we will also explore and discuss how to analyze and research cultures that have been systematically destroyed by colonization. Understanding that the “winners” are the writers of history, considering how we study those who “lost” will be central to this course. We will explore the themes of power, adversity, and social change to inform our analysis of art and culture of these Empires. A field trip will enhance our exploration.

WOMEN IN THE ARTS	Spring Semester	½ Credit	
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Prerequisites: N/A

This course will focus on the history of women working in the visual arts. Beginning with the question the art historian Linda Nochlin asked in 1971, “Why have there been no great women artists?” we will consider the social systems and institutional standards that have defined “greatness” within the western canon, and have in turn impacted the limiting standards by which women have had access to and have been made part of the art world. Frameworks including the role of women artists, the self-image, gender stereotypes, and the “male gaze” among others will help us adopt a critical perspective as we analyze the intersection between art, culture, and gender. The course will focus on women artists from the medieval period through today through an exploration of framing both the personal and professional female artist, the self image through cultural and gender identity, and feminist responses. Artists like Artemisia Gentileschi, Mary Cassatt, Georgia O’Keeffe, Frida Kahlo, Judy Chicago, Shirin Neshat, and Kara Walker will comprise our course of study. The course will consist of readings, discussions, and interpretive analysis in writing. Our final project, alla the Guerrilla Girls, will ask students to create their own “artist” work to advocate for under-represented artists in the art world. A trip to a museum may enhance our exploration.

GLOBAL CONTEMPORARY ART	Spring Semester	½ Credit	
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Prerequisites: N/A

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 identities have challenged the traditionally privileged place of white, male, heterosexual art history. 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. As students learn to discern how contemporary art exemplifies the global world through exploratory themes including identity, the body, time, place, and language among others, we will consider how artists like Ai Weiwei, El Anatsui, and Shirin Neshat shift western hegemony, dismantle hierarchies, and create the cross cultural exchange that comprise global contemporary art. Discussions, analytical writing, and a trip to a museum will enhance our exploration.

PERFORMING ARTS

DANCE

The Dance Program at Westover seeks to inspire a love of dance through diverse class offerings, numerous performance opportunities, and master classes with guest instructors. Students will discover the joy, creativity, and freedom of dance. We welcome dancers of all levels, backgrounds, and abilities - from experienced dancers to those just beginning their training. Our intention is for all dancers to learn the values of teamwork, perseverance, resilience, and belief in their own self-worth.

Dance Ensemble	Full Year	1/2 Credit	
<i>Prerequisites: N/A</i>			
<i>Note: Fulfills Performing Arts Experience; Fulfills Sport Requirement</i>			
Dance Ensemble members may take technique classes at the beginner, intermediate, and advanced levels. The core curriculum is ballet and modern with additional classes in composition, jazz, contemporary, and hip-hop. Cross training opportunities are also available in aerobics, strength and stretch, and various workshops offered throughout the school year. Each student's dance schedule is determined by a placement/audition class and by a conference with the Director of Dance. In addition, students are required to perform in several dance performances held throughout the year. Dance Ensemble members are encouraged to develop their own choreographic abilities and are invited to showcase their compositions during our annual spring concert.			

Dance Team	Fall, Winter, Spring	No Academic Credit	
<i>Prerequisites: N/A</i>			
<i>Notes:</i> <ul style="list-style-type: none">• See Dance Ensemble description. In order to perform in the spring dance concert, a student must participate during both the winter and spring seasons.• Fulfills Performing Arts Experience; Fulfills Sport Requirement			

DRAMA

The Drama program at Westover offers students at all levels of experience the opportunity to engage in the creative world of theatre-making. Whether you choose to work as an actor, singer or dancer, in costumes or technical theatre, or as a stage manager or student-director, you will learn to work collaboratively in an inclusive culture of voice and choice, and develop skills of confident self-expression.

Theater Ensemble	Full Year	1/2 Credit	
<i>Prerequisites: N/A</i>			
<i>Note: Fulfills Performing Arts Experience; Fulfills Sport Requirement</i>			

For all productions, actors will receive training in creating a character, sense memory, emotional memory, improvisation, vocal and physical expression, and text analysis. Students will all be taught the foundational skills of circumstances, relationship, objective, obstacles, and action, learn the culture of a safe and respectful rehearsal space, and develop skills in interpersonal communication and problem-solving.

All titles are pending performance permission rights.

FALL PLAY: (TBA)

Westover Drama students will present a play [TBA] in which they will have the opportunity to develop their skills through integrated instruction. Units on Character Analysis, Improvisation, Devised Theatre and Performing the Monologue will supplement the rehearsal process with the goal of introducing acting technique and reinforcing skill-building. Shows are chosen with the intention of including all interested students and auditions are held to cast the show. Westover School Drama Department does not precast. Students are cast in roles that are the most suited to them based on their audition and experience. Under consideration for the Fall Play are: [TBA]. Here is a brief synopsis of the plays and descriptions of the characters: [TBA].

SPRING MUSICAL: (TBA)

Westover Drama students will present [TBA] in which they will have the opportunity to develop their skills through integrated instruction. Units such as Singing for the Actor, Physical Theatre, Musical Theatre Dance Techniques, and Imaginative Characterization will supplement the rehearsal process with the goal of introducing acting technique and reinforcing skill-building. Shows are chosen with the intention of including all interested students and auditions are held to cast the show. Westover School Drama Department does not precast. Students are cast in roles that are the most suited to them based on their audition and experience. Under consideration for the Spring Musical are: [TBA]. Here is a brief synopsis of the plays and descriptions of the characters: [TBA].

TECHNICAL THEATRE

(Fall, Winter, Spring)

Taught in conjunction with the production each season, this course will offer invaluable hands-on experience in theatre production where students will develop their skills through integrated instruction. Students will learn how to use Westover's state-of-the-art lighting and sound systems and create sets and props through clearly defined units such as Fundamentals of Stagecraft, Theatre Safety, and Essential Design Tools. Specific materials used in this course vary, and everything from woodworking to foam, fabric, and basic electrical wiring are introduced in this project based block. Students in technical theatre will cultivate skills in problem solving, building and engineering, and developing hands-on experience.

COSTUMING FOR THE THEATRE

Costuming For The Theatre students engage meaningfully in all fundamentals of costuming research, design, construction and dressing. Students work collaboratively to create a costume plot for each production, taking into consideration time period, climate, context and character development and then seek to gather and create all costume elements needed for the show. All students are taught to sew, both on the machine and by hand as well as measure actors, construct garments by following sewing patterns and alter existing garments to fit actors. Costuming students also support the theater production by acting as stage hands, dressers and hair and

makeup support during the performances. All students, regardless of sewing experience are encouraged to participate and are supported in developing the fundamental skills to be part of the costuming team.

NOTE: While the characters are written with "he/him" or "she/her" pronouns in the original scripts, we welcome gender non-conforming, genderqueer, transgender, and non-binary actors to audition for the roles they most identify with. We will also list race/ethnicity when specific to the character but are otherwise seeking all races and ethnicities. In addition, we will list disabilities when specific to a character, but are otherwise seeking actors of all abilities. Thank you to First Folio Theatre for inspiring the language in this note as we work towards a more inclusive casting process.

Theatre Fundamentals <i>Skill-building for Actors, Tech, Costumes</i>	Fall, Winter, Spring	No Academic Credit
Prerequisites: N/A		
Note: <i>Fulfills Performing Arts Experience; Fulfills Sport Requirement</i>		
See Theater Ensemble description.		

MUSIC

Music is at the heart of Westover School. Community singing has been an integral part of our school traditions for over a century. Because of that long history, a love of music permeates the entire community. Our robust music program includes choral ensembles, handbell ensembles, string ensemble, and private music instruction. Students and teachers work together to select repertoire that inspires, challenges and reflects our students. Through this collaborative process, we develop experienced and expressive musicians. Students not only perform multiple times a year but also have the opportunity to participate in master classes with guest instructors. Engagement with regional and national music organizations gives students the opportunity to participate in the wider musical community.

Intro to Music Theory	Fall Semester	1/2 Credit	
Prerequisites: N/A			
Have you always wanted to learn how to read music? Can you read music but want to be able to hear it in your head before you play it on your instrument? Do you have song ideas that you want to write out in music notation? Then this is the course for you! We will learn written music notation, including note names, note values, key signatures, accidentals, and chords. We will also learn ear-training (aural) skills to develop the ability to write out music that we are hearing and to sing music that we are seeing for the first time. Coursework will consist of homework to facilitate understanding, as well as weekly assessments on written notation and aural skills. A field trip will give us a greater appreciation of how professional musicians use these skills daily.			

Glee Club	Full Year	1/2 Credit	
<i>Prerequisites: N/A</i>			
<i>Note: Fulfills Performing Arts Experience</i>			
<p>The Westover Glee Club sings repertoire reflective of the experiences, cultures and languages of the student body and larger world. Students will have the experience of singing everything from the rich canon of Western European and American choral pieces to world music, pop music, and original compositions by students. Glee Club performs several times a year.</p>			

Chamber Choir	Full Year	No Credit	
<i>Prerequisites: N/A</i>			
<i>Note: Fulfills Performing Arts Experience, Audition required</i>			
<p>Music from the 16th-21st century sung by a small group of singers experienced in part singing. There will be the opportunity for multiple performances throughout the year.</p>			

Chamber Music	Full Year	1/2 Credit	
<i>Prerequisites: 4+ years of private instruction for chosen instrument</i>			
<i>Note: Fulfills Performing Arts Experience</i>			
<p>String Ensemble The Westover String Ensemble performs classical string repertoire for two performances a year. Chamber Music is not intended to take the place of private lessons. It is expected that members of the ensemble will be able to proficiently play an instrument when they join and will practice their part between group rehearsals.</p> <p>Other instrument groups, such as woodwinds and brass, may be formed if students play those instruments.</p> <p>Pianists Pianists may participate in Chamber Music through collaboration with Glee Club, Chamber Choir, and instrumentalists.</p>			

Handbell Ensemble	Full Year	1/2 Credit	
<i>Prerequisites: Students will be assigned to an ensemble based on experience.</i>			
<i>Note: Fulfills Performing Arts Experience</i>			
<p>Westover's Handbell Ensembles involve each student in the joy of music making as they become an integral part of an ensemble. Handbell ringers learn to read music notation. Students also learn a</p>			

variety of handbell ringing techniques that are employed to develop an appreciation for the wonders of music. Some of this music may be previously known to ensemble members. Some of it will be unexpected and lead to the discovery of a wider world. Handbell ringers are part of a team, connecting with other students to create an aesthetic experience that is meaningful to them. Handbell ensembles perform multiple times per year. There is an ensemble for students at all levels of ability and experience:

- **Tintinnabulations** is the group for beginning handbell ringers; no previous experience is needed.
- **The Westover Handbell Ensemble** is for experienced handbell ringers who perform at an advanced level; prior experience required.

Private Music Lessons	Full Year	No Credit	
<i>Prerequisites: N/A</i>			
<i>Note: Fulfills Performing Arts Experience</i>			
Individual instruction in musical instruments and voice. Each student has one lesson weekly, a class recital, and a studio recital at the end of the year.			

PERFORMANCE EMPHASIS

Students who have a serious interest in the Performing Arts, (this includes theatre, dance, music, technical theater, and costuming) may choose a Performance Emphasis Track. At the end of their Junior year, a student who has successfully completed the minimum Department Requirements designated below may earn a "Distinction in the Performing Arts" in their 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. Juniors, and seniors who continue in the program, will receive recognition at the Awards Ceremony at the end of the year.

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

Department Requirements for a Performance Emphasis Track

● DRAMA EMPHASIS

Students with a strong interest in Drama, Technical Theatre, or Costuming may elect a Drama Emphasis as long as they have participated in at least 2 shows per year.

● DANCE EMPHASIS

A student needs to successfully complete at least two years, and be currently enrolled, in the Dance Ensemble.

● MUSIC EMPHASIS

A student needs to successfully complete at least two years, and be currently enrolled, in music ensembles.

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.

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.**

RUDOLPH S. 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 Service Learning, Diversity & Inclusion, Environmental Sustainability, and Global Programs. The Center's work supports our core values and is one space in the school to embrace and champion the School's Vision for Belonging and Justice by offering opportunities to connect to self, others, and the world around us through internal and external programs and students' individual passion pursuits.

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.

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.

SENIOR INDEPENDENT SOCIAL IMPACT PROJECT

(Sports credit - non distributional, one sports term, application process required)

Seniors have the opportunity to develop and complete a project with the goal of making a difference in a social justice area they are passionate about. This project is completed during one sport term as "sports credit." Project must be approved by the Director of Service Learning and at least 20 hours total. The student must have a faculty /staff advisor for their project.

SONJA OSBORN MUSEUM STUDIES INTERNSHIP (SOMSI)

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

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.

HEALTH & WELLNESS

The Wellness Curriculum is spread out over the four years of a student's academic career. Westover believes that there are aspects of the health curriculum that need more concentration over a longer period of time and are 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**

(various dates throughout the year; 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. Special topics may also include internet safety and human trafficking.

- **SOPHOMORE YEAR: HEALTHY LIVING**

(various dates throughout the year; 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. Additional focus will shift to drug use/abuse, reproductive health, sexual orientation and gender identity. Special topics may also include internet safety and human trafficking.

- **JUNIOR YEAR: PREPARING FOR THE FUTURE**

(various dates throughout the year; required for graduation)

Stress management will continue to be a common thread, as well as the development of leadership skills. There will be deeper exploration of the relationship with their body and food. Relationships will continue to be a focus and shift from friendships to emotionally or physically intimate relationships and boundaries. Drug use/abuse will continue to be woven into the curriculum.

- **SENIOR YEAR: LOOKING AHEAD TO COLLEGE**

(various dates throughout the year plus additional workshops; 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 mirror the Junior Year curriculum and will also include Spring Workshops on self-defense, safety on campus and at parties, sex education/protection, and alcohol/drug use/abuse.

AFTERNOON ACTIVITIES

Afternoon Activities are an integral part of the curriculum at Westover and student participation is required during all three seasons. The program strives to develop the unique potential of each student. Westover is dedicated to helping students develop a positive self-image, confidence, and leadership ... as well as other important skills and qualities that will benefit them throughout the rest of their lives.

The 2023-24 Afternoon Activities Sign-Up process will commence prior to the upcoming Spring Break. Students are expected to sign up for their fall, winter, and spring afternoon activities by the designated deadline. While changes can be made at a later date, please be mindful that staffing and scheduling efforts will be made based on your selections.

Please Note:

- If you select a non-physical afternoon activity, you will be required to work-out in one of our exercise rooms twice per week during that season. You will check in and out with a member of the Athletic Department.
- Many of the activities below have limited enrollment. Please be aware that you might be asked to alter your selection(s) at a later date.
- Students will receive .5 Art Credit for participating in Theatre or Dance throughout all three seasons.

2023-24 Afternoon Activity Offerings:

Fall Season	Winter Season	Spring Season
<ul style="list-style-type: none"> • Soccer • Cross Country • Volleyball • Dance • Theater: Acting • Theater: Costuming • Theater: Tech Theatre • Outdoor Program • Broadcasting • Service Learning* • Robotics 	<ul style="list-style-type: none"> • Basketball • Swimming • Squash • Dance • Rock Climbing • Life Fitness • Broadcasting • Theater: Acting • Theater: Costuming • Theater: Tech Theatre • Service Learning* • Robotics 	<ul style="list-style-type: none"> • Golf • Crew • Softball • Tennis • Dance • Outdoor Program • Broadcasting • Theater: Acting • Theater: Costuming • Theater: Tech Theatre • Service Learning*

ATHLETIC PROGRAM

The athletic program is an integral part of the overall curriculum at Westover. Our goal is to enrich the lives of our student-athletes and to provide an experience that benefits everyone involved. The qualities and characteristics we focus on include, but are not limited to: learning to work with others towards a common goal, respect, self-esteem, self-image, self-discipline, confidence, sportsmanship, investing in the camaraderie that develops with teammates, and engaging in the pursuit of being one's best self.

There are a variety of team, individual, and non-competitive offerings throughout the year. We will try to field as many junior varsity levels as possible to accommodate both the number and caliber of our student-athletes. We encourage students to participate in a variety of sports during their years at Westover.

2023-24 Athletic Program Offerings:

Fall Season	Winter Season	Spring Season
<ul style="list-style-type: none">• Cross Country• Soccer• Volleyball• Outdoor Program• Strength and Conditioning	<ul style="list-style-type: none">• Basketball• Squash• Strength and Conditioning• Swimming• Life Fitness	<ul style="list-style-type: none">• Crew• Golf• Lacrosse• Softball• Tennis• Rock Climbing• Running Club• Strength and Conditioning