



# The Webb School Curriculum Guide 2024-2025

Faced with the certainty of a rapidly changing world, Webb recognizes its responsibility as a college preparatory school to provide an intellectual, moral, physical, and social framework that will serve students both in college and in the years that follow. The faculty, school leadership, and the board of trustees agree that a strong liberal arts education best prepares students to respond constructively and imaginatively to the challenge of change. Students are, therefore, encouraged in all courses to think and communicate critically, as well as creatively. Faculty establish an atmosphere in the classroom in which ideas can be freely expressed and tested. Moreover, Webb students are taught to live harmoniously in a student body that reflects global variety in socio-economic status, race, and religion.

The Webb School embraces Judeo-Christian values and the shared moral values of world religions represented by our students and faculty. These values are the foundation of our Honor Code and our community standards.

## Enduring Understandings

Webb's future is intimately connected to the values of its original visionaries. The school supports six enduring understandings based upon these founding values.

*Integrity is a cornerstone of a flourishing life and community.*

*Learning is an enjoyable and ongoing process.*

*Respect for self and others is essential to a harmonious society.*

*Self-discipline and autonomy are essential to success.*

*Each person has unique gifts and capacities and a responsibility to develop them.*

*Each person shares the responsibility and honor of serving others.*

The Webb School's educational program focuses on the whole student. Our rigorous college preparatory programs offer the opportunities and support that ready students for a successful college career. In our small boarding school environment students learn pride of hard work and patience necessary to accomplish tasks. They gain the confidence to express themselves through writing and public speaking. Ultimately, Webb students become accountable to themselves for their performance inside and out of the classroom.

# Honor and Integrity

“Personal integrity is more important than money, power, or fame.” These words, written many years ago by Webb’s founder, Sawney Webb, are as vital today as they were when first expressed. The honor system is The Webb School’s own approach to dealing with misconduct that is essentially moral in character. All students sign the Honor Pledge at the beginning of each academic year. The pledge prohibits lying, cheating, stealing. Academic integrity is important in all learning formats- in person and online.

## The Honor Council

The Honor Council is the oldest student organization on campus. Annually, Webb students elect their respected peers to the Honor Council. Honor Council members are responsible not only for upholding the Honor Code through personal example, but also for educating the student body in the finer points of honor. The Honor Council investigates violations of the Honor Code and makes consequential recommendations to the Assistant Head of School for Student Life.

# Academic Affairs

## Academic Systems of Support

There are a number of support systems in place that help students reach their potential at Webb. Although we strive to foster increasing levels of independence in our students as they progress toward graduation, we endeavor to provide the appropriate level of support along the way to help each student succeed. Several systems, which are listed below, enable the school to support students and work effectively with parents.

## Advisor System

Each Webb student has a faculty advisor who serves as the student's personal advocate and counselor, as well as the liaison between the student, parents, faculty, and school leadership. Students meet with their advisors multiple times a week and are encouraged to seek help or counsel at any time. Advisors are tasked with monitoring not only the academic progress of each of their advisees but also the social/emotional well-being of their advisees.

## Learning Services

### The Study Center

The Upper School Study Center provides all ninth grade students and new 10-12 grade students with study skill instruction through NeuroTeach Global Student, an interactive online program created by the Center for Transformative Teaching and Learning, as well as a closely monitored study space during the school day to complete homework. All returning students can also enroll in study center in order to receive academic support, and some students choose to use their study center period as a dedicated time to engage in standardized test preparation. The goals of the Study Center are to support the learning and educational development of every Webb student through collaborative effort and research-based teaching and learning, and to help all students acquire strong learning and advocacy skills for college and beyond.

The Middle School Study Center provides all 7-8 grade students with direct instruction on study skills, organization, and how to be a successful Webb citizen. Middle School Study Center incorporates the use of research based learning and test taking strategies and practice in time management to support the overall learning and independence of students enrolled in the course. Students in grade 6 receive similar support and instruction in their 6th grade Focus class, thereby ensuring that all Webb students are adequately supported in their academic pursuits.

## Learning Support

In order to facilitate student achievement at Webb, a trained Webb learning specialist works individually or in small groups with the limited number of Webb students who have documented learning differences. The teacher provides direct instruction in the students' areas of need with additional support in executive functioning skills such as organization and time management as well as study skills and test taking strategies. The Director of Learning Center for Academic Support works closely with the direct support teacher to determine appropriate accommodations for each student with a documented learning difference who is enrolled in the program.. Some students receive oversight and accommodations in the classroom without requiring direct support as a course. These levels of learning support do incur an additional fee.

## Middle School Overview

The middle school program is designed to develop all students to their fullest intellectual, physical, social, and moral potential and prepare them for success in the upper school. The middle school faculty is thoroughly committed to the philosophy and goals of the total school program. While seeking to ensure a smooth transition from elementary school to a challenging college preparatory curriculum, Webb also instills in the middle school student a respect for courtesy, honesty, and responsibility. The acceptance of differences and an appreciation for the individual are integral to middle school philosophy. Webb believes that upon completion of the eighth grade, every student will have the necessary integrity and academic skills to be a contributing member of the upper school.

## Middle School Overview

Students complete required courses in English and humanities, mathematics, science, world languages, art and music. At Webb, we believe that each person has unique gifts and capacities

and a responsibility to develop them. Middle School faculty help guide students to find their unique gifts and challenge them in ways that help students develop those strengths.

## Upper School Overview

The upper school program is constructed to enhance the development of moral values, responsibility, and self-discipline. It is designed to give students a foundation for college-level studies and to help them identify and explore their own strengths and interests. Required courses assure a well-rounded education by introducing to the basic knowledge and techniques of diverse fields and by making sure that physical activity and practical skills are not neglected. Honors and Advanced Placement courses challenge capable students to work up to their full abilities and to proceed to college-level work. As students plan their courses of study, faculty advisors help them take full advantage of Webb's many opportunities.

## Upper School Graduation Requirements

<b>English</b>	<i>4 credits</i>
<b>World Languages</b>	<i>3 credits</i> (Same language within Upper School)
<b>History</b>	<i>3.5 credits</i> (World History I, World History II, U.S. History, & Issues in Democracy required)
<b>Math</b>	<i>4 credits</i> (Algebra I, Algebra II, and Geometry required. Students must enroll in mathematics courses during at least 3 of their Upper school years.)
<b>Science</b>	<i>3 credits</i> (Biology, Chemistry, and Physics required)
<b>Fine Arts</b>	<i>1.5 credits</i>
<b>Required "Non-majors"</b>	<i>Speech:</i> One semester in 9 <sup>th</sup> grade <i>Ethics:</i> One semester in 10 <sup>th</sup> grade <i>Wellness:</i> One semester in 10 <sup>th</sup> grade
<b>Electives</b>	as necessary to assure a minimum of five courses each semester
<b>Emerging Voices:</b>	Successful completion of the grade-level program is necessary for promotion to the following grade level

***nota bene:***

- Every student is required to be scheduled for a minimum of five class periods each semester. Seniors are required to earn at least four credits *on campus* to be eligible to graduate.
- Tech Crew and Mock Trial count towards overall Fine Arts credits but are not graded
- AP US Government may take the place of Issues in Democracy
- 8th grade courses that appear on the US transcript but are not calculated in the GPA: Algebra I, level I World Language, ELL Advanced, Strings, Piano I.

## The Webb School Grading Scale

The Webb School uses the following grade scale when assessing graded schoolwork.

Grade	Range	College Prep	Honors	AP
A+	98-100	4.3	4.8	5.3
A	93-97	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.3	1.3
D	63-66	1.0	1.0	1.0
D-	60-62	0.7	0.7	0.7

## Course Registration & Course Placement

The Webb School works with students through the advisory system for the course registration process. Advisors work closely with students and parents to find the best matches for the student. Course Registration for the upcoming year is completed immediately after spring break. AP and Honors courses are assigned through a recommendation process.

## Advanced Placement Policy

In order to strive for a more balanced educational experience, we allow students to take three AP courses in a year. All students enrolled in Advanced Placement (AP) are required to take the AP exam and have the exam graded. Only students who are enrolled in the Webb AP level course will be allowed to take the AP exam at Webb. Students interested in AP credit must enroll in Webb AP courses if they are offered as they will not be permitted to take the AP exam off-campus. Should an AP course not be offered at Webb, students may be granted permission to take the AP exam outside Webb.

## Course Waivers

In some cases, students have needs outside of the graduation requirements or academic policies and can petition the departments and/or advisors for a waiver. The following waivers are in place to support those individual needs of students:

### Advanced Placement

If the student desires to take 4 or more AP courses in a year, they may petition their advisor and Assistant Head of School for Academics and Arts to allow the challenging course load.

### Fine Arts

If the student wants to concentrate in one area of the Fine Arts, they may petition the Fine Arts Department Chair and their advisor to do so.



## World Language

If the student has a diagnosed language-based learning disability, the student may petition the Director of Learning Services and their advisor so as to reduce the graduation requirement from three years to two.

## Math

If the student has a diagnosed math deficiency, the student may petition the Director of Learning Services and their advisor to begin the upper school math sequence with Pre-Algebra in 9th grade.

## Weighting for Dual Enrollment, Honors and AP Courses

Honors courses and Dual Enrollment courses are weighted an additional 0.5 and AP courses receive an additional 1.0 in the GPA.

## Emerging Voices Program

The Webb School has always placed great importance on its public-speaking curriculum, especially regarding declamations and chapel talks. These performances have taken different forms through the years; in 2012, the faculty adopted the current Emerging Voices program as a progressive form for each performance to build on the foundation of the previous years. Sixth-through ninth-grade students present a declamation, a memorized piece of literature with an original introduction written by the performer. Middle school students present to the middle school; ninth graders present to the upper school student body during chapel. Tenth grade students present an oration, a memorized original statement of belief. Juniors develop a skill in an area of interest and present on the process. Finally, in their senior year, students argue for a solution to a community issue they have researched. Thus, through the Emerging Voices program, it is our intent to provide regular opportunities for students to face the challenges of public speaking so that they leave Webb well prepared to speak confidently before large groups.

Each step of the Emerging Voices program is a significant rite of passage for the child engaging in it, and we recognize and celebrate each class as they complete this ritual as individuals and as a group. Because we feel that this program is integral to the Webb experience, we have put in place the following policies:

- An appropriate public performance is required for all students to be promoted to the next grade level at Webb, or to graduate in the case of seniors.
- Upper School students will receive a grade (A-F) in seminar for their public performances, and this grade will be weighted at ¼ credit.
- A team of faculty graders, not to include the student's advisor, will grade each project. Specific grading information, including late policies, is presented below with each project.
- Students with a diagnosed learning difference or other mental health or medical issue may seek accommodations for the Emerging Voices Program; for students actively enrolled in The Webb School's Learning Service program, these accommodations will be provided as needed. All others should submit a written request to the Public Performance Coordinator for his/her grade level. Such requests will be reviewed by the Director of Learning Services and School Counselor; documentation from the appropriate medical practitioner's recommendation may be requested where appropriate.
- Because public performance is a requirement for promotion to the next grade, students may be assigned behavioral as well as academic consequences for repeated failure to meet deadlines, missed school appointments, or failure to perform. These consequences could include restricted premise, a mandatory extra help schedule, and/or demerits.

## English

Webb's English curriculum seeks to develop responsible, engaged global citizens who embody The Webb School's mission and enduring understandings. As readers, our students encounter experiences and ideas that allow them to expand their sense of self, consider their place in the world, and examine their relation to others. As thinkers, our students grapple with complex issues, pose revelatory questions, and propose original ideas. As communicators, our students learn to speak and write precisely, sophisticatedly, and respectfully in order to meaningfully interact with the individuals and communities around them.

## Course Offerings

### ***06 English***

The English 6 course focuses on grammar, vocabulary, and reading. Vocabulary workshops and Membean are included to help students enrich their speaking and writing. The literature program provides students with many fascinating, imaginative experiences. Reading and discussing literature, as well as group projects, provide opportunities for sharing with others. The course trains students to evaluate and understand different perspectives.

- Summarize the main ideas of a selection in your own words and in a logical sequence
- Respond by telling what you like, dislike, or find interesting in a selection
- Draw Conclusions by using a number of pieces of information to make a general statement
- Develop vocabulary skills
- Develop, practice, and apply grammar rules when writing

### ***07 English***

In this course, students will experiment with a variety of methods for approaching and analyzing the texts they read, whether fiction, non-fiction, poetry, or drama. To this end, students will review and develop a vocabulary of literary terms specific to each genre. Students will also practice all stages of the writing process and explore various modes of writing. To enhance their reading, writing, and speaking, students will be expected to engage in systematic practice of vocabulary and grammar skills.

- Select relevant text evidence to support inferences about and analysis of fiction and nonfiction texts.
- Identify and examine the relationship among literary elements and devices in fiction and non-fiction texts.
- Compose sentences that demonstrate a sound grasp of grammar, usage, and mechanics.
- Conduct research using a variety of techniques to find relevant, reliable sources.
- Demonstrate understanding of effective paragraph and essay technique in various modes of writing (narrative, expository, argumentative).

### ***08 English***

In this course, students will continue developing the foundations of sound reading, writing, speaking, and critical thinking practices required in high school and beyond. Through an examination of classic and contemporary fiction, non-fiction, poetry, and drama, students will

expand their understanding of literary conventions and techniques for analysis. Students will write in response to class texts in a variety of modes and will refine both their research and presentation skills. Grammar and vocabulary instruction will grow from and be linked to student reading and writing for the course.

- Select the best text evidence to support inferences about and analysis of fiction and nonfiction texts.
- Explain how the relationship among literary elements and devices in fiction and non-fiction contribute to meaning and shape audience understanding.
- Compose sentences that are stylistically varied as well as grammatically correct.
- Conduct and integrate research effectively into essays, presentations, and projects.
- Write effectively for a variety of audiences and purposes.

### ***English I***

The course is designed to teach the 9th grade student to read, think, write, and speak at the rigor expected of a Webb scholar. Literature from a variety of genres and viewpoints is read and discussed. Literary terms and techniques are introduced and reviewed to give learners a common academic literary language. Socratic seminars are held to improve public speaking and active listening ability. Intentional and extensive writing skills and MLA formatting instructions aid in mastery of developing well-structured and supported essays. Writing and grammar skills are emphasized through the writing process, and web-based platforms assist in creating individually customized vocabulary and grammar development.

- Students can annotate and analyze a variety of texts for figurative language (symbol, simile, metaphor, allusion, motif), theme, tone, and plot.
- Students identify and write with sentence variety, use proper punctuation, avoid wordiness, and identify fragments/run-on sentences.
- Students can format papers in MLA style and properly cite all evidence to avoid plagiarism.
- Students write unified, developed, and well-structured paragraphs with specific thesis statements and thesis-focused supporting details.
- Students can write research, literary analysis, and persuasive essays.

### ***English II***

In English II, students read classics from world literature, discuss them in class and online, and write academic essays about them. Class discussions use the literary texts to foster

cross-cultural understanding, critical thinking, and literary analysis. The course walks students through the writing process as they learn how to integrate print and online sources into essays employing a scholarly voice and style. Students become proficient at the five-paragraph essay, learn to write with greater sentence complexity and variety, and acquire the skills to integrate a variety of sources while following the MLA format. Writing modes include reflective, persuasive, argumentative, and literary analysis essays. The course emphasizes the grammar skills necessary for high school and college writing. Web-based platforms assist individually customized training on vocabulary, grammar, and essay writing.

- Students achieve proficiency in the grammar topics most pertinent to high school students, enabling them to write sentences with a structural variety appropriate for higher level academic writing.
- Students can quote and paraphrase from print books and online sources while applying MLA conventions.
- Students achieve proficiency at writing a well-developed five-paragraph essay containing coherent, organized paragraphs with convincing evidence and sound reasoning.
- Students can write reflective, persuasive, argumentative, and literary analysis essays.
- Students learn about diverse cultures by reading world literature.

### ***English II Honors***

English II Honors assumes students are already proficient at essay writing and English grammar, especially compound and complex sentence structures. Honors students should be advanced readers for whom voluntary reading has been a passion and source of recreation for the past several years. English II Honors undertakes a more rigorous exploration and analysis of world literature, demands advanced essay-writing skills, and prepares students for the AP English Language and Composition course taken in the junior year. This honors course covers everything in the normal English II curriculum (see description above) along with more challenging assignments, more reading, and additional essay modes. Most importantly, the course places great emphasis on the timed essays typical of AP exams.

- Students achieve mastery of the grammar topics most pertinent to high school and college students, enabling them to write sentences with a structural variety appropriate for higher level academic writing.
- Students achieve proficiency at quoting and paraphrasing from print books, online sources, and scholarly periodicals while applying MLA conventions.

- Students achieve proficiency at writing well-developed essays containing coherent, organized paragraphs with convincing evidence and sound reasoning, all while in a timed essay writing environment.
- Students achieve proficiency at writing reflective, persuasive, argumentative, and literary analysis essays, and they gain a fundamental understanding of synthesis and rhetorical analysis essays.
- Students learn about diverse cultures by reading world literature.

### ***English III***

This survey course examines American Literature from Native American oral traditional songs and history to present day texts. Rhetorical analysis, close reading and annotating are emphasized along with discovering the author's purpose. Students explore these important components of literature via class discussion, lecture and scholarly essays and papers. Extensive instruction and practice in writing, as well as a review of usage, enable students to become clear, concise, and correct writers. Development of an expanded vocabulary in preparation for college entrance tests is also emphasized. Through extensive class discussion, students develop an appreciation for and understanding of both their responses to literature and the reasons for those responses.

- This course focuses on the American Literature canon to better understand the foundation of contemporary American societal concerns with emphasis on the evolution of race, economic, and gender relations. The canon is also the foundation for our rhetorical analysis focus.
- Students will learn how to effectively organize their thoughts and analysis via detailed outline reinforcement and practice.
- The importance of a scholarly, analytical writing voice is developed via both short, and longer writing assignments both in class and online.
- Students will learn how to evaluate the gravitas of both primary and secondary support for their own unique ideas regarding American literary texts.
- Students are encouraged to take these important analytical skills and apply them to their deeper understanding of contemporary issues.

### ***English III AP Language and Composition***

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students learn the finer points of the rhetorical situation and learn to craft their own rhetorical texts in response to a wide variety of both nonfiction and fiction texts. Extensive instruction and practice in writing, as well as a review of usage, enable students to become clear, concise, and correct writers. Development of an expanded vocabulary in preparation for college entrance tests is also emphasized. Through extensive class discussion, students develop an appreciation for and understanding of both their responses to literature and the reasons for those responses. Grammar and writing skills are taught through the writing process. Students complete an editorial analysis based on tracking two editorialists from disparate political positions for several weeks then comparing the efficacy of their rhetoric.

- Students become proficient in understanding the rhetorical situation across various historical eras and from different foundational perspectives.
- Students learn a plethora of rhetorical terms, devices, and modes and how authors intentionally apply these devices to achieve a desired outcome.
- Students master how to effectively organize their thoughts and analysis via detailed outline reinforcement and practice.
- The importance of a scholarly, analytical writing voice is developed via both short, and longer writing assignments both in class and online.
- Students will be prepared to take these important analytical thought and writing skills and apply them across the curriculum in college and in their careers.

#### ***English IV***

In this course students will further refine their reading, writing, and speaking skills through an exploration of contemporary issues and twenty-first century modes of communication. Students will consider the intersection between classic British literature and current events, examine the issues raised in recent fiction, non-fiction, and poetry, and both analyze and develop new media such as podcasts, video essays, blogs, and infographics in addition to writing more traditional essays. Practical application, real world audiences, and engagement with the school and local community will be among the guiding features of assignments.

- Demonstrate sophisticated understanding of contemporary issues, literary practices, and media forms.
- Identify, analyze, and evaluate critical elements in a variety of literary and non-fiction texts.
- Use credible evidence gleaned from class readings, discussions, and research to effectively support claims when writing and speaking.
- Write for a range of audiences and purposes with clarity, substance, and elegance.
- Communicate in an informed, engaging, and respectful manner during classroom discussions, presentation, and interactions with the community.

#### ***English IV AP Literature and Composition***

In AP Literature and Composition students will refine their skills as readers, thinkers, and writers while engaging with classic and contemporary novels, plays, poems, and short stories. Students will explore texts by theme while developing both general and genre-specific analytical tools and practices. Students will be expected to plan, draft, and revise a variety of essays in response to their reading and to reflect on the process of writing as they further hone their craft. The course is designed according to the curricular standards established by the College Board and prepares students for successful completion of the AP Literature and Composition exam.

- Recognize literary conventions and traditions in British and American poetry and prose from the 16th century to the present day.
- Identify, analyze, and evaluate critical elements in a variety of literary and non-fiction texts.
- Use credible evidence gleaned from class readings, discussions, and research to effectively support claims when writing and speaking.
- Write for a range of audiences and purposes with clarity, substance, and elegance.



- Communicate in an informed, engaging, and respectful manner during classroom discussions, presentation, and interactions with the community

## English Language Learning Curriculum

The English Language Learner (ELL) program at The Webb School is designed to provide intensive English language instruction to prepare students for mainstream English and History classes. The goal of the program is to prepare students academically with a high level of proficiency in writing, speaking, reading comprehension, note-taking, and cross-cultural understanding.

The ELL program has two levels (Intermediate and Advanced), and both include a literature, grammar, and ELL history class. Students will be placed at the level best suited for them based on language proficiency tests such as TOEFL or Duolingo. Students in this program attend regular math classes appropriate to their grade levels. ELL students are mainstreamed into regular English and History classes after one or two years of study in the ELL program, given that they meet the requirements to advance/exit the program.

## Course Offerings

### ***ELL Intermediate Grammar***

This is a foundational grammar course to be taken alongside ELL Intermediate Literature. Students will learn how to communicate effectively through mastery of grammar conventions including verb tenses, question formation, nouns and pronouns, modals, punctuation, comparatives, and different types of clauses. Much of their grammar will be assessed through audio diaries and structured conversations with other students.

- Develop language skills to communicate effectively about a variety of topics, both for interpersonal communication and academic purposes
- Practice pronunciation and intonation to improve their comprehensibility while speaking
- Apply key grammatical structures including verb tenses, question formation, noun & adjective clauses, passive and active voice, etc. in speaking and writing
- Recognize and correct common grammatical errors to improve overall fluency and communication

- Learn and accurately use common phrasal verbs in both spoken and written English and recognizing their often idiomatic meanings

### ***ELL Intermediate Literature***

This is an introductory literature course designed to give students a foundation of knowledge and skills which will prepare them for mainstream English classes. They will learn about types of genre, plot structure, character types, varieties of conflict, figurative language, and symbolism. They will also learn valuable reading comprehension strategies such as making inferences, using context clues, and making predictions. Students will read three level-appropriate novels as well as a variety of other work.

- Using developmental reading techniques including skimming & scanning, inferring meaning, and using context clues to improve overall comprehension
- Increasing and using vocabulary through learning new words and idiomatic expressions
- Differentiate between various literary genres such as fiction, non-fiction, poetry, etc. and analyze how these shape conventions, style, and purpose
- Identify and interpret various forms of figurative language such as metaphor, simile, personification, etc. and understand how authors use these to enhance the narrative
- Identify and analyze various literary devices such as imagery, foreshadowing, allegory, etc. and how they contribute to character development, theme, and overall impact of a literary work

### ***ELL Advanced Grammar***

This course is designed to build on ELL Intermediate Grammar and is to be taken alongside ELL Advanced Literature. It covers more advanced grammar topics that pertain to extended spoken and written discourse. These topics include but are not limited to compound sentences, prepositional phrases, conditionals, subordinate and relative clauses, passive and active voice, and connectives. Students will be assessed on their spoken and written fluency.

- Understand and use a variety of compound and complex sentence structures to communicate effectively
- Gain proficiency in all major verb tenses and aspects in order to accurately express their thoughts and ideas
- Recognize and correctly use a variety of clauses (noun, adjective, relative, adverbial, etc.) to provide additional information within complex sentences
- Develop ability to write and speak with deeper complexity and nuance through mastery of modals, conditionals, prepositional phrases, etc.
- Recognize and construct sentences in the passive, understanding when and why it is used

### ***ELL Advanced Literature***

This course is designed to build on ELL Intermediate Literature by focusing on students' critical reading and writing skills. Students will read three level-appropriate novels throughout the year (two each semester) and complete four scaffolded writing projects that reflect the types of writing that will be expected of them in their mainstream English classes including narrative, expository, argumentative, and analytical essays.

- Analyze complex texts by examining themes, motifs, character development, etc. and communicate insights in well-structured essays
- Construct clear and persuasive arguments in analytical essays, supported by textual evidence and scholarly research
- Implement a comprehensive writing process, including brainstorming, drafting, revising, and editing in order to produce polished work
- Demonstrate ability to use the Modern Language Association (MLA) for writing and citing sources, including in-text citations and works cited pages

## **World Languages**

The Webb School believes that the study of world languages is essential to gain insight into other cultures, to develop the ability to communicate with other peoples, and to recognize a common humanity. Listening, speaking, reading, and writing in world languages are acquired through a variety of methods. World language classes are proficiency-oriented, with activities based on true-to-life contexts to which students can relate.

### **Course Offerings**

#### ***French/Spanish 1A***

Students are introduced to the language, with vocabulary and basic structures demonstrated in context to encourage communication. Basic vocabulary includes friends and family, shopping, and food. Levels 1A and 1B are taught consecutively over a two-year period in order to fully prepare students for Level II of the language. The primary objective is to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing.

#### **French 1A Course Learning Outcomes:**

- Say hello and goodbye and ask how someone is doing.

- Make basic requests such as asking for school supplies or ordering at a café.
- Give simple descriptions of people and objects.
- Identify classroom objects and places around town.
- Discuss classes, schedules, after-school activities and pastimes.
- Give opinions about activities and agree or disagree with others.

#### Spanish 1A Course Learning Outcomes:

- Have a basic conversation about yourself with a stranger.
- Express likes, dislikes, feelings, interests, and small talk topics (weather, time, etc.)
- How to order food at a restaurant and have a conversation about what you like to eat
- Discuss typical meals and traditional foods in Spanish speaking countries
- Navigate the classroom and express needs in a classroom setting
- Discuss and describe your family and their appearances, likes, dislikes, and personality

#### ***French/Spanish 1B***

Students are introduced to the language, with vocabulary and basic structures demonstrated in context to encourage communication. Basic vocabulary includes health, vacation, and festivals. Levels 1A and 1B are taught consecutively over a two-year period in order to fully prepare students for Level II of the language. The primary objective is to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing.

#### French 1B Course Learning Outcomes:

- Engage in everyday conversations (say hello and goodbye, ask how someone is doing, talk about the weather).
- Express polite needs and requests (asking for school supplies, ordering food, choosing clothing, asking prices).
- Express problems and feelings (hungry, thirsty, tired, etc.).
- Introduce and describe yourself and others (appearance, personality, profession, nationality, age, relationships, where people are from and where they live).
- Exchange information about schedules and routines using days, dates and times.
- Express and explain opinions (classes, activities, teachers, agreeing and disagreeing).

#### Spanish 1B Course Learning Outcomes:

- Formal and informal introductions. Ask for names.

- How to order at a restaurant. Talk about wishes and wants. Ask for directions.
- Discuss your emotions and feelings about situations. Give likes and dislikes.
- Give commands and discuss what you have to do certain things.
- Talk about the recent past or the frequency of events.

### ***French/Spanish I***

Students are introduced to the language, with vocabulary and basic structures demonstrated in context to encourage communication. The primary objective is to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing.

#### French I Course Learning Outcomes:

- Engage in everyday conversations (say hello and goodbye, ask how someone is doing, talk about the weather).
- Express polite needs and requests (asking for school supplies, ordering food, choosing clothing, asking prices).
- Express problems and feelings (hungry, thirsty, tired, etc.).
- Introduce and describe yourself and others (appearance, personality, profession, nationality, age, relationships, where people are from and where they live).
- Exchange information about schedules and routines using days, dates and times.
- Express and explain opinions (classes, activities, teachers, agreeing and disagreeing).

#### Spanish I Course Learning Outcomes:

- Have a basic conversation about yourself with a stranger.
- Express likes, dislikes, feelings, interests, past events, and small talk topics (weather, time, etc.)
- How to order food at a restaurant and have a conversation about what you like to eat
- Discuss typical meals and traditional foods in Spanish speaking countries
- Navigate the classroom, office, home, and city and express needs and wants in those settings.
- Discuss and describe your family and their appearances, likes, dislikes, and personality
- Discuss family roles and responsibilities in Spanish speaking countries as well as their own views
- Give basic commands

## ***French/Spanish II***

Students at this level acquire a command of the four basic skills of the language. Increased emphasis is placed on the ability to communicate in realistic situations. Cultural readings survey life in the French- and Spanish-speaking worlds.

### French II Course Learning Outcomes:

- Express polite needs and requests (arrange transportation and hotel accommodations, purchase tickets, discuss grocery lists and shopping for food, order at a restaurant, request technological devices and explain their usage).
- Express essential medical issues (illness, pain, allergies) and initiate conversations at a doctor's office.
- Compare people and things, describe how well you know someone or how good you are at doing certain activities, and state preferences.
- Describe your home (floors, rooms, furnishings) and neighborhood.
- Describe travel and transportation schedules, how long something will happen or how long ago it happened.
- Describe your day and activities (what you did or are going to do, daily routines and chores, what you want or have to do).
- Describe what your life was like when you were younger.

### Spanish II Course Learning Outcomes:

- Have basic conversation about past and future events including your childhood, specific events that happened in the past, and what you are going to do.
- Order food at a restaurant.
- Talk about real life problems and current events in the target language and express opinions and suggestions on certain topics.
- Express opinions and suggestions about literature, entertainment, and music from Spanish speaking countries
- Discuss current events and historical events in Spanish speaking countries.

## ***French/Spanish III***

Students in the course are able to communicate at a functional level. Grammatical structures are reviewed with increased emphasis on expanded vocabulary. Literary and cultural readings provide insight into understanding other people.

### French III Course Learning Outcomes:

- Describe your future goals and plans, and what you can do to achieve them (tomorrow, I want to... Next year, I will go to... In 10 years, I want to be..., etc.)
- Describe people and their physical appearance in detail.
- Express how you feel and inquire about other people's feelings.
- Demonstrate a basic understanding of francophone cultures (*la francophonie*) in the United States, Québec, the Caribbean, France, and West Africa.
- Talk about your favorite outdoor activities and hobbies.
- Express yourself orally and in writing in the past, in authentic situations (in your childhood, last summer, yesterday, etc.)

### Spanish III Course Learning Outcomes:

- Discuss deeper topics about the environment, society, and history.
- Give advice and ask for recommendations. Give commands, recommendations, and persuade others.
- Talk about doubts and uncertainty. Express wishes and wants.
- Discuss past selves. Make comparisons or past and present.
- Talk about past life and habits. Talk about future events or hypotheticals. Discuss past history and literature.

### ***Honors French/Spanish IV***

Students at this level continue to develop their abilities in the four proficiency areas of listening, speaking, reading, and writing. Fostering fluency in written and oral activities, course materials include articles, interviews, and video from contemporary sources. Students are encouraged to deepen their knowledge of their own cultures and to develop an understanding of target culture.

- Converse on familiar topics such as your relationships, feelings, daily activities, jobs, and professions, etc.
- Understand aural instructions and questions, as well as aural passages composed of familiar materials and topics.
- Read and discuss authentic literature
- Discover and research music, film, and other media

### ***French/Spanish Cinema & Culture***

Students continue to develop their oral and writing abilities through the study, discussion, and interpretation of authentic literary texts and media. Students are encouraged to deepen their knowledge of target literature and culture. This course may be taken before, after or in place of AP.

- Demonstrate an understanding of the message and purpose of essential authentic target-language sources, such as news, lyrics, and other written or audio media.
- Communicate using a variety of idiomatic expressions, proverbs, and sayings from diverse target-language countries.
- Talk about familiar topics with fluency, flexibility, and precision using advanced vocabulary.
- Discuss and exchange with native speakers in a variety of settings, types of discourse, topics, and registers.
- Talk about your perspectives and support your opinions clearly and precisely to persuade others or negotiate a compromise.

### ***AP French/Spanish***

Students prepare for the Advanced Placement test through a variety of tasks and authentic media while continuing to hone their real-world communicative skills and understanding of target culture and literature. Completion of Honors French or Spanish IV is prerequisite for enrollment in AP.

- Communicate in unfamiliar contexts and use phrases that show cultural and idiomatic awareness.
- Carry out essential communicative tasks at hotels, restaurants, stores, banks, airports, etc.
- Discuss and support opinions on a variety of topics (rights, economy, environment, education, technology, etc.).
- Discuss family structures, communities, relationships, personal identity, beliefs and points of view.
- Describe and give information about elements of cultural heritage and artistic forms (visual, performance, music, architecture, literature).
- Describe routines and norms related to work, travel and leisure activities.



### ***Latin I***

This course gives the student a solid foundation in Latin grammar and vocabulary, as well as an introduction to Roman civilization and culture. The primary emphasis of the course is to develop reading skills in Latin while learning declensions of nouns, adjectives, and pronouns, and conjugation of verbs in the present system, both active and passive. Basic spoken Latin is used as a tool for enhancing understanding. Culture topics include Roman mythology, Roman art, and Roman history up to the Flavian Dynasty.

- Read and comprehend adapted passages of authentic Latin sources and stories written to explain elements of Roman history, mythology, and culture from the birth of Romulus to the end of the Julio-Claudian Empire.
- Identify and explain the primary uses of the five major cases in the first three declensions, the present system of verbs (active and passive) for the four regular conjugations and *esse/posse*, the first three declensions for nouns and adjectives, personal and relative pronouns, and basic indirect statement.
- Begin to identify references to Roman history, culture, and mythology in stories; study the Republic and early Empire through art, artifacts, and historical study.
- Translate sentences of one or two clauses using basic vocabulary, the indicative voice, and present infinitives.
- Begin to consider the motivations of characters or narrator, the moral or underlying theme of a story, the author's intent, or the genre of the story. Responses will be brief and textual support expected will be general or based on summary.

### ***Latin II***

This course continues the development of Latin vocabulary and the Latin-English relationship. More complex grammatical concepts, such as the perfect system, the subjunctive, and irregular verbs are studied. Reading Latin becomes more intensive and sophisticated. Culture topics include heroes of the ancient world, Roman history through the fall of the Roman Empire, and European history up through the Renaissance, specifically as it pertains to Latin and Latin pertains to it.

- Read and comprehend adapted passages of authentic Latin sources and stories written

about the later Roman Empire and the Middle Ages up to the beginning of the Italian Renaissance.

- Identify and explain the fourth and fifth declensions, interrogative and demonstrative pronouns/adjectives, the perfect indicative system of verbs, some participles, infinitives, the subjunctive mood and many of its dependent and independent uses, the comparison of adjectives, and the remaining irregular verbs and deponent verbs.
- Identify and explain references to Roman history, culture, and mythology present in stories; study the later Empire and the influence of Latin in the Middle Ages in Europe through art, artifacts and historical study.
- Translate sentences of one or two clauses using more complex vocabulary, the subjunctive voice, participles, and infinitives.
- Generate more intuitive, longer responses to a text (up to a paragraph), providing a specific line or sentence from which the answer may be understood.

### ***Latin III***

This course completes the study of the grammatical elements of the Latin language (such as the supine and the passive periphrastic) and then transitions to reading unadapted stories by the authors Catullus and Caesar. Emphasis is also placed on a study of Roman architecture and on developing the skill of forming evidence-based arguments based on reading.

- Read and comprehend adapted passages of authentic Latin sources and stories written during the Renaissance and beyond. Read and comprehend short unadapted passages of Catullus and Caesar.
- Identify and explain the uses of all of the cases, pronouns forms, the remaining uses of the subjunctive, the remaining participle forms and the ablative absolute, and the gerund and gerundive, including the passive periphrastic.
- Explain or analyze references to Roman history, culture, and mythology present in stories, adding an understanding of genre and its effect on style.
- Translate longer or more complex sentences using the full range of grammar, assisted by the teacher in separating clauses and phrases.
- Write a literary analysis of a short passage which explains the theme of the passage, motivations of the characters, or the author's intent using specific, cited and translated or paraphrased quotes.

### ***Honors Latin IV***

This advanced course is for students with a firm background in the foundations of Latin who are interested in further study of the language and literature. Prose composition and other grammatical exercises are used to review the structure of the Latin language, but the majority of study centers on reading the works of Roman authors such as Horace, Livy, and Vergil, and Ovid. Responding to these works, students develop their skills in literary analysis using a primary source in Latin.

- Read and comprehend longer unadapted passages of Horace, Livy, Vergil, and Ovid.
- Identify and explain any use of grammar present; identify and create logically equivalent phrases which use different grammatical elements.
- Expand upon references to Roman history, mythology, and culture present in stories with an understanding of the impact of genre and using additional research when necessary.
- Translate selected passages of Latin with some assistance provided, using dictionaries as needed to distinguish nuance in vocabulary.
- Write a literary analysis of two or more passages, taking into account genre, style, and references made by the author to the time period or other works.

### ***AP Latin***

This course prepares students to take the Advanced Placement exam in Latin and is only for highly qualified students. The course uses Vergil's *Aeneid* and Caesar's *de Bello Gallico* as the basis of study; students read prescribed portions of the work in Latin and more in English as well as other passages of unadapted Latin for practice with sight reading. The exam tests the students' ability to read Latin at sight, to translate a prepared passage from the syllabus, to explicate the grammar of a passage, to discuss themes and motifs, and to analyze the structure of and interpret familiar passages.

- Read and comprehend extended passages of Vergil and Caesar.
- Identify and explain any grammar uses present and how they affect our understanding of the passage or the author's intent.
- Identify references to Roman culture, history, or mythology in Latin texts, and interpret the author's intent from such references.
- Translate previously prepared Latin texts (Caesar and Vergil) into English as literally as possible, taking into account vocabulary, morphology, grammar, and syntax.

- Write essays responding to two prepared texts which show a clear understanding of the effects of usage and style and Roman culture and history.

## History

The Department of History at Webb seeks to instill in its students an appreciation for the vast, complex web of human history and to recognize their own place in it. This will include exploration of not only local culture but also the art, artifacts, ideas, great people and small of the world, so that they may develop a sense of their important place in the world and the duties they have to their fellow human beings. Successful graduates will not only understand these basic concepts but will also be able to articulate them in writing and understand the complex issues and arguments which arise from the interconnections of human society.

## Course Offerings

### ***06 Geography***

This course is an introduction to the world's physical and cultural geography. The continents of Africa, Asia, Australia, Europe, and North and South South America are studied. Focusing on the basic skills of reading, analyzing, and making maps and understanding physical geography and issues of climate, the course sometimes involves special assignments on various topics being studied. Geographical skills, analysis, and current events are stressed. Students acquire broad cultural, social, economic, and political perspectives on countries around the world.

By the end of this course, students will be able to:

- Be able to have an understanding of maps, map terminology, the uses and interpretation of maps
- Be able to have an understanding of the Five Themes of Geography: Location, Place, Region, Human-Environment interaction, and Movement
- Be able to have an understanding of cultural differences and similarities in different parts of the world.

- Be able to write appropriately about geography and related topics. Students should be able to write in complete sentences using correct grammar and mechanics. Students should have an understanding of paragraph format.

## ***07 U.S. History***

This course is an introduction to U.S. history and civics from the Age of Discovery to the recent past. Students learn the impact of key events and figures in the development of the government, economy, and society of the United States. They will examine the changing relationship between citizens and the government. Students will also develop skills in the use of primary and secondary sources, in map reading, in research projects, and in essay writing.

By the end of this course, students will be able to:

- Be able to organize and collect information from various primary and secondary sources, such as timelines, charts, graphs, photographs, artwork, and political cartoons
- Analyze the purpose and point of view of primary and secondary sources and be able to distinguish opinion from fact and evaluate the credibility, accuracy, and relevance of primary and secondary sources
- Know how to take notes in numerous formats, including outline format, P2R, SQ3R, and Cornell Two-Column notes
- Identify reliable sources for research and corroborate research findings
- Know what information to cite and how to write footnotes and bibliographies in the Chicago Manual of Style format
- Understand the difference between summarizing, paraphrasing, and plagiarising material
- Formulate simple thesis statements to create a valid argument and construct paragraphs to support that argument

## ***08 History***

This course is designed to help students think and speak critically about social issues that we will examine through an historical lens, specifically the relationship between an individual and society; what individuals owe the society of which they are a part and what benefits society offers those same individuals. Students will explore their own identities and values, to help them recognize and protect what they hold as important. They will also reflect on the identities and

values of their communities, and will engage in case studies to dig deeper into current events that interest them. The course is heavily dependent on argumentative writing and on class discussion. Therefore, students will learn how to create thoughtful, respectful, and researched arguments based on historical context, emotional intelligence, and a recognition of power. Candid honesty, empathy, and an appreciation of the position of others is expected; rudeness and disrespect will not be tolerated.

During this course, students will:

- Build an understanding of self and others through recognition of each person's unique identity and membership in multiple groups.
- Respect differences among people and appreciate the value of our multicultural society and world.
- Critically analyze primary and secondary sources to evaluate accuracy, bias, tone, purpose, and audience.
- Understand what makes a nation, who is part of a nation, and what that means in terms of both rights and responsibilities.
- Assess the impact of globalism and warfare on nations and their citizens.

### ***World History I***

This is the first course of a two-year sequence of World History for 9th and 10th graders. World History I, required for ninth grade students, traces the development of human civilization from its prehistoric beginnings to the start of the modern period (~1450 CE). Students will review a variety of the world's ancient societies, focusing specifically on the similarities and differences in where people lived, how they expressed themselves, how they made sense of the world around them, how they organized their social, economic, and political relationships, and how those cultures altered as they came into collision with one another.

By the end of this course, students will be able to:

- Begin to grasp not only their place in the world, but understand the origins of other cultures as well;

- Demonstrate a basic knowledge of historical events and chronology;
- Follow the emergence of humans and human civilizations in all corners of the world, from our earliest hominin ancestors to the end of the Renaissance;
- Identify the historical trends and currents that drive the events and developments of the past;
- Understand the origins of major political, ethnic, religious, and gender constructs;
- Expand their note-taking skills and successfully utilize them both inside and outside class;
- Read and analyze primary source documents, and interpret archaeological material, to visualize how people of the past understood the world around them;
- Read 3-8 pages of secondary source material, 2-3 times per week, to gain the background knowledge necessary for primary source analysis and various assessments;
- Write 2-3 page papers based around coherent paragraphs and with a defensible thesis, including correct citation in Chicago Style, to encourage the use of critical thinking and the ability to express analyses in written form.

## ***World History II***

World History II, required for tenth grade students who do not take AP World History, concentrates on modern world history from the age of European exploration and colonization through the Cold War and Decolonization. Emphasis is placed upon the development of research and writing skills, critical evaluation of primary and secondary sources, and effective expression of ideas.

By the end of this course, students will be able to:

- Infer the importance of the contextual background surrounding an event in history, the role of historical concepts to explain certain events, and interpret the resulting effects the event or time period had on the course of history
- Continue to develop their skills in regards to note-taking and what helps them best succeed
- Read 4-10 pp of a history text per night 2-3 times per week, with time given to review and take notes
- Interpret 5-15 page secondary sources with the intention of using the text to provide proper evidence to either answer a question or support an argument

- Utilize multiple opinions, frames of reference, and primary or secondary sources of information to better address and understand events in history.
- Articulate points of view and add to civil discourse through the use of primary and secondary source research.
- Develop writing practices that will allow the student to clearly articulate a viewpoint through the writing of 5 paragraph essays and 3-5 page papers.
  - Develop arguments through thesis statements intended to answer an overarching question that address key topics discussed in class and over the course of their learning in history-social science education.

### **AP World History**

This is a one year course for sophomores which replaces the requirement for World History II. The course begins in the year 1200 AD and covers social, political, social, economic, cultural, and intellectual ideas across the entire world until roughly the year 2000. Content emphasis is on cross-cultural comparison and knowledge of broad patterns of history as they change over time. Since this is the first History AP course that students typically take, emphasis is placed on continuing to build close reading and writing skills as outlined by the College Board for success on the exam. Students will also engage in independent research and presentation projects throughout the year to build deeper historical knowledge and skills. Students may be expected to review some parts of the pre-1200 course content taught in World History I through summer reading assignments before beginning the course in August. Students enrolled in the course are required to take the Advanced Placement Examination in the spring of the second semester. Departmental approval is required for enrolling in this AP course.

By the end of this course, students will be able to:

- Read 20-30 pages of a history text over the course of a school week, taking notes and creating review materials to help understand the work;
- Research in the school library and through selected online sources;
- Present specific topics to classmates and teacher, leading to group presentations of 15-20 minutes in length;
- Analyze and interpret written and visual sources, including identification of the relevance of intended audience, author, biases, and historical context;



- Use the skills mandated by College Board to respond intelligently to short answer, long essay, and document-based questions;
- Write several independent research papers up to 4-5 pp in length, based around coherent paragraphs, providing historical context and analysis, and with defensible theses.

### ***U.S. History***

This course is a survey of American history from Reconstruction to the recent past and is primarily for juniors. Students acquire in-depth knowledge of the major themes of American political, social, cultural, economic, and diplomatic history. In addition, the course deals extensively with reading, understanding, analyzing and interpreting a wide variety of both primary and secondary texts together with the maps, graphs and pictorial materials associated with them. Writing skills are emphasized.

By the end of the course the students will be able to:

- Develop skills in: oral communication, written communication, information gathering, synthesizing information, critical thinking and problem solving, transferring learned material into experience
- Utilize the historical development of our society as a background for understanding present and future problems and for formulating solutions.
- Understand the necessity for the study of United States History.
- Examine issues from our history, society and explore solutions utilizing skills in inquiry and logic and in gathering, synthesizing, examining, and interpreting data through technology in the classroom and in the library.
- Acquire knowledge of basic facts and concepts in United States History and their relevance to today.
- Develop analytical skills and acquire the factual knowledge necessary to deal critically with problems and materials in United States History.
- Develop the written skills needed in communicating understanding of historical themes and concepts.

### ***AP U.S. History***

This course surveys the historical development of the United States and requires the student to display expertise in tests modeled after the Advanced Placement Examination. Particular attention is paid to such major themes as revolution, sectionalism, manifest destiny, imperialism, and reform, in addition to political, social, economic, and diplomatic events. This course is designed to provide students with a learning experience equal to, or superior to most college American history surveys. Admission to the course is dependent upon departmental approval.

By the end of this course the students will be able to:

- Understand the discipline of history and the process a historian uses to reconstruct the past.
- Analyze evidence and interpretations presented in historical scholarship (Historiography)
- Understand the political, economic, cultural and social forces that have shaped the people of the United States from the early Eighteenth Century to the present day.
- Use primary documents in the study of major themes of American History from the founding of the original colonies to the present time.
- Prepare for the AP Exam in US History.
- Reinforce skills necessary for student success in university studies and as an active and informed citizen of the United States.

### ***Issues in Democracy***

This is a semester course required for graduation. This course is offered for seniors and some juniors, depending upon availability. The course examines the background of the United States' government and how it currently functions. Contemporary events furnish material for class discussion and enhance concepts found in the textbook. The course also focuses on the rights and responsibilities of the citizen.

By the end of this course, students will be able to:

- Understand the basic structure of the United States government and its three branches - Executive, Legislative, and Judicial
- Describe the origins of the American political system and how it has transformed over time
- Explain common political processes and the role of the citizen in each of them

- Describe the role of political parties, interest groups, and lobbying on American politics
- Understand how polls, statistics, and other data can be used and abused
- Explain the role of the citizen and their personal relationship to that role

### ***AP U.S. Government and Politics***

AP United States Government and Politics explores political theory and everyday practice that direct the daily operation of our government and shape our public policies. Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. In studying United States Government and Politics a recognition of media influence on policy and opinion is required. The express purpose of this course is to prepare students to take the AP Exam for U.S. Government and Politics. This course is taught at a college level and it requires a substantial amount of reading and preparation for every class. Throughout this semester, we will study a variety of Supreme Court cases, historical documents, charts and graphs in order to develop a deeper understanding of the operations of US Government and Politics.

By the end of this course the students will be able to:

- Describe and compare important facts, concepts (such as checks and balances and federalism,), and theories pertaining to U.S. government and Politics
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effect of these structures and procedures).
- Explain the functions and developmental changes in Political Parties and the role they have in the political process.
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and express them to others via the AP Government examination or other methods,

### ***Ethics***

Through examinations of moral decision making in everyday life, this semester course acquaints the student with both theory and application of major ethical systems, schools of thought and human behavior. Taking advantage of lectures, media, writing, and small group discussions.

Ethics students are able to

- Define ethical behaviors
- Solve ethical dilemmas and incorporate ideas into real life events.
- Gain understanding and awareness of digital behavior and relationships
- Understand plagiarism, citing sources and giving credit
- Consider fame and digital celebrity, generational differences, digital footprint and reputation.

## Mathematics

In the Webb School math department, we believe in the education of the whole child. In order to prepare our students for the future, our mathematics courses emphasize thinking critically, logically, and creatively in order to solve problems. Students are encouraged to approach problems with a positive attitude and a determination to succeed. We strive to help them learn how to persevere in the face of difficulties and help them learn that mistakes and struggles are beneficial to their overall growth. We strive to help students develop Mathematical Reasoning Ability and then to become effective and efficient communicators of mathematics. Developing a strong sense of problem solving is prevalent in all of our courses.

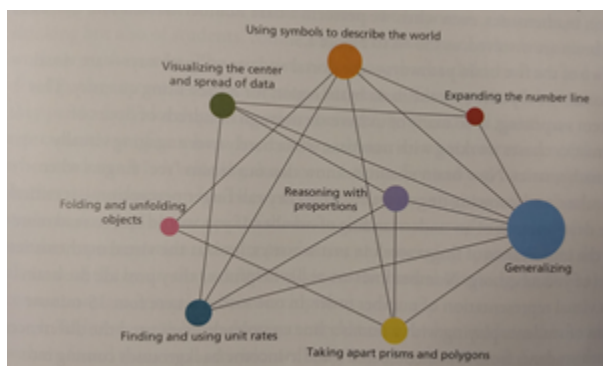
### Course Offerings

#### ***Mathematics 6***

The math curriculum is devoted to developing student knowledge and an understanding of mathematics that is rich in connections: connections among core ideas in math, connections between math and its applications in other school subjects, connections between the planned teaching/learning activities and the special aptitudes and interests of middle school students. The content includes the study of number theory, understanding rational numbers, two-dimensional geometry, understanding of fraction operations, two-dimensional measurement, computing with decimals and percentages and probability.

This course is designed around the student understanding the “big ideas” of mathematics. An understanding of the big ideas helps the rules, practices and standards fall into place. The students will Visualize, Play with and Investigate these ideas to develop connections and

understanding. The diagram illustrates the Big Ideas and shows how they are interconnected .



The student will

- Use symbols to describe the world.
- Expand their use and understanding of the number line
- Learn to reason with proportions.
- Find and use unit rates in a variety of situations.
- Learn 3D geometry by folding, unfolding, taking apart and analyzing prisms and objects.
- Visualize the center and spread of data.

### ***Mathematics 7***

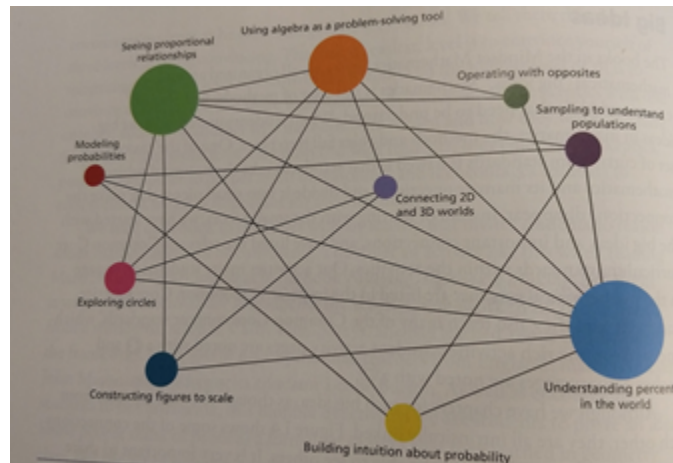
In this course, students review and improve arithmetic skills, with an emphasis on operations with fractions and decimals and percentages. Ratios, proportions, and percents are used extensively in problem solving. Students learn fundamental geometric concepts, including similarity, and solve problems involving distance, area, and volume. Variables and patterns are studied extensively, including tables and four-quadrant graphing. Simple equations, integers and rational numbers, order of operations, and distributive property are learned. Students will :

- Become more efficient with their number skills and operations.
- Develop a better sense of proportional reasoning
- Gain skills in understanding algebraic reasoning and solving equations.

### ***Pre-Algebra 7***

This course is designed to enable the students to move from arithmetic and elementary concepts to algebra. The course emphasizes pre-algebra skills, such as working with variables, equation solving, and problem solving. Other topics covered include pre-geometry (similarity,

polygonal shapes, tessellations, graphing of lines) and probability and statistics. Proportional reasoning is emphasized throughout. The course is taught using an integrated approach to the concepts, and cooperative learning is used frequently. All students learn to work with graphing calculators and how to use graphing technologies online. An understanding of the big ideas helps the rules, practices and standards fall into place. The students will Visualize, Play with and Investigate these ideas to develop connections and understanding. The diagram illustrates the Big Ideas and shows how they are interconnected throughout the year.



The student will:

- Learn to use algebra as a problem solving tool.
- Learn operations with opposites.
- Connect 2D and 3D worlds
- Explore circles
- Understand percents in this world.
- Find and work with proportional relationships.
- Construct figures to scale.
- Build intuition about probability.

### ***Pre-Algebra 8***

Designed to provide a smooth transition from arithmetic to algebra, this course reinforces arithmetic skills while introducing students to algebraic concepts and problems. A substantial amount of geometry is integrated into the arithmetic and algebra. Probability and statistics, equation solving, reading, and problem solving are emphasized throughout, and cooperative learning is used frequently. Students study linear and inverse variations and graphing, work with

square roots and the Pythagorean Theorem, and recognize and represent quadratic functions in tables, graphs, words and symbols. Students are introduced to simple quadratic expressions. The goal is to help them develop the ability to define and solve problems with reason, insight, creativity and proficiency. The curriculum is problem-centered and identifies the following big ideas which are connected throughout the year.

- Multiple representations of information including symbolic expressions, graphs, number patterns, written explanations, etc.
- Rational numbers/Proportional reasoning
- Probability and Statistical Reasoning
- Algebraic Reasoning including modeling and identifying various functions. Graphs and other representations. Understanding algebraic variables.
- Geometric/Measurement Reasoning including transformations, coordinate geometry, Pythagorus, and geometric visualization.

### ***Algebra I***

This course covers concepts such as equations, inequalities, graphing, informal geometry, and data analysis. Applications are frequently used to develop topics. Systems, polynomials, and square roots will frequently be related to geometry and be motivated by applications, as well. Technology is used where appropriate. The Algebra and Geometry programs are taught using problems sets. The goal is to teach students to take responsibility for the math that they explore. The students' work in class helps them to learn and use formulas efficiently and accurately, explore and understand theorems and discuss and explain their results. The problems used are rigorous and challenging. This course teaches fundamental algebraic concepts and skills, including solutions of elementary equations and inequalities, the algebra of polynomials and rational expressions, graphs of linear functions, the arithmetic of radicals, system and quadratic functions.

This course is designed to help the student practice thinking mathematically and learn to become a more independent and creative problem solver. The class is designed with recurring strands of problems sets that grow in sophistication as the students' skill and knowledge increases. The strands include the following:

- Foundations of algebraic expressions and equations.
- Linear Functions – graphing, representations, solving, systems

- Non-Linear Functions.
- Inequalities on a number line and coordinate plane.
- Exponents and Radicals
- Polynomials and Factoring
- Rational Functions

### ***Geometry***

Traditional Euclidian geometry is covered, with an emphasis on logical thinking, proofs, and algebraic applications. Triangle trigonometry, coordinate geometry, and transformational geometry will also be studied. This course is designed to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on:

- Establishing triangle congruence criteria using rigid motions and formal constructions.
- Building a formal understanding of similarity based on dilations and proportional reasoning.
- Developing the concepts of formal proof including proving basic theorems about circles.
- Exploring the properties of two- and three-dimensional objects.
- Working within the rectangular coordinate system to verify geometric relationships.
- Using the language of set theory to compute and interpret probabilities for compound events.

### ***Algebra II and Honors Algebra II***

After a review of first-year algebra, this course covers standard second-year topics, such as complex numbers, the quadratic formula, quadratic functions, circles, polynomial equations and graphs, exponents, and logarithms. It also includes the study of matrices and arithmetic and geometric sequences. The Honors section requires greater demands upon the student and includes trigonometry. Admission to the Honors section is dependent on department approval. The intent of these courses is to extend and apply what students have learned in previous mathematics courses by focusing on multiple representations of functions and relations and finding connections among the ideas and the topics. The main ideas include functions, inverses,



and patterns. And within those ideas one may find topics such as sequences and series, domain and range, zeros, translations, solving systems, and graphing.

Students will

- continue to develop an understanding of manipulating equations
- synthesize logical information from previous math classes with new patterns and equations
- explore the world through mathematics
- learn, review and dive into foundational topics needed for the other quarters of this school year and beyond

Foundational Topics Units will allow the students to explore

- Sequences and Series
- Conics
- Rational expressions
- Exponents
- Imaginary/ Complex Numbers

### ***College Algebra & Trigonometry***

This course is intended for students coming from the regular Algebra II classes and also for those students from the Algebra II Honors class who are not ready for the pace and depth of Pre-Calculus. Beginning with the theory of functions and graphs, the course proceeds to study all of the elementary functions, with an emphasis on real-world applications. Approximately half of the course is devoted to the study of trigonometry.

The learning objectives of this course are:

- Expressing relationships through graphs –including rate of change through graphs and functional relationships
- Making connections between graphs and equations.
- Solving equations and inequalities – reviewing all of the elementary functions.
- Exponential growth
- Circular definitions of trig function

- Triangle trigonometry

### ***Honors Pre-Calculus***

Pre-Calculus is an honors course designed to prepare talented mathematics students for calculus. The study of functions is the focus of the class. Functions to be studied are linear, quadratic, polynomial, exponential, logarithmic, and trigonometric. Particular emphasis is placed on the study of trigonometry. Additionally, the student is introduced to polar coordinates and complex numbers, sequences and series, vectors, and parametric equations. In preparation for calculus, limits are also covered throughout the course.

- Identify and work with functions and their graphs – including translations, stretching and reflections.
- Understand Exponents and logs
- Unit Circle and the trig functions
- Polar Coordinates
- Complex numbers
- Sequences and Series
- Introduce limits
- Combinations/Probability/Statistics

### ***AP Calculus AB***

This course covers the topics listed in the Calculus AB syllabus by the Advanced Placement Program of the College Board. These topics include derivatives and integrals and their applications. Students in the class take the Advanced Placement examination in the spring. Prerequisite: Pre-Calculus. In this course the following ideas will be studied. The students will learn:

- How to find the area under a curve (the idea of the definite integral)
- How to find the slope of a tangent line to a curve/instantaneous velocity (the idea of the derivative).
- How to represent functions with infinite series
- About limits.

### ***AP Calculus BC***

This course prepares students to take the Calculus BC Advanced Placement examination offered by the College Board. In addition to the topics included in the AB course, the following topics are also covered: further applications of the integral; parametric, polar, and vector functions; and polynomial approximations and series. Prerequisite: Pre-Calculus.

In this course the following ideas will be studied. The students will learn:

- How to find the area under a curve (the idea of the definite integral)
- How to find the slope of a tangent line to a curve/instantaneous velocity (the idea of the derivative).
- How to represent functions with infinite series
- About limits.

### ***AP Statistics***

As described by the College Board, “the purpose of the Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.” Students are exposed to four broad conceptual themes: (1) exploring data, (2) planning a study, (3) anticipating patterns using probability and simulation, and (4) statistical inference. Students in the class take the Advanced Placement examination in the spring. Prerequisite: Pre-Calculus or College Algebra and Trigonometry.

A course designed to prepare a student for college-level statistics as well as prepare for the AP exam, the course covers the following main ideas

- Variation and Distribution
- Data based predictions, decisions and conclusions.
- Patterns and Uncertainty

## **Science**

An understanding of the scientific method and scientific concepts is becoming essential as technology progresses rapidly. The Science Department seeks to expose each student to a wide range of science topics and laboratory techniques, as well as to emphasize analytical thinking. The philosophy of the faculty stresses the process of science; consequently, each course is lab-oriented.

### ***Science 06***

This is a lab-based course that emphasizes how the environment works and the effects of human impact. Students gain an understanding of the scientific process through investigations, collaboration, and research. Topics include the water cycle, biomes, climate, plate tectonics, and the atmosphere.

At the completion of this year, students will have:

- an appreciation of the Earth
- an ability to understand the scientific processes involved in the following parts of our
- environment: water, air, and land
- an understanding of the effects of human impacts on our environment
- knowledge of the scientific process and how to design experiments
- the ability to write scientifically using and understanding their data
- an ability to work together as a cooperative learning team

### ***Science 07***

This is a lab-based course that introduces students to the foundations of biology. Through investigations, collaboration, and research students gain an understanding of experimental design and how to “think and write” like a scientist. Topics include cell biology and processes, genetics, and a study of living organisms from the most simple, such as viruses and bacteria, to the most complex, the human body.

At the completion of this year, students will have:

- an appreciation for the earth and all living things
- an ability to identify the characteristics of the major classification groups
- knowledge of the scientific process and how to design experiments
- the ability to write scientifically using and understanding their data
- an understanding of the human body and its parts
- an ability to work together as a cooperative learning team

### ***Physical Science 08***

This is a lab-based course that introduces students to the foundations of chemistry and physics. Through investigations, problem solving and collaborative learning, students will investigate

matter and energy. Topics included in this class are properties of matter, changes in matter, atomic structure, and the periodic table, as well as motion, forces, waves. and energy.

At the completion of this year, students will have:

- an understanding of the mathematical language of science
- knowledge of the scientific process and how to carry out guided experiments
- an ability to analyze scientific data related to observable situations in our physical world
- an understanding of how matter is classified and how it reacts in multiple situations
- knowledge of how energy is transformed and used our physical world
- an ability to work together as a cooperative learning team

### ***Biology***

This lab-oriented class introduces life and the concepts of scientific methods to study it. It will introduce students to the study of living organisms from the cellular level to the more complex systems associated with the whole biosphere. Concepts covered include biochemistry, the cell and its life processes, genetics and how those genes are expressed, evolution, scientific classification and basic ecology.

At the completion of this year, students will have:

- an understanding of the basic life processes occurring in the world around them
- an ability to analyze complex scientific thoughts and to articulate them in writing
- a solid foundational knowledge of the major aspects of cells, organisms and the environment
- an ability to process data involved in natural scientific processes and draw their own conclusions
- an appreciation for how all the levels of our natural world interact with each other

### ***AP Biology***

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. In broad terms the topics are molecules and cells, heredity and evolution, and organisms and populations.

At the completion of this year, students will have

- the ability to use scientific inquiry process through laboratory investigations

- an understanding of the four ‘Big Ideas’ as articulated by the AP Biology Curriculum Framework
  - The process of evolution drives the diversity and unity of life
  - Biological systems use energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis
  - Living systems store, retrieve, transmit, and respond to information
  - Biological systems interact, and these systems and their interactions exhibit complex properties
- the ability to formulate and test hypotheses
- the ability to perform statistical tests and mathematical calculations to analyze and interpret data
- the ability to explain biological concepts, processes, and models presented in written format
- a fundamental knowledge of biochemistry, cellular biology, genetics, evolution and ecology

### ***Chemistry***

This is a laboratory-oriented course, which introduces students to the basic concepts of general chemistry on a college-preparatory level. Concepts covered include matter and energy, atomic structure, chemical reactions and stoichiometry, electron behavior, bonding, gas laws, solution chemistry, redox reactions, electrochemistry and introductory thermodynamics.

At the completion of this year, students will have

- practiced the basic laboratory skills needed to perform chemistry experiments, report findings and discuss conclusions.
- the ability to define matter, describe the physical and chemical properties of matter, and understand the processes that define the changes in states of matter.
- the ability to describe the atomic structure and organization used to arrange the atoms of the natural world.
- the ability to describe how atoms combine to form compounds and by their nature understand properties of the bonds within and between molecules.
- the understanding of how compounds react with each other using reactivity and solubility to determine product formation.

- a basic understanding of the energetics involved in the chemistry of matter and chemical reactions.

### ***Honors Chemistry***

This lab-oriented course is a rigorous treatment of core chemical concepts on a freshman college level. The course is highly mathematical. Topics covered include atomic structure, introductory thermodynamics, the behavior of electrons based on quantum mechanics, both the localized electron and molecular orbital models of chemical bonding, chemical reactions and stoichiometry, solution chemistry and solubility product constants, acid base chemistry, redox reactions and electrochemistry, gas laws and the kinetic molecular theory, the behavior of liquids and solids, and colligative properties.

At the completion of this year,

- students will know the basic laboratory skills needed to design, carry out and analyze chemistry experiments, and be able to do so safely.
- students will understand the basics of matter; define matter, describe the physical and chemical properties of matter, understand the processes that define the state of matter and its changes.
- students will be able to describe the atomic structure and organization used to arrange the atoms of the natural world.
- students will be able to describe how atoms combine to form compounds and by their nature understand properties of these bonds.
- students will learn how compounds react with each other, if at all, predicting products of chemical reactions based on activity, solubility, and reduction potential.
- students will have a basic understanding of the energetics involved in the chemistry of matter and chemical reactions.

### ***Introductory Physics***

This course seeks to give students an understanding of, and appreciation for, the world of physics. While the course will have an emphasis on mechanics--both because this was one of the first major topics studied by physicists, and because it is the most readily applicable to the world in which we live--we will also investigate an array of topics including thermodynamics, optics, electricity, magnetism, sound, atomic physics, and relativity.

At the completion of this course, students will

- have an in-depth understanding of the physical concepts present around them,
- be able to use mathematical models to make predictions of physical phenomena,
- possess the ability to collect accurate and relevant data to answer a hypothesis,
- be comfortable creating and interpreting graphs as visual displays of data, and
- have the ability to communicate scientific ideas clearly and concisely.

### ***AP Physics 1***

This course is an algebra-based study of physics, preparing the student for the AP Physics 1 exam. The primary emphasis is on mechanics, although some basic circuits and sound topics are covered as well. No prior experience with physics is needed. This course, while requiring ease in manipulation of algebraic expressions and equations, is ultimately a conceptual course, with a goal of giving students the tools and language needed to understand and explain clearly the physical phenomena of the world around them. Hands-on lab activities constitute a substantial component of the course.

At the completion of the course, students will be able to:

- comprehensively understand the mechanical aspects of classical physics,
- use and manipulate mathematical models to predict mechanical phenomena,
- design and carry out experiments to test hypotheses,
- analyze data, particularly in graphical form, to reach a conclusion, and
- communicate physical concepts clearly and concisely in writing.

### ***Anatomy and Physiology***

This lab-oriented class introduces students to the functioning of the human body and its various systems. Students will not only learn the parts and how they function for each of the major body systems, they will dive into them with hands-on dissections and labs to visualize these systems in situ. Major concepts covered include everything from anatomical terms and tissues to human body systems such as the skeletal system, muscular system, circulatory system, respiratory system, digestive system, immune system and reproductive system.

At the completion of this year, students will have:

- a deeper appreciation for the human body and how it functions
- an ability to identify body parts and understand their normal physiology
- an ability to understand homeostatic imbalances in each of the major systems discussed
- laboratory dissection skills needed to properly observe the functioning parts of animals studied



### ***AP Environmental Science***

This is a lab-based class, multi-disciplinary class in which students will learn about the environment, their role on our planet and the problems it is facing. The course will cover the content set forth by the College Board and its university partners that teach the equivalent of a college level environmental science course. Topics covered include energy transfer, interactions between earth systems, interactions between different species and the environment and sustainability.

At the completion of this year, students will have:

- the scientific principles, concepts, and methodologies to understand the interrelationship of the natural world
- the ability to identify and analyze environmental problems, both natural and human-made
- the skills to evaluate the relative risks associated with these environmental problems
- the analytical skills to examine and determine the effectiveness of alternative solutions to these problems
- communication and writing skills to document and advocate for effective solutions and prevention techniques for these problems

## **Fine Arts**

Through the arts we discover the commonality of humanity, find our individual “selves,” and express our individuality and commonality to each other. Discipline through practice is essential to develop each person’s unique gifts and capabilities. Integrity, respect and responsibility are all essential requirements for building character as an artist and for a thriving community.

It is the goal that students find their own creativity as an expression of the people they are and gain an awareness that their interests are evolving in concert with their maturity into adulthood.

### ***Art 6 Passport***

Students will be introduced to a variety of media including drawing, painting, and sculpting. Projects will be inspired by the language department and will have a basis in the countries of origin the languages are spoken.

- The student will become familiar with an art studio environment.
- The student will observe and create art unique to themselves.
- The student will form a basis for future artistic endeavors.

### ***Art 7***

Students will learn core concepts and the basics of the art world. This includes the fundamentals of drawing, painting, sculpting, while also learning how to use and maintain a studio space. Students will apply learned techniques towards their own unique works. Students will also be introduced to various artists through art history and begin to formulate discussions and opinions on their works and the works of others.

- The student will learn to properly use and care for multiple art studio tools and materials.
- The student will discover and begin to analyze art throughout history.
- The student will be able to conceptualize and execute artwork unique to themselves.

### ***Art 8***

Students will briefly revisit core concepts learned in the previous year. Building on these concepts students will deepen their knowledge of technique and execution. Students will be encouraged and directed towards creativity and craftsmanship. They will further their knowledge of Art History by continuing artist discussions and will develop a presentation on an artist of their choosing (large list provided by instructor).

- The student will master creating in a communal studio environment.
- The student will refine the process of artistic conceptualization and creation.
- The student will understand the importance of iteration and self-editing.

### ***Art I***

This course will focus on the basic components of visual art including the elements and beginner-level drawing techniques. This is a rigorous program that will challenge you to not only progress your artistic skills but to also communicate visually and manage your time well.

The students will:

- Analyze how one's understanding of the world is affected by experiencing images.
- Select, analyze, and curate artifacts and/or artworks for presentation and preservation.
- Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.
- Acquire skills: blind contour, modified contour, hatching, shading, stippling, blending with colored pencils, watercolor, portraiture, and color theory.
- Compare and contrast how people view art in different ways.

- Discuss how visual art is a method of communication.
- Discuss how symbolism can be used to create meaning in a work of art.
- Build observational drawing skills through projects and sketchbook assignments.
- Demonstrate an understanding of the elements of art and the principles of design.
- Apply problem-solving skills to create solutions to a specific visual art task.
- Analyze selected ideas in works of art.
- Reflect on the characteristics and merits of their work and the work of others.
- Take inspiration from contemporary artists to create collaborative artwork with classmates

## ***Art II***

This course is designed to develop further the concepts and skills learned in Art 1 and is available for second-level art students. Students will use skills and techniques learned previously to enhance artwork in two-dimensional design using mediums such as drawing, painting, design, etc.

*Prerequisite: Art I*

The students will:

- Through experimentation, practice, and persistence, demonstrate the acquisition of skills and knowledge in a chosen art form using course-specific craftsmanship.
- Select, analyze, and curate artifacts and/or artworks for presentation and preservation.
- Compare and connect functions of art in a variety of societal, cultural, and historical contexts to contemporary and local contexts.
- Analyze the relevance of criteria used by others to evaluate a work of art or collection of works.
- Acquire skills: graphite, colored pencils, watercolor, artistic inquiry, acrylic, printmaking, portraiture, and abstraction.
- Discuss how visual art is a method of communication.
- Discuss how symbolism can be used to create meaning in a work of art.
- Collaborate with peers on an abstract work of art.

## ***Art III***

This course is designed to develop further the concepts and skills learned in Art 2 and is available for third-level art students. Students will use skills and techniques learned previously

to enhance artwork in two-dimensional design using mediums such as painting, printmaking, book arts, etc.

*Prerequisite: Art I and Art II*

The students will:

- Choose from a range of materials and methods of traditional and contemporary practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
- Critique and justify choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.
- Acquire skills: book arts, painting, figure drawing, printmaking, and mixed media
- Examine how artists use big ideas to create their artworks.
- Apply methodology from artist exemplars to a work of art.
- Create works of art based on a big idea or theme: stories, power, identity, community, change.
- Continue to pursue goals (S.M.A.R.T Goal) to be accomplished by the end of the semester.

### ***Advanced Art***

This is an individualized portfolio course for the student who is seriously interested in developing as an artist. Students may be guided through painting, printmaking, photography, videography, and/or sculpture. Students are required to keep a detailed sketchbook/journal and complete a series of finished works based on a clear vision and concentrated investigation.

*Prerequisites: Any combination of **three** art courses.*

*(i.e. Art I-III; Handbuilding, Throwing, Advanced Pottery; Art I, Visual Art Independent Study, Ceramics)*

The students will:

- Choose from a range of materials and methods of traditional and contemporary practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
- Critique and justify choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.
- Investigate an artist that inspires you to make works of art.
- Select a concentration topic.
- Create at least 5 major works of art that are directly tied to your concentration

### ***AP Art and Design***

This is a full-year course developed to accommodate students who have demonstrated a strong interest and commitment to excel in art production both digitally and traditionally. Research, field trips, and regular (at least biweekly) oral and written critiques will be integral parts of this course.

All students will submit a portfolio at the end of the course that has followed the AP Art and Design Portfolio Submission requirements. With direct teacher instruction, the emphasis will be placed on the development of the AP Portfolio. The students will complete both sections (Sustained Investigation and Selected Work Quality Section) of the portfolio.

*Pre-requisites: ADV. Art, Portfolio Submission, and Teacher Approval*

- Demonstrate a thorough understanding of the elements of art and principles of design through an investigative experimentation of ideas, materials, and processes using electronic media in conjunction with traditional art mediums, materials, and processes.
- Learn and value the investigative process of recording ideas, solving problems, and using these ideas for artwork creation.
- Use decision-making skills to assess visual problems.
- Become an active communicator in the artmaking process with yourself, instructors, peers, and the art community.

- Develop a Sustained Investigation—a personal investigation (body of artwork) that focuses on a special area of visual problems to solve.
- Develop and choose five high-quality works that are excellent in concept, composition, and execution to submit for the Selected Works section in their final portfolio.
- Explore postsecondary options for art making.

### ***Pottery***

Pottery students first learn the different techniques of handbuilding a work. This includes pinching pots, coiling, and slab rolling to create works of their own artistic vision. Secondly, students will learn the basics of wheel throwing - centering, opening and pulling walls to create a vessel. Students will gain the knowledge they need for glazing artwork and making decisions based upon their aesthetic vision for each piece.

- The student will learn the fundamentals of handbuilt and wheel-thrown pottery.
- The student will be able to identify the different stages of ware and their respective attributes.
- The student will understand the difference between underglaze and overglaze along with their benefits, applications, and restrictions.

### ***Advanced Pottery***

Students will investigate the world of ceramic art and develop a body of work inspired by their discoveries. Students will meet with the instructor for approval on their proposed projects and will complete all additional research required to fulfill said projects. A sketchbook will be kept to document their creative process and serve as a template for their finished work. Students will complete three to five self-guided projects based on size and scope. An example being four matching cups and bowls constituting one project.

Advanced Pottery students will also help the instructor with maintaining cleanliness in the studio, loading and unloading of the kilns, and assisting first semester students in their learning when time permits.

- The student will have a firm grasp on multiple techniques used in the creation of ceramic art.
- The student will learn how to load, fire, and unload a kiln.
- The student will learn how to create a body of cohesive ceramic art.

## **Theatre I - Introduction to Theatre**

From basic theatrical vocabulary to the complexities of scene work, performance, and backstage execution of design and organization, students gain a heightened awareness of performance requirements specific to the cast, the crew, and the designers. Students gain an enhanced appreciation of the discipline required for success in professional theatre. They will understand the necessary respect for hierarchy in the production process as well as in the basics of professional job descriptions. Additional emphasis is placed on practical, technical theatre work, contribution to production values, and construction of mainstage and black box productions. The canon, culture and time of Shakespeare is introduced with emphasis on why Sawney Webb was a disciplined student of Shakespeare. In one semester students will learn or enhance their learning in recognizing the expectations of the professional theatre. Course credit.

- The student will study an overview of history in theatre from its earliest to most recent documentation in theatre structure, plays, playwrights, periods, and genres.
- The student will demonstrate understanding in backstage production help for black box and proscenium stage structure.
- The student will demonstrate understanding of the basics in Shakespeare's prose and verse and why this is imperative in the interpretation of his plays and characters.
- The students will learn about the history of America's contribution to the world of theatre.
- The student will learn and use the basic vocabulary specific to theatre.
- The student will learn the difference in the terms "theater" and "theatre."

## **The Webb Players**

The Webb Players is the afternoon theatre production program for which Fine Arts Credit is awarded. This afternoon rehearsal time culminates in two main productions in a school year each after twelve or more weeks of a rehearsal process. Students, cast and crew, travel through all aspects of character analysis, story analysis, stage blocking, and collaborative efforts with fellow students, instructors, designers, directors, and visiting professional artists. These performances are a flagship of our Fine Arts Department.

*Prerequisite: Interview and /or audition*

- The student will travel as closely in the professional production process as can be described in a high school setting using available resources.
- The students learn and demonstrate understanding of the production process with guidance and direction from an active member in the professional field of performance.
- The students will have the opportunity to see professional theatre in the broader Nashville area and through the use of Broadway HD channel, and other support material.
- The student will learn the fundamentals necessary to basic actor technique, basic direction technique, and basic stagecraft technique.
- The student will demonstrate the responsibilities of performance, on and offstage, as demanded in the professional world of theatre.
- The student will learn the fundamentals of the business in theatre and why “Theatre” is a profession and “drama” is a necessary vocabulary of conflict.

### ***Mock Trial***

For a semester of performing arts credit, students cover topics relating to the American trial court system, both civil and criminal, including the nature and scope of litigation, rules of evidence, and effective communication in advocacy. The students participate in private and state run competitions in the fall and winter. Reviewing past mock trial competitions and engaging in class discussions and role-playing exercises help develop the students’ analytical skills and effective communication skills, laying the groundwork for each student’s successful participation in the annual mock trial competition each spring.

### ***Choir***

Students learn to read and sing music from a variety of periods as they work to prepare and perform as an ensemble. The December *Service of Lessons and Carols* and the spring concert are the two main performances of the choir along with other opportunities, such as Parents’ Day and Grandparents Day. The students will learn:

- proper breathing and tone production
- how to read musical notation
- how to be musically expressive
- to demonstrate the above in performance



### ***Strings I***

Full-year class. No previous musical experience is necessary. Students learn to play either the violin, viola, cello, or upright bass. Students perform for a variety of in-school and after-school concerts throughout the year.

- The student will learn good posture, bow hold, and demonstrate knowledge of a variety of bow strokes and good bow placement on his/her instrument.
- The student will learn to play and read music notation that covers the entire range of the instrument in first position.
- The student will learn to read and play rhythms including whole, half, quarter, eighth and sixteenth notes.
- The student will learn music theory including key signatures, time signatures and the language associated with basic music terminology.
- The student will play, alone and with others, in tune and with rhythmic accuracy, selections from appropriate literature with appropriate range, performing with an ensemble while following the cues of the conductor.

### ***Intermediate Strings***

Full-year class. Students are recommended to take this class for 2-3 years. Advancement is subject to teacher recommendation. Students perform for a variety of in-school and after-school concerts throughout the year.

*\*Prerequisite: Strings I or an audition with the instructor.*

- The student will learn to play using good posture, bow hold, demonstrating knowledge of a variety of strokes, good bow placement, shifting and vibrato in a variety of musical styles.
- The student will learn to play and read music notation in first through fifth positions, learning to shift into those positions.
- The student will learn to read and play more difficult rhythms including syncopated and dotted rhythms, including a wider range of time signatures.
- The student will learn more advanced music theory including the circle of fifths, basic ear training, and more advanced terms and markings related to musicality.

- The student will play, alone and with others, in tune and with rhythmic accuracy, selections from appropriate literature with appropriate range, performing with an ensemble while following the cues of the conductor.

### ***Orchestra Honors***

Full-year class. The Webb School Honors String Orchestra course provides students with a challenging and innovative curriculum. The requirement for this course provides a template for being a successful musician and allows the students to experience what great musicians do. The Webb Honors Orchestra is devoted to creating a positive musical experience for each and every student. This consists of participation in group and solo activities, as well as the development of self-discipline and the satisfaction achieved through independently meeting personal technical goals via a consistent regimen of individual practice. Students perform for a variety of in-school and after-school concerts throughout the year.

*\*Prerequisite: Intermediate Strings or audition with the instructor.*

- The student will play, alone and with others, with good pitch, rhythm, vibrato, shifting, dynamic accuracy, and with stylistic expression using age appropriate literature, demonstrating good knowledge of a variety of bow strokes.
- The student will learn to read notation that covers the entire range of the instrument in all positions, learning to read and play difficult rhythms in all time signatures.
- The student will learn more advanced music theory including the circle of fifths, ear training, and advanced terms and markings related to musicality and bow strokes.
- The student will play, alone and with others, in tune and with rhythmic accuracy, selections from appropriate literature with appropriate range and stylistic accuracy, while following the cues of the conductor when appropriate.
- The student will satisfy the criteria of the honors course by either 1) tutoring a beginning student three times per semester 2) participating in an ongoing ensemble outside of school 3) auditioning and/or being accepted to mid-state orchestra 4) taking private lessons outside of school 5) giving two public performances outside the classroom.

### ***Piano I***

This semester introductory course is designed to equip the student with the necessary skills to play the piano. Students learn notation, scales (major and minor), key signatures,

harmonization, transposition, and repertoire (both solo and duet). They are also introduced to the masterpieces of the piano repertoire and great performers.

The students will learn:

- to read musical notation
- proper piano technique
- to play simple pieces at sight

### ***Piano II***

Students spend a semester continuing to develop the skills begun in Piano I. This level requires an intermediate level of piano repertoire (minuets and other dance forms and sonatinas) A student may continue at this level for more than one semester.

*Prerequisite: Piano 1 or audition with instructor:*

- The student will continue to develop technical skills
- The student will play increasingly difficult repertoire
- The student will learn how to solve musical problems
- The student will learn skills for performance
- The students will learn to listen to great works from piano literature

### ***Advanced Piano***

Advanced piano is for students who will learn to play four octave major and minor scales and arpeggios and repertoire at early advanced to advanced level, such as Beethoven Sonatas, Chopin Nocturnes. Performance is required in this class. This course is offered on teacher recommendation.

- The students will perform all major and minor 4 octave scales
- The student will learn increasingly difficult technique
- The student will hone sight reading skills
- The student will learn and perform advanced piano repertoire
- The student will learn pieces from different periods of musical style

### ***Advanced Piano Honors***

This course is recommended for the advanced, talented pianist who has dedicated themselves to this art form. The student will have reached an advanced level of repertoire, technique and sight reading. They will perform in the chapel at least once a year and for small groups of students. Enrollment is determined by the recommendation of the instructor.

- The student will learn increasingly difficult technique
- The student will hone sight reading skills
- The student will learn and perform advanced piano repertoire
- The student will learn pieces from different periods of musical style
- Performance is the goal of studying piano repertoire

### ***Guitar***

Guitar is an introductory course designed to familiarize students with the acoustic guitar and to use that knowledge to explore music basics. Students learn scales and modes on the instrument and are encouraged to select songs that they wish to learn. In the process of adapting and learning a popular song and receiving one-on-one instruction, they learn basic chord structure, strumming rhythms, and melody. Students must provide their own acoustic guitar.

### ***Music Theory***

Music Theory is the study of the many styles of music and the grammar of music, including the complexities of rhythm, melody, harmony, and form. That knowledge will give the student a greater understanding of the music that he or she listens to and performs.

- The student will learn to read musical notation
- The student will learn how to interpret the notation through singing and/or playing an instrument
- The student will be able to understand a piece of music and how it works.

### ***Music Appreciation***

Beginning with Pythagoras and moving forward chronologically, the class studies classical music of western civilization from 900 A.D. to the present. The history of notation, music theory, and great masterpieces are the foci. Time is also spent on the classic music of other cultures.

- The student will learn about musical notation and understand how to interpret it
- The student will learn about music from the ancients to the present
- The student will learn about the different eras and styles of music and recognize their characteristics
- The student will become familiar with great works from Western Civilization
- The goal is to find enjoyment in the great literature through a greater understanding of music

## **Speech**

A primary focus in this semester course is on public speaking as conversation and building confidence and skill within basic formats of seven to nine types of speeches that are typically required of a speaker. Emphasis is placed on aiding students in preparation of speeches, on how to properly rehearse at the lectern, and on readiness for public presentations, interviews, and beyond. This course is designed to heighten students' understanding of verbal and nonverbal communication patterns and of communication conflicts, the ways to resolve these conflicts, to increase listening skills, and techniques in acknowledging their listeners.

### **This course is a required “non-major”**

- The student will learn the importance of mission driven speech formats and how to distill such missions and objectives to support conversation as public speaking.
- The students will learn techniques in controlling fear of public presentations and nervousness in preparing for public “conversations.”
- The student will learn how to accept and use positive criticism to advantage.
- The student will learn efficient organization of research and fact checking in support of objectives and mission statements.
- The student will observe professional performances and historical performances in class support materials to demonstrate what they are learning.
- The students will practice memorization skills in support of Webb’s emerging voices program.
- The student will demonstrate understanding of these course objectives supporting the specifics of format in their research, writing, and in rehearsing and speaking at the lectern.

# Specials

Developing the whole person through a balanced approach to mental, physical, social, cultural, emotional, and academic wellbeing. Ensuring a continuum of independence that begins with protection and ends with self-direction and self-advocacy. Preparing learners for the monumental transitions of the family home to boarding school life, elementary to middle school, middle to high school, and finally high school to college, career, and life.

## ***Nutrition 6***

In Nutrition, we will use MyPlate.org to walk us through the five food groups. We will learn what each group does for our bodies and how to be sure we are getting enough of each group. We will taste test new foods and also design our own restaurants! Students will be successful in this class by keeping an open mind and willingness to learn while showing respect to themselves and those around them.

## ***Focus 6***

The Webb School's sixth grade students participate in a Focus class three days a week in which they utilize tools in a variety of disciplines including technology (specifically Google), digital citizenship, writing skills, reading comprehension, library skills, and organizational study skills. The students also participate in character building through self-reflection and mindfulness. The sole purpose of this course is to support and strengthen their use of these tools in all other disciplines across the curriculum.

Focus students will be able to

- Demonstrate mastery of digital citizenship competencies, successful usage of Google email, Docs, Slides, Drive,
- Have recognition of the Honor Code in literary texts
- Develop study skills, time management, effective homework planning, and finally the ability to make text-to-text, self, media, and world connections.

## ***Computer 07***

For one semester in the 7<sup>th</sup> grade students receive a broad-based orientation to computer applications. With increasing practice and sophistication, they work on keyboarding, word

processing, spreadsheets, Internet research, and applications involving multiple formats simultaneously.

Computer 07 students will be able to

- Work through problem-solving, collaboration, and persistence while using technology
- Develop needful application skills
- Practice digital citizenship skills.

### ***08 Wellness***

Health and Wellness is a required course for all eighth grade students. Acquiring an understanding and establishment of good health practices and incorporating them into daily life are the key objectives for this semester.

Students will

- Acquire knowledge about Wellness, Drugs/Alcohol, Life Cycle, Communicable Diseases, First Aid, and Personal Fitness.
- Learn in-depth about nutrition, conception and birth, alcohol, steroids, tobacco use, STD's, self-esteem, and stress-management.

### ***Economics***

Economics seeks to improve students' understanding and awareness of micro and macroeconomics. When looking at microeconomics, students will study economics at the optimizing individual, group, or company level. As we research macroeconomics, we will look at the national economy as a whole and why the great depression was so crucial to economics.

Economics students are able to

- Gain insight into economics through various projects where they will learn about citing sources and doing transmedia projects.

### ***AP Computer Science Principles***

Computer Science Principles (CS Principles) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing.

AP Computer Science Principles students will be able to

- Have a basic understanding of five main topics covered: The Internet, Digital Information, Introduction to Programming, Big Data and Privacy, and Building Apps.
- Complete the AP Performance Tasks

### ***Study Center***

The study center is a required first semester course for all freshmen and new Upper School students with study skills instruction through NeuroTeach Global Student, an interactive online program created by the Center for Transformative Teaching and Learning, coupled with a closely monitored study space during the school day. Students gain insight in organization, goal-setting, and prioritizing their academic obligations. The study center works closely with classroom teachers to help support their instruction, as well as help students complete make-up work from absences. Returning upper school students are also eligible to enroll in study center classes. The goals of the Study Center are to support the educational development of every Webb student through collaborative efforts and to help all students acquire strong learning and advocacy skills for college and beyond.

**This is a non-credit course.**

### ***Learning Support***

In order to facilitate student achievement at Webb, a trained teacher works individually or in small groups with the limited number of Webb students who have documented learning differences or widespread academic difficulties. The teacher provides direct instruction in reading, time management, study skills, and composition and works with the students' teachers to create Webb-appropriate accommodations.

- **Support Tier III** - Students will be able to demonstrate emerging executive functioning skills including organization, planning and executing, time management, learning strategies, and other foundational academic skills and receive direct instruction in those areas through small group and individual direct support meetings with a learning specialist. Students who are diagnosed with a learning disability qualify for classroom and testing accommodations.
- **Support Tier II**- Students have demonstrated learning independence and no longer need direct support meetings to learn and practice these skills. A learning diagnosis qualifies these students for accommodations that often can be carried with them beyond their high school education.



### ***Physical Education***

The objective of this class is to arm students with the knowledge and confidence to pursue a lifetime of physical activities. This class will also stress the art of perseverance and the value of teamwork as these will transcribe into every aspect of adulthood.

- Students will have the personal goal to become as physically, mentally, and emotionally “fit” as possible.

### ***Personal Finance***

This semester course engages students by weaving-relevant subject matter into an enriching and entertaining format. The course uses online resources from Dave Ramsey and his Foundations in Personal Finance curriculum to meet all the state standards and benchmarks. Personal Finance Students will learn

- How to save and invest
- How credit and debt work
- What financial responsibility and money management looks like
- The importance of insurance and risk management
- How Income and Career influence personal finance

### ***Psychology (offered online)***

This full year, online course offers students an engaging introduction to the essential topics in psychology. Throughout this study of human behavior and the mind, they will gain insight into the history of the field of psychology, as well as explore current theories and issues in areas such as cognition, motivation, and wellness. The importance of scientific methods and principles of research design is emphasized throughout this course and presented in a way that will enrich each student's study of individuals as thinking, feeling, and social beings. Students will study the following topics:

- Research Methods
- Brains, Bodies, and Behavior
- Sensing and Perceiving
- Learning; Memory
- Language
- Intelligence

- Lifespan Development
- Emotion and Motivation
- Personality
- Psychology in Our Social Lives
- Wellness
- Psychological Disorders
- Treatment
- and Consciousness

### ***Wilderness Instruction and Leadership Development (W.I.L.D.)***

This three-tiered, three-year program is designed to complement the mission of the school by fostering high moral character and leadership. A student earns one credit per tier/year completed.

(W.I.L.D.) students

- Are equipped with the knowledge and skills necessary to lead others in safe, environmentally friendly outdoor activities.
- Complete a capstone experience where a student plans and leads a three-day outdoor experience.

### ***Library and Research Instruction***

The Library instruction is embedded in the curriculum through a series of research and reading activities in collaboration with the classroom teachers, advisors, and emerging voices coordinators. The six competencies that the Library curriculum works toward are: Inquiry, Include, Collaborate, Curate, Explore, and Engage.

Inquiry:

- Formulating questions about a personal interest or a curricular topic.
- Recalling prior and background knowledge as context for new meaning

Inclusion:

- Articulating an awareness of the contributions of a range of learners.
- Adopting a discerning stance toward points of view and opinions expressed in
- 
- information resources and learning products.
- Describing their understanding of cultural relevancy and placement within the global

#### Collaboration and Group Work :

- Developing new understandings through engagement in a learning group.
- Deciding to solve problems informed by group interaction.

#### Curation and Compiling :

- Determining the need to gather information.
- Identifying possible sources of information.

#### Explore [curiosity] :

- Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- Reflecting and questioning assumptions and possible misconceptions.

#### Engage with the information :

- Responsibly applying information, technology, and media to learning. [Part of Digital literacy]
- Understanding the ethical use of information, technology, and media. [Basic introduction]
- Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

### **Dual Enrollment**

In 2022-2023, The Webb School entered into a partnership with Lipscomb University to offer online electives through a dual enrollment program. These courses are currently taught by Lipscomb faculty and are taken in an online format using Lipscomb's Canvas. Courses are offered to juniors and seniors who meet minimum admissions requirements for Lipscomb University Online. Tennessee residents are able to use the Tennessee Dual Enrollment Grant to pay for coursework, but books are not included. Classes are 8-weeks, and are offered quarterly. Courses vary per academic year.