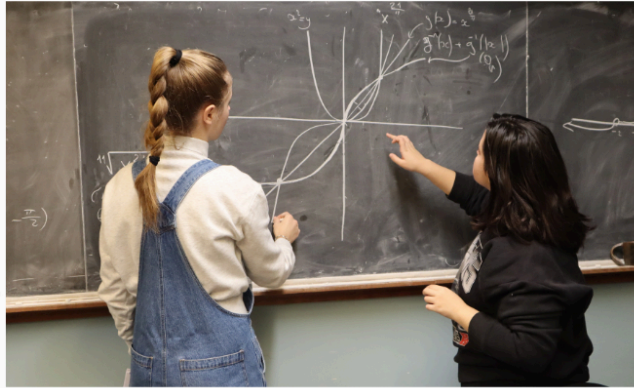


# CURRICULUM GUIDE 2024-2025



*westover*  
SCHOOL

# WESTOVER SCHOOL

Middlebury, CT

## Curriculum Guide

2024 - 2025

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## **MISSION STATEMENT**

Westover empowers young women to lead lives of consequence.

## **ACADEMIC VISION STATEMENT**

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

Enlightened Scholar

Engaged Citizen

Empowered Woman

# GRADUATION REQUIREMENTS AND SCHEDULING

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

Subject and credit minimum requirements for graduation are as follows:

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

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

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

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

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

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

## ACADEMIC COURSE LOAD

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

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

# ENGLISH

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

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

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

AP Literature	Full Year	1 Credit
<p><b>Prerequisites:</b> You must have successfully completed your electives in your junior year finishing the year with an A- as well as securing a recommendation from your spring semester teacher. You must also submit an analytical writing sample of approximately 3 pages to the Department Chair.</p>		

Ultimately, decisions for admission into the course are determined at the discretion of the department.

While serving as intensive, year-long preparation for students to take the Advanced Placement Literature examination in the spring, this course focuses on reading, analyzing, and writing about various genres of literature (fiction, poetry, drama) from various time periods. Students will devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis will provide rich opportunities to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will learn to consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Students must be prepared for longer reading assignments, frequent timed writing assignments, and regular written work that will include expository, analytical, and argumentative essays. Lastly, students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

The Voice(s) of Poetry	Fall Semester	0.50 Credits
<p>The poet C.D. Wright has said that “it is a function of poetry to locate those zones inside of us that would be free and declare them so.” Contemporary poetry offers an exciting range of voices and styles for young poets to learn from in order to set their own voices free. In this workshop-based course, students will explore the work of a variety of contemporary poets, both on and off the page, to sample possible modes and techniques of expression, including visual and spoken word poetry. Through experimenting with a variety of exercises and prompts, students will generate a number of poem drafts to hone their skills in the crafting of poetry. As the poet Christian Wiman has said, poems generally happen through "messaging around with words." Bring to this class a willingness to experiment and play with language. Frequent writing and revision of poetry will be the primary form of assessment in the class, but students will also keep a craft journal and write a critical essay. At the end of the semester, students will create a final portfolio of revised work.</p>		

Dealing with the Devil	Fall Semester	0.50 Credits
<p>What are the ways in which society imagines “the evil one”? The trope of a bargain with the devil extends across the centuries through a variety of genres and media. Students will center their attention on two archetypal figures, the Magus and the Witch. The Magus is that figure (typically male) who strikes a Faustian bargain with the devil to gain knowledge or power. Starting with Marlowe’s <i>Doctor Faustus</i>, students will track the Faustian Magus figure through Nazi Germany and postcolonial Kenya. The Witch is the figure (typically female) who offers resistance to dominant social structures and ideologies and is thus labeled as “evil” by those in power. Students will explore the figure of the Witch in texts by feminist authors such as Sylvia Townsend Warner and Maryse Condé, who try to reclaim this persecuted figure into one of female power. Class texts will range across drama, film, fiction, poetry, and podcasts, and assessments will be both analytical and creative.</p>		

Dystopian Fiction	Fall Semester	0.50 Credits
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In this course we will be exploring how social and political decisions can create the nightmare of dystopia. Through literature that, in some ways, reflects troubling aspects of contemporary life, we will delve into the major themes and common elements of dystopian worlds and consider an important question: What seemingly small choices, both in literature and in life, can lead to the destruction of humanity?

<b>Literary Heroines</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
Description coming soon		

<b>Literature After Empire</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Note: Rasin Center Distinction Course</i>		
<p>How does one write after colonialism? The decolonization of former European colonies required formerly subjected peoples to grapple with the aftermath of colonial rule—politically, economically, culturally, and imaginatively. Focusing on the legacies of English colonialism—and thus English literature and language—we will explore the way in which postcolonial writers have engaged with themes of identity, power, and cultural resilience. Taking our cue from Kenyan writer Ngũgĩ wa Thiong’o’s concept of “decolonizing the mind,” we will examine the linguistic and literary challenges writers face in their quest for self-representation. We will read a variety of stories, novels, poems, and essays from at least TWO of these three areas of the former British empire: the Caribbean; Kenya and Nigeria; India and Pakistan. Through critical analysis and comparison, we’ll gain a deeper appreciation of the diversity of voices expanding the English literary canon in the wake of Empire.</p>		

<b>Banned Literature: Censorship &amp; Culture</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Note: Rasin Center Distinction Course</i>		
<p>This course is devoted to the exploration of literature that has been banned or contested throughout history alongside a study of the historical context of censorship. Our three units will take us through texts that have been contested due to themes of: gender/sexuality, race and racism, state violence/power/surveillance. Our critical engagement with these texts, as well as their social, political, and cultural contexts, will invite essential questions like, in what ways does censorship serve as a mechanism for maintaining power structures, and how does it intersect with broader systems of oppression and control? How do/can marginalized communities use literature to resist erasure and challenge dominant narratives about their identities and experiences?</p>		



## MATHEMATICS

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

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

<b>ALGEBRA I</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Department Placement</i>		
Algebra I gives students a foundation for all future mathematics courses. Students are introduced to solving equations, solving inequalities, functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations.		

<b>GEOMETRY</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Algebra I and/or Department Placement</i>		
This course covers all the major topics included in a typical Geometry class while extending the student's algebra skills with an intensive review that is integrated throughout the year. Students completing this course will advance to either Algebra II or Honors Algebra II.		

<b>HONORS GEOMETRY</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Department assignment after first Midterm grading Period</i>		
This course covers all the major topics included in a typical honors level Geometry class while extending the student's grasp of algebra by solving challenging exercises throughout the year. Students completing this course will advance to either Algebra II or Honors Algebra II. The Honors track will encounter more challenging problem sets and move at an accelerated pace.		

<b>ALGEBRA II</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Algebra I and Geometry</i>		

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

<b>HONORS ALGEBRA II</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> Algebra I, Geometry or Honors Geometry		
A course in algebra that covers standard second year algebraic topics at an accelerated pace. In addition, advanced topics of algebra are studied and an introduction to pre-calculus and functional trigonometry is given.		

<b>PRE-CALCULUS</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> Honors Algebra II, Algebra II or permission of the department		
This course reviews all elementary functions and introduces advanced properties of specific functions essential to calculus. Special attention is given to the study of: polynomial, trigonometric, exponential and logarithmic functions, graphing techniques, and complex numbers.		

<b>HONORS PRE-CALCULUS</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> Honors Algebra II, Algebra II or permission of the department		
The course begins with an introduction into mastering the ability of reading a math textbook in conjunction with a study of topics in probability and statistics. The course continues with an intensive study of polynomial, rational, exponential, logarithmic, and trigonometric functions, graphs, and proofs. The concept of derivative is introduced through limits. This course requires students to solve problems algebraically and to use their graphing calculators to analyze problem situations both graphically and numerically.		

<b>HONORS PRE-CALCULUS PLUS CALCULUS</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> Honors Algebra II and permission of the department		
A full year course which leads towards study in AP® Calculus BC. It covers trigonometry and all precalculus topics, and includes an introduction to calculus. It is assumed that students in this course will be able to move at a faster pace and that they will take AP® Calculus BC at Westover in the following year.		

<b>CALCULUS</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> Pre-Calculus		
A full year course of calculus designed to cover all the major topics of AP Calculus AB but with less rigor. Students enrolled in this course are not expected to take the Advanced Placement exam.		

<b>AP® CALCULUS (AB)</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> Honors Pre-Calculus		
A full year course designed to represent first semester college-level calculus, including the theory of limits, as well as differentiation and integration. Emphasis is placed on a multi representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. This course has one additional class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.		

<b>AP® CALCULUS (BC)</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> Honors Pre-Calculus Plus Calculus or AB Calculus		
A full year course designed to represent second semester college-level calculus. Emphasis is placed on a multi-representational approach to calculus, with concepts, results, and problems being expressed, numerically, analytically, and verbally. Topics beyond the scope of AP® Calculus AB are explored. Students may take this course as a sequel to AP® Calculus AB or after taking Honors Pre-Calculus Plus Calculus. Because the A, B, and C syllabi for calculus will be covered, the pace of this course is extremely fast, and the course has one additional class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.		

<b>STATISTICS</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> Pre-Calculus		
A statistics course that will introduce students to the major concepts of collecting and analyzing data, for drawing conclusions from their analysis. Active learning and communication are high priorities. Students learn to use the statistical capabilities of their graphing calculator to carry out routine computations, create graphical displays and perform some analyses.		

<b>Multivariable Calculus</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> AP <sup>®</sup> CALCULUS (BC)		
<p>A course designed for the highly motivated student with a special interest in higher mathematics. This course moves at a rigorous pace and covers topics in the calculus of multidimensional spaces, including vector functions, multivariable differentiation, and multivariable integration. This course prepares students for further studies in advanced mathematics and related fields.</p> <p><i>Multidimensional spaces:</i> coordinate systems, vectors, dot product, cross product, lines and planes.</p> <p><i>Vector functions:</i> limits, derivatives, and integrals of vector functions; velocity and acceleration.</p> <p><i>Multivariable differentiation:</i> partial derivatives, directional derivatives, gradients, critical points and the second derivative test, maximum and minimum values, method of Lagrange multipliers.</p> <p><i>Multivariable integration:</i> double and triple integrals, line and surface integrals, Green's theorem, Stokes' theorem, and the divergence theorem.</p>		

## LANGUAGES

The Language Department offers course sequences from the introductory to the fifth year levels in French, Latin, and Spanish. Level placement is determined by the Language Placement Test and teacher information form for all new students. Each student is required to successfully complete Westover's third-level course in one of these languages in order to graduate, though she is encouraged, if eligible, to pursue the study of her chosen language beyond the requirement or to begin the study of a second language upon meeting that requirement. Students for whom English is their second language are *generally* exempt from this requirement. Courses that are undersubscribed may be offered concurrently with other courses.

<b>French I</b>	<b>Full Year</b>	<b>1 Credit</b>
<p>In this introductory course, students will learn the basic communicative functions as well as the basic structures of the French language. Grammar lessons will be reinforced with photos and images, skits, and physical response exercises. Students will also be exposed to cultural aspects of the French-speaking world through songs, video excerpts, and short articles. Classes are conducted in French.</p>		

<b>French II</b>	<b>Full Year</b>	<b>1 Credit</b>
<p><i>Prerequisites: French I</i></p>		
<p>Students will continue to develop grammatical and speaking skills in this second year course, with an increased emphasis on writing. Some basic grammatical lessons will be supplemented with more advanced material according to the needs and interests of the class. Students will experience French culture through songs, skits, film and use of the Internet. Active participation in class discussions and exercises is essential. Classes are conducted in French.</p>		

<b>French III</b>	<b>Full Year</b>	<b>1 Credit</b>
<p><i>Prerequisites: French II</i></p>		
<p>Students will continue to hone skills in grammar, speaking and listening in this third year course, with an increased emphasis on developing advanced reading and writing skills. As in previous courses, students will be expected to apply these skills in communicative activities in the classroom. Basic grammar lessons will be supplemented with images and video, skits, and use of the Internet. Students will be exposed to culture through short stories, periodical articles, and films, thus improving their vocabulary and reading comprehension skills. This class will be taught solely in French. Active participation is essential.</p>		

<b>French IV</b>	<b>Full Year</b>	<b>1 Credit</b>
<p><i>Prerequisites: French III</i></p>		

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

<b>French V</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: French IV or AP French</i>		
<p>The goal of this class is to allow students to use the French they already know and take their language skills to the next level in accuracy and complexity. During the fall semester, students will delve into the Francophone African and North African modern literature with novels from Ivory Coast, Guinea, Sénégal, and Morocco from authors such as Camara Laye, Véronique Tadjo, Fatou Diome, and Taha Ben Jelloun. Some of the novels will be supplemented by video materials and films. During the spring semester, students will switch from the African continent to the French Riviera and will study the famous novelist, playwright, and filmmaker of the twentieth century Marcel Pagnol. Students will explore three of his famous novels “Marius”, “Jean de Florette” and “Manon Des Sources” through both his writing and his movies. The topics covered will allow students to refine and further enhance their written and oral competencies. If you are curious about Francophone literature and if you like to discuss what you have read and watched, this course is for you</p>		

<b>AP French</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: French IV</i>		
<p>AP® French is comparable to an advanced level college French course. Students will be exposed to a holistic approach to language proficiency through interdisciplinary topics and will be trained in the different formats of the exam. The course includes an in-depth review of the most complex structures of French grammar. Students will enrich their vocabulary and gain additional cultural awareness. They will also further their understanding of the Francophone world and its cultures using a variety of authentic resources: audio and video recordings, literary texts, journalistic articles, advertising, charts, graphs, broadcasts, podcasts, films, and songs. Classes are taught solely in French; students will be required to speak only in French in class and to participate in 16 group discussions with enthusiasm. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.</p>		

Italian	Full Year	1 Credit
<p>One Year Italian intensive class to catch up with Italian family members, to study an Art History class, to take a trip to Italy and much more!!!</p> <p>This course uses the communicative method to emphasize the fundamental skills of second language acquisition along with Italian culture. Students apply grammatical structures in context coupled up to meaningful activities which span from listening to Italian songs, taking virtual tours to Italy with the creation of brochures on the different touristic regions, learning about traditional cooking and creating dialogues on a vast range of topics. Students will be watching two movies “Cinema Paradiso” and “L’Ultimo Bacio”. (Students will begin a virtual exchange with Italian students).</p>		

Latin I	Full Year	1 Credit
<p>This course offers an introduction to the elements of Latin grammar, syntax, and vocabulary as tools for reading the language. Students will also explore the history of Rome, classical mythology, and the Latin roots of English words. Composition and introductory oral communication are used to reinforce the grammatical concepts of the course. Elements of Roman culture and society are presented through Latin passages and supplemented with English readings. Attention is given not just to the lives of wealthy Romans in positions of power, but to the wide diversity of those who contributed to Roman civilization.</p>		

Latin II	Full Year	1 Credit
<p><i>Prerequisites: Latin I</i></p>		
<p>After reviewing the material learned in Latin I, students continue the study of Latin vocabulary, grammar, and syntax. As the readings become more complex, the stories become richer and more vibrant. As in Latin I, students will pay steady attention to the Latin origins of English words, as well as to the structural differences between the two languages, as a way of developing a deeper understanding and appreciation of both. Continued exploration of the historical and cultural context of our readings will broaden students’ awareness of the connections between those contexts and our own.</p>		

Latin III	Full Year	1 Credit
<p><i>Prerequisites: Latin II</i></p>		
<p>This course, structured as two distinct units which may vary from year to year, provides an opportunity for students to explore topics and genres in a focused and in-depth manner. In the 2024-2025 school year, the topics will be Latin Prose Composition and Love &amp; Hatred in Ancient Rome. In the fall semester course, Latin Prose Composition, students will, after continuing textbook work, expand and apply their knowledge of Latin grammar, syntax, and vocabulary to write original pieces of Latin prose. In the spring semester course, Love &amp; Hatred in Ancient Rome, students will read the poetry of Catullus and Ovid. Through the study of these elegiac poets, students will gain an appreciation for the timeless struggle between these two emotions.</p>		

<b>Advanced Elective A/Latin IV Transformation in Ovid's Metamorphoses</b>	<b>Fall Semester</b>	<b>0.50 Credit</b>
<i>Prerequisites: Successful completion of Latin III or the equivalent; students may take both electives as Latin IV</i>		
<p>In his Metamorphoses, Ovid presents a mythico-history of the creation of the world through the deification of Julius Caesar in 42 BCE; a common theme of "change" is woven throughout the entire text. In this course, students will read a number of tales from this magnum opus: tales that explain natural phenomena, tales that teach values and morality, and tales that warn of the outcome of poor choices. A brief review of basic Latin grammar will be followed by in-depth study of more complex syntax and structures.</p>		

<b>Advanced Elective B/Latin IV Roman Social Media</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Prerequisites: successful completion of Latin III or the equivalent; students may take both electives as Latin IV</i>		
<p>Lest we assume that social media was created in the 21st century, this course will focus on the ways that Romans stated their disdain for political candidates, support of certain businesses, and admiration of well-known athletes. The epigrams of Martial, poems of Catullus, and anonymously-written graffiti will give students insight as to how Romans threw shade, put some people on blast, and showed their mad love for others. A brief review of basic Latin grammar will be followed by more in-depth explorations of uses of the subjunctive.</p>		

<b>Spanish I</b>	<b>Full Year</b>	<b>1 Credit</b>
<p><b>Course description:</b>  In this introductory course, students will focus on developing the four language skills: writing, reading, listening and speaking. Students will learn the essential communicative functions and primary language patterns and vocabulary. Each lesson represents new vocabulary and grammar concepts with listening comprehension, cultural readings, and writing activities reinforcing grammar and vocabulary. They will be introduced to the cultural aspects of Spanish-speaking countries. Classes are conducted primarily in Spanish.</p>		

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



Spanish-speaking culture in all materials and resources. Classes are conducted primarily in Spanish.

<b>Spanish III</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Spanish II</i>		
<p>This course extends the study of basic patterns, concentrating on the more complex aspects of Spanish grammar and expanding vocabulary. The focus is on the continued improvement of comprehending spoken and written material and augmenting speaking and writing skills in 18 Spanish. Students practice their listening and speaking skills by speaking with their instructor and classmates in the classroom through varied activities. The complexity of the readings gradually increases over the year. Various websites are introduced to the students to aid their preparation and study outside of class. As the year progresses, increased emphasis is placed on the student's proficiency in speaking Spanish. Classes are conducted in Spanish.</p>		

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

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

<b>Honors Spanish IV</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Spanish III or Honors III and permission of the Language Department</i>		
<p>Building on prior study of the Spanish language and associated cultures, this upper-level course aims to provide a thorough review of all grammar structures, an expansion of vocabulary, a general insight into Spanish literature, and an increased proficiency in communicating and</p>		

understanding Spanish. Various projects will be assigned throughout the year to enhance students' confidence and comfort in Spanish. All students will be expected to use Spanish in this course. Classes are conducted entirely in Spanish.

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

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

## MULTILINGUAL LEARNERS

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

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

# HISTORY

The History program at Westover provides students with a sturdy foundation and path for embodying Westover’s motto, “To Think, To Do, To Be,” while providing deep and meaningful exploration of the sentiments in the school’s Vision for Belonging and Justice. Each course centers on communication, particularly in writing, and the Historical Thinking Skills outlined by the American Historical Association, which include historical analysis, interpretation, and research skills. To satisfy graduation requirements, each student will earn three credits in History, with Historical Inquiry in the Ninth Grade, World History in the Tenth Grade, and US History in the Eleventh Grade.\* The department also offers a range of electives for students wishing to deepen their historical understandings further.

*\*Please note that the requirements for students graduating in 2025 are Global Connections in the Ninth Grade, American History in the Tenth Grade and one credit of electives by the end of the Twelfth Grade. For those graduating in 2026, requirements are Global Connections in the Ninth Grade, Historical Inquiry in the Tenth Grade, and US History in the Eleventh Grade.*

<b>Historical Inquiry</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Notes: Required 9th grade course</i>		
<p>This course aims to prove every student is a “History kid.” Students will learn that everything has a history and that there is immense utility in thinking like a historian in every discipline as well as in one’s day-to-day life. This unit-based course will provide students with a sampling of a wide array of historical fields, histories tied to Westover’s own advanced electives across departments, and an exploration of scale from the hyper-local– including histories of Westover!– to the global. Each unit will include a research-based project and student choice. Writing and communications skills will also be central.</p>		

<b>Historical Inquiry (Accelerated)</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Notes: Required course for 10th grade students</i>		
<p>This course builds on the writing and historical thinking skills covered in Global Connections and aims to prove every student is a “History kid.” Students will learn that everything has a history and that there is immense utility in thinking like a historian in every discipline as well as in one’s day-to-day life. This unit-based course will provide students with a sampling of a wide array of historical fields, histories tied to Westover’s own advanced electives across departments, and an exploration of scale from the hyper-local– including histories of Westover!– to the global. Each unit will include a research-based project and student choice.</p>		

<b>World History</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Notes: Not offered until 2025-2026</i>		

The course begins with a look at the world when humans first began interacting on a global scale, around the year 1500, and progresses through the present day. Students will examine major themes and developments in world history, increase their familiarity with geography, consider multiple points of view, and explore how and why understanding the past is essential in making sense of the present and preparing for the future. They will also continue building on the historical thinking and research skills they gained in Historical Inquiry and complete a major research project on a topic of their choosing.

<b>American History</b>	<b>Full Year</b>	<b>1 Credit</b>
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*Notes: Not offered until 2025-2026*

American History examines the histories of the peoples and governmental, social, and economic systems of what is now the United States from pre-colonial times to the modern era. This course continues and builds upon the historical skills and research progression begun in the Ninth and Tenth grade years.

<b>AP® UNITED STATES HISTORY</b>	<b>Full Year</b>	<b>1 Credit</b>
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*Prerequisites: Open to students with an "A" average in US History or most recent History elective and recommendation from most recent history teacher*

This full-year, intensive course surveys and analyzes significant events and issues in U.S. history from pre-colonial civilizations through the present day. Students will be expected to undertake a college-level workload as they continue developing their analytical reading and writing skills while deepening their understanding of American history's social, political, economic, and cultural themes. They will work extensively with primary sources and scholarly texts. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

<b>AP® Human Geography</b>	<b>Full Year</b>	<b>1 Credit</b>
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*Prerequisites: Open to students with an "A" average in Global Connections, "A-" in US History or History elective, or "B-" average in AP US History and recommendation from most recent history teacher*

More people are presently alive than at any other point in Earth's history, with population growth mostly concentrated in developing countries. Can the Earth sustain more than the 8 billion people that currently call it home, let alone the added billions in the future? This course will study population growth and how that growth will affect the future population of the world as a whole. Students will cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. Students will also explore major misconceptions that are prevalent in the world and how they in turn impact views of development. By analyzing the ten instincts that distort how we understand global problems, students will research a variety of countries and develop a worldview that is more accurate and

honest. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.

<b>AP US Government &amp; Politics</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Open to students with recommendation from most recent history teacher <u>and</u> an "A" average in Global Connections, "A-" in US History or History elective, or "B-" average in AP US History.</i>		
<i>Notes: Rasin Center Distinction Course</i>		
Students will study the key concepts and institutions of the political system and culture of the United States and engage deeply with the events and mechanics of the 2024 Presidential election in real time. Students will read, analyze, and discuss the U.S. Constitution and other documents and complete a research or applied civics project. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.		

<b>Human Geography: Population Dynamics</b>	<b>Fall Semester</b>	<b>1 Credit</b>
Population Dynamics examines patterns of human population, land use, and migration, focusing on both cultural geography and political geography. Students will learn about global cultural, political, and economic patterns while also examining what causes changes in population and the short- and long-term effects of these changes on a place's economy, politics, and culture. In addition to population dynamics, students will also learn how and why religion, language, and other cultural practices spread across places and time, examining factors that influence cultures, like physical geography, available resources, and the interaction of people. The course concludes with a study of political organization, as students examine how historical processes, events, and ideas impact politics, as well as how political boundaries and divisions of governance reflect negotiated or imposed balances of power. Many of the skills learned in this class will serve students well beyond the confines of the course, including practice reading maps, infographics, tables, charts, and graphs, as well as interpreting data and understanding spatial relationships. Students will also learn about the impact of globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction while using the methods and tools of geographers. The knowledge acquired in this course will provide a strong foundation for understanding both world history and current events.		

<b>US Government &amp; Politics</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
The inner workings of the US political system can seem confusing, unpredictable, or simply odd to many people living or working in this country. The content of this course will provide historical background but will primarily focus on current issues and current events, including engaging deeply with the events and mechanics of the 2024 Presidential election in real time. This class illuminates the theories behind the design of the US government and then delves into the messy realities of how and why the government works the way it does. We will also consider questions about the changing character of political parties, how voters make their decisions, what factors		

influence the outcomes of elections, how activist groups can influence laws, the evolution of civil rights and liberties, and how US democracy compares to other democracies. The class will culminate with a research paper on a current issue and a mock Congress project.

<b>Native American History</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
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*Note: Rasin Center Distinction Course*

This course surveys the history of North America’s native peoples from the Neolithic period to the present. More than just a history of the United States with attention to how European or American actions affected native peoples, this course re-envision the history of the Americas from a native perspective, putting familiar events such as the American Revolution or US Civil War into radically new contexts. Through in-depth analysis of native political arrangements, social systems, interactions with the environment, and forms of cultural adaptation and resilience, students will be able to rewrite the history of North America in ways that challenge the imperialist narratives of previous histories.

<b>International Issues</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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Being a global-minded citizen is a prerequisite for facing the challenges of the 21st century. To be disengaged from our globalized world means never understanding the forces that dictate our lives, and an individualistic, nationalistic, or insular worldview will leave the issues of today unresolved. How can we constructively build on the lessons (and mistakes) of recent pandemics—COVID-19 among them— to prevent similar epidemics from bringing our world to a standstill? What are the implications for gender equality in Bangladesh from the clothing you, your friends, and your family purchase? Why do responses to global climate change raise issues of social justice as well as those of environmental science? All these questions (along with whatever breaking news stories occur in Spring 2025) will be on the agenda. Students will continue developing their critical mindsets, deepening their understanding of international events, and building a bigger and more potent toolkit for establishing their agency and effecting change. Students will leave this course more empowered to seek and shape the positive changes they want to see in the world and be better able to shape it as they see fit for themselves and future generations to enjoy.

<b>Title: US Supreme Court Law</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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*Note: Rasin Center Distinction Course*

While many history courses focus on the people and events that shaped the path of our story, many overlook the process that put these people and events in motion. While many are familiar with the story of the Civil Rights Movement, for example, how many of us realize the impact of case law on much of the movement’s shape? Many of today’s “hot button” topics have been shaped and fueled by Supreme Court decisions, from reproductive rights to freedom of religion to freedom of the press to Presidential power. This course examines the role of major Supreme Court

cases in shaping rights, liberties, and the scope of government power. Through regular moot court projects, students will learn the elements of legal reasoning and how to apply Supreme Court precedent to new scenarios. Students will examine multifaceted perspectives on major issues and the development of original political theory.

<b>Title: Film and Social Change</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Note: Rasin Center Distinction Course</i>		
<p>What power do movies have? How do they shape the world we live in? The rise of the movie industry parallels historical transformations of the 20th century that disrupted long-established hierarchies of gender, race, age, and class. In this class, we will examine the extent to which movies may have influenced these social changes, and vice versa, from the 1890s to the present. We will watch films of both the past and the present, analyzing them in context of discussions of their time surrounding civil rights, feminism, and American identity.</p>		

<b>Advanced Studies in the Maria Randall Allen '42 Archives from 1909-Present</b>	<b>Spring Semester</b>	<b>0.5 Credits</b>
<p>This course offers an advanced examination of historical records from the Maria Randall Allen '42 Archives at Westover spanning the period from 1909 to the present. Students will engage in practical archival research using the extensive resources available within Westover School's archival collection. They will gain practical skills in analyzing primary source materials and synthesizing their findings into coherent narratives.</p> <p>Through a combination of seminars, hands-on workshops, and independent research projects, students will develop proficiency in archival research methods. They will explore topics such as the significance of archives in historical inquiry, ethical considerations in archival work, and techniques for effectively accessing and interpreting primary sources.</p> <p>The course will focus on key historical events, trends, and developments from 1909 to the present, providing students with opportunities to investigate a wide range of topics relevant to the school's history and broader societal contexts.</p> <p>Throughout the course, students will engage with various archival materials, including documents, photographs, and ephemera, to deepen their understanding of the school's institutional history and its connections to local, national, and global narratives. By the conclusion of the course, students will have produced original research projects showcasing their mastery of archival research methods.</p> <p><i>Note: This course may involve off-site visits to other archives or special collections repositories as part of research assignments.</i></p>		



## SCIENCE

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

<b>Biology</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Notes: Required course for all 9th grade students</i>		
<p>An introduction to the study of life, tracing its evolution from organic molecules through single-celled organisms to more complex plant and animal forms and their interrelationships with their environment. The course emphasizes structure and functional adaptations to the pressures of survival found in diverse environments. Topics of current interest, such as infectious disease, genetic engineering, and environmental pollution are included in the curriculum. In the lab and in the field, quantitative and observational skills are developed alongside the important study skills and habits necessary for the developing independent learner.</p>		

<b>AP Biology</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Honors Chemistry (preferred) and/or Honors Physics and permission of the department</i>		
<p>A course designed for the highly motivated student with a special interest in biology. The course moves at a rigorous pace, building on the foundational knowledge established in a first year biology course. Reading from a college text, developing independent learning skills, and a strong emphasis on application of knowledge will demand serious attention and organization from the successful student. As in other AP courses, there may be one extra class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.</p> <p>Each topic of study will center around at least one of the following “Big Ideas” in biology:</p> <ul style="list-style-type: none"> <li>❖ Big Idea 1: The process of evolution drives the diversity and unity of life</li> <li>❖ Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis</li> <li>❖ Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to live processes</li> <li>❖ Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties</li> </ul>		

<b>Chemistry</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Notes: Required course for all 10th grade students</i>		
<p>An introduction to the study of chemical systems. Investigation of the structure of matter, organization of the periodic table, bonding, and nomenclature provide a basis for performing</p>		

chemical calculations and examining chemical reactions. This is followed by applications such as nuclear chemistry, gasses, solutions, and acids and bases. By being introduced to a diversity of relevant and current scientists and their works, students will learn the important roles chemistry plays in their lives as well as its effect on the environment around them. They will also put the scientific method into practice through regular laboratory experiments that are designed to reinforce principles taught in class and teach a variety of laboratory, experimental, and analytical techniques.

<b>Honors Chemistry</b>	<b>Full Year</b>	<b>1 Credit</b>
<p>An accelerated study of chemical systems. The structure and properties of atoms, the periodic table, and fundamental chemical reactions are introduced early in the course and are followed by more detailed and specialized topics including the behavior and properties of gasses, solutions, and acids and bases. Nuclear chemistry and environmental issues are also considered. Scientific problem solving is emphasized, both conceptually and mathematically. Frequent labs reinforce principles encountered in class and teach a variety of laboratory, experimental and analytical skills. A number of the lab exercises are student-designed. Group lab work encourages collaborative, communication, and thinking skills.</p>		

<b>AP Chemistry</b>	<b>Full Year</b>	<b>1 Credit</b>
<p><i>Prerequisites: Honors Chemistry <u>and</u> permission of the department</i></p>		
<p><i>Note: Not offered this year; offered again in 2025-2026</i></p>		
<p>This course is designed for the highly-motivated science student with a special interest in chemistry and/or engineering. The course moves at a very rigorous pace. An emphasis on chemical calculations, the mathematical formulation of principles, and more complex laboratory experiments drawn from college texts differentiate this course from its prerequisite. One third of the experiments are inquiry-based labs. As in other AP courses, there will be one extra class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>❖ The Structure of Matter, Chemical Reactions, Stoichiometry, Solutions,</li> <li>❖ Thermochemistry, Periodicity, Bonding, Intermolecular Forces, Kinetics,</li> <li>❖ Equilibrium, Thermodynamics, and Electrochemistry.</li> </ul>		

<b>Physics</b>	<b>Full Year</b>	<b>1 Credit</b>
<p><i>Prerequisites: N/A</i></p>		
<p>This conceptual course begins with an introduction to the history and to the basic principles and topics of Newtonian physics. We then move onward, using these basic ideas, to study and apply the phenomena and concepts of physics, including gravitational, waves and wave mechanics, electricity and magnetism, and light. Time permitting, we will also look at some aspects of modern physical theory, including the foundations of relativity and quantum mechanics. Students will learn, through reading, labs, and demonstrations, how to work and think logically and how to solve basic problems related to the physical world around them.</p>		

<b>Honors Physics</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Concurrent Algebra II or higher preferred</i>		
<p>This course examines the fundamental laws of nature, laws which govern the behavior of the matter, energy, space and time comprising our universe. Topics include Newtonian mechanics, wave mechanics, thermodynamics, electricity, magnetism, light and some aspects of modern physics including relativity and quantum mechanics. These concepts will be developed thoroughly through mathematical analysis. Emphasis will also be placed on the historical development of scientific thought and on the impact which the study of physics has had on the way we see the world. Labs will explore and extend the concepts introduced in class.</p>		

<b>AP Physics C: Mechanics</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Honors Physics, AP<sup>®</sup> Calculus or taking it concurrently and permission of the department</i>		
<p>This rigorous calculus-based physics course is designed to challenge students who intend to pursue the physical sciences or engineering at the college level. The course will cover topics in kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Laboratory work will augment and enhance student understanding of the topics covered. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.</p>		

<b>AP<sup>®</sup> Environmental Science</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: At least two years of science, one of Biology and one of either Honors Chemistry or Honors Physics, and permission of the department</i>		
<i>Note: Offered this year (2024-2025). Then offered again in 2026-2027.</i>		
<p>As the subtle and delicate balance of our planet’s interwoven physical and biological systems becomes better appreciated and understood, so do we humans become more aware of how crucial this balance is to our continued existence. In this interdisciplinary science course we will address and analyze some of the most pressing issues of our time. Though global warming is arguably the “hottest” environmental topic of the century, many others deserve and will receive our attention, including management of depleting resources such as land, water, minerals, and fossil fuels, the steady growth of human population, the increasing demand for decreasing reserves of energy and nutrition, decreasing biological diversity, and increasing pollution of air and water. The weekly labs will be diverse, some in the field, others in the lab, some physical, and others with a focus on biology and organisms. As in other AP courses, there may be one extra class meeting per week. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.</p>		

<b>Anatomy &amp; Physiology I</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<i>Prerequisites: Biology and Chemistry</i>		
<i>Note: You do NOT have to take the Anatomy and Physiology II course. Each Anatomy and Physiology course may be taken independently.</i>		

<b>Anatomy &amp; Physiology I</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<p>It can be argued that an understanding of the human body, and how it works, is one of the most important biological disciplines that a person can explore. However the question can be asked, which part of the body is the most important? Is it the neurons of brain, controlling and coordinating our responses? Is it the balance of neurotransmitters that determine our moods? Is it our hormones? Is it the cells in our bodies responsible for defending us from invaders and keeping us healthy? This course will explore, in depth, four key organs systems of the human body: <b>Nervous, Immune and Lymphatic, Endocrine and Reproductive</b> systems. Through an analysis of structures, function and diseases of these systems, we will investigate cellular communication as well as advances in medicine and medical treatments. If you have always wanted to understand what they are talking about in medical shows, this is the course for you!</p>		

<b>Astronomy: Exploring the Cosmos</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<p><i>Prerequisites: Concurrent or completed Algebra 2</i></p>		
<p>Looking up at a night sky, perhaps you've wondered: what are the stars made of, what exactly are galaxies, or what is the history of our universe? In this course, we will explore celestial bodies, cosmic phenomena, and the fundamental principles that govern the cosmos as we learn about our solar system and the mysteries of space. There will be discussions, hand-on activities, as well as a few required evening observational astronomy labs using the telescope and observatory tower at Westover. Join this class if you'd like to embark on a journey to unravel the mysteries of the cosmos and expand your understanding of the universe.</p>		

<b>Anatomy &amp; Physiology II</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<p><i>Prerequisites: Biology and Chemistry.</i></p>		
<p><i>Note: You do NOT have to take the Anatomy and Physiology I course as a prerequisite for this class. It may be taken independently.</i></p>		
<p>Our bodies are with us no matter where we go or what we do, so understanding how they work, and what happens when things go wrong, is extremely important. In the last 200 years our understanding of anatomy and physiology has grown exponentially, and with that understanding, so has our grasp of the causes and treatment of many diseases. However, our bodies don't exist in a vacuum. Obtaining nutrients, transporting materials throughout the body, and determining what stays and what goes are critical functions of several organ systems. This course will focus on an exploration of five systems in the body responsible for making sure our bodies have everything that they need (and nothing they don't!): <b>Cardiovascular, Respiratory, Digestive, Excretory and Integumentary</b> systems. Through our investigation of each system and how it functions within the body, we will explore diseases ranging from infections, chronic damage and autoimmune, as well as exploring new advances in medical techniques.</p>		

<b>Environmental Stewardship</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Prerequisites:</i>		
<i>Notes: Rasin Center Distinction Course</i>		
<p>It can be argued that responsible stewardship of our natural resources and ecosystems is both a cornerstone for sustainable and equitable societies and an ethical obligation for individuals. In this course we will examine individual and collective impacts on local, national and global environmental issues, as well as exploring possible solutions. We will use field work throughout our campus to examine topics in forestry, agriculture, energy use, and pollution. Students will develop their voice in environmental leadership to work towards positive change in our school community through the development, design, and implementation of a personal campus impact project.</p>		

<b>Botany</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Prerequisites:</i>		
<p>In this course, we will dive into the wonderful world of plants. From the smallest moss to towering trees, we will explore the diverse array of plant life and their vital role in ecosystems. Lessons will span from microscopic to macroscopic views, including such topics as plant anatomy, growth, reproduction, physiology, classification, plant adaptations and diversity, as well as innovative plant cultivation methods such as hydroponics and aquaponics. With discussions, hands-on activities in the greenhouse, field studies, and laboratory experiments, after taking this course, students will have a deeper understanding of plant science and further appreciate the wonders of the plant kingdom.</p>		

## WOMEN IN SCIENCE AND ENGINEERING (WISE)

### Vision Statement:

The Women in Science and Engineering ( WISE) program provides student’s real world applications to the fields of science and engineering. Through student-centered, hands-on experiential learning, students will gain confidence to think critically about the world around them to help cultivate global awareness so they can lead lives of consequence. Students will be challenged to think critically and creatively in problem solving, collaboration, communication, and documentation.

### Program Requirements:

Women in Science and Engineering (WISE) is open to ninth and tenth graders by application. Advanced electives are available to junior and seniors outside of the program if there is space. Program requirements for graduating years 2025 ,2026 and 2027 include:  
 Creative Problem Solving ( one semester)  
 Drawing, Design in Engineering ( was called Introduction to WISE/ARTS) ( one semester)  
 Advanced electives, which must include Computer Science or AP Computer Science ( four semesters)

<b>AP Computer Science Applications</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites:</i> CPS and Drawing, Design in Engineering <b>and approval from Department Head</b>		
This course introduces computer science concepts including basic program form, development of algorithms, data types, control structures, and object-oriented design using the Java programming language. Students in this course are required to take the Advanced Placement exam; the cost of the exam is approximately \$100.		

<b>Creative Problem Solving</b> <i>(Cross-Listed with Arts)</i>	<b>Fall Semester</b>	<b>0.50 Credits</b>
This required foundational course for incoming 9th graders and transfer 10th graders, will give students a broad understanding of the fundamentals of applied sciences, engineering and design principles through project-based learning. Diverse learners will explore personal expression and meaning-making within a teamwork-focused environment using a broad spectrum of creative skills in design. The Elements of Art and Principles of Design will serve as an artistic foundation as students learn artistic approaches that can be applied to practical functions throughout life. Learners will be encouraged to work both independently and collaboratively, to take risks, explore new ideas, creatively problem solve and to grow from their mistakes.		

<b>Architecture Engineering</b> <i>(Cross-Listed with Arts)</i>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<i>Prerequisites:</i> Creative Problem Solving, Drawing, Design in Engineering <b>and</b> approval from the Department Head		

In architecture, what is the intersection between design and engineering? What are the building and social systems that make for design? Through a combined approach of structural engineering and the history of architecture, this course explores the purpose of space. Taking a deep dive into political, spiritual, civic, and sustainable structures across time and cultures, students will develop a critical analysis of how buildings mean within original and changing contexts. This exploration will then inform how students apply the basics of structure and physics to their own designs. The course will culminate in the development of a design into an architectural model. Analytical and research papers, design proposals, discussions, presentations, a field trip, and hands-on building projects will comprise the learning experience.

*This course is co-taught among the WISE and Art departments. Students enrolled in this course may fulfill the WISE requirement along with credit in Arts & Culture. Priority will be given to students enrolled in the WISE program.*

<b>Hydrologic Sciences</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<b>Prerequisites:</b> <i>Creative Problem Solving and Drawing, Design in Engineering</i> , <b>and approval from Department Head</b>		
<p>Water is all around us and is absolutely necessary for life. Water is so powerful that as it moves, it changes the land and transports dissolved and solid material. At times, there can be far too much or far too little. Access to sufficient clean water has long been a major issue around the world, and it disproportionately affects communities of color.</p> <p>For the sciences, this course will focus primarily on hydrology, the study of how water moves in our environment, and limnology, the study of freshwater systems. Hydrologic engineering relates to the flow and treatment of water. Students will conduct experiments and carry out field projects on water chemistry and watershed dynamics -- including the study of watershed delineation as revealed in maps, water flow in local streams as directly measured, and the effects of land use on surface and groundwater. Students will also examine interactions between humans and water, how it has been used and misused over the centuries as well as how it has been depicted and imagined by writers and environmentalists. Topics of study will include the development of New England mill towns, Thoreau’s Walden Pond, Edward Abbey’s writings on the red-rock desert country of the American Southwest, John McPhee’s study of the Atchafalaya River basin, and the Flint water crisis.</p>		

<b>Digital Design</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<b>Notes:</b> <i>This course counts towards the computer science requirement</i>		
<b>Prerequisites:</b> <i>Creative Problem Solving, Drawing, Design in Engineering</i> <b>and departmental head approval.</b>		
<p>Students will apply engineering problem solving used in professional settings to complete real world problems involving electrical engineering and computer science topics. The class will explore the basic theories, device characteristics, mathematical modeling/representation/behavioral patterns and will be able to analyze different types of circuits. This course will include computer science concepts like basic program form,</p>		

development of algorithms, data types, and control structures Arduino platform programming. Through activities, projects and problems, students will be able to learn more about the World around them through the lens of electronics. Students will also dive deep into digital design while learning about control systems and physical computation.

<b>Drawing and Design in Engineering</b> <i>(Cross-Listed with Arts)</i>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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**Prerequisites:** CPS and being in the WISE program

Students will begin to dive deep into the real world application of engineering graphics and visualization. Using engineering principles, the principles of design and elements of art, students will be provided real world problems in order to produce solutions. The first part of the course is focused on learning JAVA through the Processing IDE, where we analyze the intersectionality of art and computer science. The second half of the semester, students will be diving deep in engineering drawing and design to produce solutions for a real world problem.

<b>Engineering Design</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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**Notes:** Rasin Center Distinction Course

**Prerequisites:** Creative Problem Solving and Drawing, Design in Engineering **and approval from Department Head**

In this course, students will be introduced to college-level fundamentals of engineering design, including the basics of 3D CAD modeling and manual drafting techniques. With these skills and content knowledge, students will apply the engineering design process to produce solutions that meet specific needs with considerations of different factors that revolve around global justice. Through partnership with the Rasin center, the class will be working without a community partnership to help facilitate real world problem solving.

<b>Biomedical Engineering</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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**Prerequisites:** Creative Problem Solving and Drawing, Design in Engineering, being in the WISE program **and approval from the Department Head.**

This course provides an introduction to the biomedical sciences through hands-on projects and problems. Students will investigate the human body systems and its various conditions through the lens of engineering. Engineering principles including the design process, feedback loops, and the relationship of structure to a wide array of human activity. Through experiential learning, this course is designed to create a connection for students to develop skills in the practice of inventing and innovating medical devices and physiological concepts.

<b>Geology</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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***Prerequisites: Creative Problem Solving and Drawing, Design in Engineering, being in the WISE program and approval from the Department Head***

A study of the Earth. Only in this past century have we been granted the opportunity to view our planet from afar. This perspective, coupled with our new found understanding of plate tectonics, reveals our Earth as a dynamic, constantly changing sphere. What are the forces within our Earth that are the underlying cause of earthquakes in Nepal, volcanoes in Chile, and mountain building across the globe? We will examine these forces as well as the effects of wind and water as they shape our present landscape. Connecticut's rich geological history provides us with ample opportunities for field trips, so come ready to get out on the rocks. The course will culminate in a student-designed research and design project based on principles of geology and civil or geotechnical engineering.

# ARTS

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

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

## ART/WISE COURSES

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

<b>CREATIVE PROBLEM SOLVING (CPS)</b> <i>(Cross-listed with WISE)</i>	<b>Fall Semester</b>	<b>0.50 Credits Art</b>
<b>Note:</b> <i>WISE Distinction Course</i>		
This required foundational course for incoming 9th graders will give students a broad understanding of the fundamentals of applied sciences, engineering and design principles through project-based learning. Diverse learners will explore personal expression and meaning-making within a teamwork-focused environment using a broad spectrum of creative skills in design. The Elements of Art and Principles of Design will serve as an artistic foundation as students learn artistic approaches that can be applied to practical functions throughout life. Learners will be encouraged to work both independently and collaboratively, to take risks, explore new ideas, creatively problem solve and to grow from their mistakes. The practice of critique will foster a supportive environment where students will learn to think more innovatively and communicate with their peers in more effective ways.		

<b>ARCHITECTURAL ENGINEERING</b> <i>(Cross-listed with WISE)</i>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<b>Note:</b> <i>WISE Distinction Course; Art History Credit</i>		
<b>Prerequisites:</b> <i>N/A</i>		
In architecture, what is the intersection between design and engineering? What are the building and social systems that make for design? Through a combined approach of structural engineering and the history of architecture, this course explores the purpose of space. Taking a deep dive into political, spiritual, civic, and sustainable structures across time and cultures, students will develop		

a critical analysis of how buildings mean within original and changing contexts. This exploration will then inform how students apply the basics of structure and physics to their own designs. The course will culminate in the development of a design into an architectural model in collaboration with the American Society of Civil Engineers. Analytical and research papers, design proposals, discussions, presentations, a field trip, and hands-on building projects will comprise the learning experience.

<b>DRAWING AND DESIGN IN ENGINEERING</b> <i>(Cross-listed with WISE)</i>	<b>Spring Semester</b>	<b>0.50 Credit</b>
<b>Prerequisites:</b> CPS and enrollment in the WISE program		
<b>Notes:</b> WISE Distinction Course		
Students will begin to dive deep into the real world application of engineering graphics and visualization. Using engineering principles, the principles of design and elements of art, students will be provided real world problems in order to produce solutions. The first part of the course is focused on learning JAVA through the Processing IDE, where we analyze the intersectionality of art and computer science. The second half of the semester, students will be diving deep in engineering drawing and design to produce solutions for a real world problem.		

### DRAWING & PAINTING

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

<b>AP DRAWING</b>	<b>Full Year</b>	<b>1 Credit</b>
<b>Prerequisites:</b> A drawing course ( <i>Observation &amp; Expression and/or Observation &amp; Imagination</i> ) and a color course ( <i>Oil Painting or ART-iculations in Multimedia</i> )		
This is an intensive year-long course in dry media drawing for students who have completed a Westover course in drawing and in color (see the prerequisites). While this is an Advanced Placement course in Drawing, any student wishing to work in oil paint must first apply, at the start of the fall semester, for departmental approval. Students will work independently in their sketchbooks and on drawing projects surrounding a centralized theme. As students advance and evolve their ideas and skills they will absorb guidance from the instructor, as well as their peers, through one-on-one conversations and group critique. Developing a written artistic statement will assist students in honing their ideas, finding their artistic voice, and clearly communicating to others their artistic intentions. Mastery of skills, a willingness to take risks and grow from mistakes, pride in craftsmanship, time spent outside of class working in the studio, as well as a willingness to build community within the classroom are components needed for success. The culmination of at least fifteen completed works that reflect a sustained investigation, along with an artist's statement that is compatible with the body of finished works, will be submitted to the		

College Board. Students will also be encouraged to exhibit their work at the semester's end. This course is offered alongside the Advanced Portfolio program. Toward the end of October, students will have the choice to continue the AP course or pursue Advanced Portfolio work. AP fees apply.

<b>ADVANCED PORTFOLIO DEVELOPMENT IN DRAWING &amp; PAINTING</b>	<b>Fall or Year Long</b>	<b>0.50 Credits per Semester</b>
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*Prerequisites: A drawing course (Observation & Expression and/or Observation & Imagination) and a color course (Oil Painting or ART-iculations in Multimedia).*

In the Advanced Portfolio Program, students have the opportunity to pursue advanced work in the arts. While this program is for students who would like to create advanced portfolio work outside of the AP curriculum, the course takes place with and alongside the AP students and as such, AP and Advanced Portfolio students will engage in the feedback and support of the classroom community through critiques and discussions. As either a fall elective or a year-long course, students will be expected to set goals and reflect on the progress of their independent art progression as they pursue media through sustained investigation and inquiry. Students in the Advanced Portfolio Program will leave the year with a digital portfolio of their work and a written artist statement about their body of work. Students will exhibit a selection of their portfolio in a school exhibition in the Schumacher Gallery.

<b>DRAWING: OBSERVATION &amp; IMAGINATION</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
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What would you like to draw from observation? What painted, drawn, or photographed images, bits of literature, poetry, or your own thoughts and ideas you will combine to generate your unique images? How can you work with these hybrid images to create finished drawings which bring together your skill, imagination and ideas? In this sketchbook-centered course, we will learn to draw what we can observe through projects which build skills that increase our visual understanding and allow us to express ideas with greater confidence. The sketchbook will be a place where we practice intuitive, observational drawing, play with imagery from imagination & photographs, add text, and compose through juxtaposition. We will look at examples of drawings from observation, imagination, collage, and hybrid drawings as well as graphic novels and art historical movements like Dada and Surrealism to inspire our work. In addition to completing classroom projects focused on observation, we will create finished images based on our sketchbook experiments. Critique will also be an important part of the class.

<b>ADVANCED DRAWING: OBSERVATION &amp; IMAGINATION</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
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*Prerequisites: Drawing: Observation & Imagination*

Art students who have already taken *Drawing: Observation & Imagination* and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and

supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.

<b>ART-ICULATIONS IN MULTIMEDIA: COLLAGE, DRAW, PAINT &amp; PRINT</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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*Prerequisites: None, though a drawing course is recommended*

This two-dimensional multimedia hands-on art course is for students who wish to work both independently and collaboratively while practicing creative experimentation and risk-taking in a variety of wet and dry mediums (such as pencils, markers, watercolors, tempera, gouache, paper and/or scratchboard). The Elements of Art and Principles of Design will serve as an artistic foundation as students are introduced to a range of tools and techniques (including drawing, painting, collage and printmaking). Students will have the opportunity to work in color and black-and-white mediums as they explore the fundamental elements of visual design (line, shape, value, space, texture, and color) and their compositional impact. As students develop new ideas and processes, learn from their mistakes, and gain confidence, they will be encouraged to combine various art making methods. Critiques and classroom discussions will foster a supportive, community-building environment where diverse learners will think more innovatively and communicate with their peers in more effective ways. A sketchbook will serve as a vehicle to work out ideas, creatively problem solve, and practice technique. When the opportunity presents itself, the class will either work with Westover’s visiting artists on collaborations through the Schumacher Gallery or take a field trip to a local art museum.

<b>OIL PAINTING</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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*Prerequisites: None, though a drawing course is recommended*

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

<b>ADVANCED OIL PAINTING</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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*Prerequisites: Oil Painting*

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

## CERAMICS

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

<b>CERAMICS: SCULPTURE</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<p>One of the most satisfying materials to work with is ceramics clay. It is difficult to hold a lump of wet clay in your hands and not form something with it. This course is for both beginner and returning students who are interested in learning methods to create sculptural forms with clay. Students will learn additive and subtractive techniques, including: pinched, coil, slab, carving, and imprinting. New and previously mastered skills will be developed (through research, visual perception and literacy sessions, hands-on practice, craftsmanship and critique). A trip to the Yale Art Gallery early in the semester will serve as a means to gain knowledge and inspiration regarding building forms in clay. Students will additionally help maintain and develop ownership in the studio space through the practice of recycling clay, preparing kiln shelves, and sieving glazes.</p>		

<b>CERAMICS: ADVANCED SCULPTURE</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<p><i>Prerequisites:</i> To be in the advanced category a student must have successfully completed one Westover Ceramics course.</p>		
<p>Art students who have already taken a ceramics course and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group. A trip to the Yale Art Gallery early in the semester will serve as a means to gain knowledge and inspiration regarding building forms in clay. Students will additionally help maintain and</p>		

develop ownership in the studio space through the practice of recycling clay, preparing kiln shelves, and sieving glazes.

CERAMICS: COIL BUILDING	Spring Semester	0.50 Credits
<p>One of the most satisfying materials to work with is ceramics clay. It is difficult to hold a lump of wet clay in your hands and not form something with it! This course will introduce students to methods used to create forms with clay with coil building being our focus. Students will be able to build their own coil forms by developing new and previously mastered skills (through research, visual perception and literacy sessions, hands-on practice, craftsmanship and critique). A trip to the Yale Art Gallery early in the semester will serve as a means to gain knowledge and inspiration. In this class students will learn and review the following: kneading, wedging, recycling, pinching, slab making, coiling and surface decoration. These skills will be developed and craftsmanship will be improved throughout the term. Ideas and thoughts will be articulated during individual and group critique sessions, and some drawing will be required as students work out their ideas in sketchbooks. Students will additionally help maintain and develop ownership in the studio space through the practice of recycling clay, preparing kiln shelves, and sieving glazes. Students who have already taken a Westover Ceramics course may enroll in this elective, even if it is for a second time, and work at a more independent/ advanced pace.</p>		

CERAMICS: ADVANCED COIL BUILDING	Spring Semester	0.50 Credits
<p><i>Prerequisites:</i> To be in the advanced category a student must have successfully completed one Westover Ceramics course.</p>		
<p>Art students who have already taken a ceramics course and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with their instructors to determine expectations in how they would like to advance their artwork through skill-building and through projects. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.</p>		

### PHOTOGRAPHY AND MEDIA ARTS

The Photography and Media Arts program at Westover is designed to nurture confident creative thinking and risk taking while teaching students how to use a remarkable variety of photo imaging and video making equipment. In these courses, students are given the freedom to grow their ideas and express them through a series of images or videos, while being exposed to lens based media from around the world. Our studio is equipped to take students on the journey from traditional photographic darkroom processes to modern digital practices and software. Courses are offered on a yearly rotating basis in order to give students the opportunity to explore a wide range of techniques and to consider different ways of seeing and art making.

<b>AP 2D DESIGN/PHOTOGRAPHY</b>	<b>Full Year</b>	<b>1 Credit</b>
<i>Prerequisites: Darkroom and/or Digital Photography and at least one other upper level photo elective, or an approved portfolio submitted to the instructor. Students must receive the approval of the AP Photography instructor prior to enrolling in the course.</i>		
<p>This course guides students in preparing college level art portfolios and identifying strengths and weaknesses in their work, developing advanced editing skills, and submitting their portfolio to the College Board. Students will be expected to think deeply about their work and photography by participating in group critiques and assigned readings. By working on a concentrated theme all year, students will see their work evolve in unexpected and surprising ways. Experimentation with new media will also be encouraged. AP fees apply.</p>		

<b>ADVANCED PORTFOLIO DEVELOPMENT IN PHOTOGRAPHY</b>	<b>Fall Semester or Year long</b>	<b>0.50 Credits per Semester</b>
<i>Prerequisites: Darkroom and/or Digital Photography and at least one other upper level photo elective, or an approved portfolio submitted to the instructor. Students must receive the approval of the AP Photography instructor prior to enrolling in the course.</i>		
<p>In the Advanced Portfolio Program, students have the opportunity to pursue advanced work in the arts. While this program is for students who would like to create advanced portfolio work outside of the AP curriculum, the course takes place with and alongside the AP course and students will engage in the feedback and support of the classroom community through critiques and discussions. As either a fall elective or a year-long course, students will be expected to set goals and reflect on the progress of their independent art progression as they pursue photography through sustained investigation and inquiry. Students in the Advanced Portfolio Program will leave the year with a digital portfolio of their work and a written artist statement about their body of work. Students will have the opportunity to exhibit a selection of their portfolio in a school exhibition in the Schumacher Gallery.</p>		

<b>DARKROOM PHOTOGRAPHY: BLACK AND WHITE</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<p>This introductory level course covers the basics of black and white film photography and darkroom printing. This hands-on class will teach students to shoot and develop their own film and use chemistry to make black and white photographic prints. Special attention will be paid to sustainable practices this year, including learning how to develop film using coffee. Students will be provided with cameras and film and will respond to open-ended and conceptual assignments that will build their critical thinking and creative problem solving skills.</p>		

<b>ADVANCED DARKROOM PHOTOGRAPHY: BLACK AND WHITE</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<i>Prerequisites: Darkroom Photography: Black and White</i>		



Students who have already taken “Darkroom Photography: Black and White” and who would like more opportunity to skillbuild, practice, and create at a higher level are welcome to reenroll in this course at an advanced, secondary level. These advanced art students, while creating alongside and supporting the introductory-level students, will work with the instructor to determine expectations in how they would like to advance their artwork. As a result, advanced students may participate with beginner students, as in critiques, class discussions, or instruction, while at other times may be more independent in their coursework or meet as a small group.

<b>DIGITAL PHOTOGRAPHY: PIXELS WITH PURPOSE</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
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*Note: Rasin Center Distinction Course*

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

<b>ADVANCED DIGITAL PHOTOGRAPHY</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
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*Prerequisites: Digital Photography*

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

<b>COLOR DARKROOM PHOTOGRAPHY</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
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*Prerequisites: None, though enrollment in Black & White Darkroom is strongly encouraged*

Color photography brings lots of new fun challenges and possibilities to art making. In this upper elective course, students will learn to develop and print their own color film and prints. Students

will explore color theory and the many ways color can be used to convey ideas and messages through art. Students will also have the opportunity to develop their photographic and art making skills while creating a portfolio of work based on a theme of their choosing. Previous enrollment in a Black and White Darkroom course is strongly encouraged, but not a prerequisite for the course.

<b>VIDEO AND ANIMATION</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<p>Many contemporary artists use a wide range of media to communicate their ideas. It is not uncommon for one artist to include video, sound, photography, and even animation in one exhibition. This course will teach students how to shoot and edit short video projects using professional equipment and software. Some projects will include found footage collages, experimental soundscapes, stop motion animation and digital puppetry.</p>		

## ARTS & CULTURE

The Arts & Culture designation is a critical study of creative expressions and aesthetic practices in relation to social, political, rhetorical, and historical contexts. Courses explore ways of thinking, creating, believing, communicating, and being in a global, transnational world through a historically grounded approach. This writing intensive designation critically engages the visual culture of various parts of the contemporary and historical world through a variety of perspectives and subjects, including art history.

<b>AP ART HISTORY</b>	<b>Full Year</b>	<b>1 Credit</b>
<p><i>Prerequisites: A grade of a B or better in an Arts &amp; Culture course</i></p>		
<p>The AP Art History course invites students into the global art world to engage with its forms and content as they discuss, read, and write about art, artists, and responses to and interpretations of art. By investigating 250+ works of art characterized by diverse artistic traditions from prehistory to the present, students develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply art historical thinking skills to their analysis as they engage with a variety of art forms and develop an understanding of individual works and their interconnections across history. While trips to museums will be an integral part of this course, the course will culminate in a review at the Metropolitan Museum of Art and the Cloisters. Students are required to take the AP Art History Exam in the spring; there will be a fee charged for the exam.</p>		

<b>ARCHITECTURAL ENGINEERING</b> <i>Cross-listed with WISE</i>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<p>In architecture, what is the intersection between design and engineering? What are the building and social systems that make for design? Through a combined approach of structural engineering and the history of architecture, this course explores the purpose of space. Taking a deep dive into political, spiritual, civic, and sustainable structures across time and cultures, students will develop a critical analysis of how buildings mean within original and changing contexts. This exploration will then inform how students apply the basics of structure and physics to their own designs. The</p>		

course will culminate in the development of a design into an architectural model in collaboration with the American Society of Civil Engineers. Analytical and research papers, design proposals, discussions, presentations, a field trip, and hands-on building projects will comprise the learning experience.

<b>CHICANO ART</b>	<b>Fall Semester</b>	<b>0.50 Credits</b>
<i>Note: Rasin Center Distinction Course</i>		
<p>How does identity form? How do history and politics influence the art we make, and the art we see? The history of the Chicano identity in the USA is one that has taken many paths to end up where it is today. In this course, we will explore the histories of Mexico and the USA from the mid-nineteenth century to the mid-twentieth century to better inform our analysis of the Chicano identity and culture, as well as dispel misconceptions around the identity. Film, murals, cars, fashion, and more will all have a place in this class as art is not just limited to what can go in a museum, just as identity is not just limited to one way of expression. At the end of this course, students will be able to identify the Chicano art style, as well as understand the complexities of the identity, and the history that shaped it. Students can expect to complete formal writing assignments, in-class analysis, and presentations. This course will also include a field trip.</p>		

<b>THE SONJA OSBORN MUSEUM STUDIES INTERNSHIP (SOMSI)</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Prerequisites: The student intern is required to take or plan on taking AP Art History; Application process required</i>		
<p>The Sonja Osborn Museum Studies Internship is a semester-long program wherein interns gain practical experience in museum work at Hill-Stead Museum. This internship experience is available to one student of art history and one student of history. A student may apply for this internship as a rising junior or senior, must be planning on taking or is enrolled in AP Art History, and must be accepted by Hill-Stead Museum and Westover School. In order to allow time for students to engage in programming and curatorial work at Hill-Stead Museum, students will participate in an afternoon activity that best accommodates their internship experience in the spring semester. The intern may receive academic credit for their internship through the work they complete at Westover, namely through projects that investigate Hill-Stead's collection and consider the shared histories of the school and the museum. The internship will culminate in a public symposium at the end of the program. Through funding for the program, transportation will be provided for the interns' visits to Hill-Stead.</p>		

<b>GLOBAL INDIGENOUS ART</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Note: Rasin Center Distinction Course</i>		
<p>Indigenous arts and cultures have survived centuries of colonization and genocide. Through the artists of today, we are able to see glimpses of the past. Many Indigenous artists around the world</p>		

draw inspiration from their identity and cultural practices as a way to enhance and inform their art. In this course, we will start a conversation between past and present. We will discuss contemporary Indigenous art, identity, and culture from around the world, while also looking at the cultures who came before to better understand and empathize with these contemporary artists. Indigenous traditions in art have survived centuries and are now being recognized and respected as they are. Discovering how our past influences our present will better inform our future. In this class we will look at mediums of painting and sculpture, but also of textiles, tattoos, and ceramics. Students can expect to have formal writing assignments, in-class analysis, presentations, and a field trip will be included in this course.

<b>FIGURING WOMEN</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Note: Rasin Center Distinction Course</i>		
<p>What is the difference between the nude and the naked? How might the western tradition of the female nude embody a narrative of patriarchy? In considering the female form as a body re-formed by social and cultural influences, this course will investigate how imaging the “nude” has historically been an act of regulation, and how that ordering reveals the values and beliefs of a particular period. Beginning with a consideration of the representation of women in the media, an analysis of Barbie both historically and in relation to the recent film, and a conceptual framework of the “nude” by scholar Lynda Nead, we will unpack the contained female form through the roles women have played throughout the history of western art, namely the goddess, the temptress, the virgin, and the mother. We will then continue our investigation with a consideration of the history and representation of the black female body in relation to the nude. Finally, we will problematize the representation of the nude by considering ways contemporary artists have disrupted and reclaimed the female form by “redrawing the lines.” Students in this course will be asked to think critically, conceptually, and collaboratively through journal articles, writing, discussion, a final project, and a visit to a museum.</p>		

<b>MUSIC THEORY</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Notes: Does not fulfill performance requirement. Highly recommended for students enrolled in Westover music ensembles or private lessons</i>		
<p>Music Theory is an opportunity for all Westover students to learn to read and write music. This course is highly recommended as a spring arts elective for students enrolled in Westover music ensembles or private lessons. We will learn to read written music notation, such as note names, note values, key signatures, accidentals, and chords. We will also develop aural skills, or the ability to sing music that we are seeing for the first time and to write out the music that we are hearing. Coursework will consist of homework to facilitate understanding, as well as weekly assessments on written notation and aural skills. A field trip will give us a greater appreciation of how professional musicians use the language of written music. <i>This course does not fulfill the Performing Arts experience.</i></p>		

## PERFORMING ARTS

### DANCE

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

Dance Ensemble	Full Year	0.50 Credits
<p>Dance Ensemble members may take technique classes at the beginner, intermediate, and advanced levels. The core curriculum is ballet and modern with additional classes in composition, jazz, contemporary, and hip-hop. Cross training opportunities are also available in aerobics, strength and stretch, and workshops offered throughout the school year. Each student's dance schedule is determined by a placement/audition class and by a conference with the Director of Dance. In addition, students are required to perform in several dance performances held throughout the year. Dance Ensemble members are encouraged to develop their own choreographic abilities and are invited to showcase their compositions during our annual spring concert.</p>		

Dance Team	Fall, Winter, Spring
<p><i>Note: No Academic Credit, Fulfills Performing Arts Experience; Fulfills Sport Requirement</i></p>	
<p>See Dance Ensemble description. In order to perform in the spring dance concert, a student must participate during both the winter and spring seasons.</p>	

### DRAMA

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

Theater Ensemble	Full Year	0.50 Credits
<p><i>Notes: Fulfills Performing Arts Experience; Fulfills Sport Requirement</i></p>		
<p><b>FALL PLAY: (TBA)</b>            Westover Drama students will present a play [TBA] in which they will have the opportunity to develop their skills through integrated instruction. Units on character analysis, improvisation, acting methodologies, will supplement the rehearsal process with the goal of introducing acting techniques and reinforcing skill and ensemble building. Shows are chosen with the intention of including all interested students and auditions are held to cast the show. Westover School Drama Department does not precast. Students are cast in roles that are the most suited to them based on their audition and experience.</p>		

### **SPRING MUSICAL: (TBA)**

Westover Drama students will present [TBA] in which they will have the opportunity to develop their skills through integrated instruction. Units such as singing for the actor, physical theatre techniques, musical theatre dance techniques, and characterization work will supplement the rehearsal process with the goal of strengthening acting techniques and reinforcing skill and ensemble building. Shows are chosen with the intention of including all interested students and auditions are held to cast the show. Westover School Drama Department does not precast. Students are cast in roles that are the most suited to them based on their audition and experience.

### **PERFORMANCE TRACK**

(Fall, Winter, Spring)

For all productions, actors will receive training in character development, sense memory and emotional recall, improvisation, voice and speech, text analysis and classic and contemporary theatre methodologies. Students will all be taught the foundational skills of circumstances, relationship, objective, obstacles, and action, learn the culture of a safe and respectful rehearsal space, and develop skills in interpersonal communication and problem-solving by committing to the fostering of a strong ensemble. Students have the opportunity to perform in a Fall play and a Spring musical as well as independent project opportunities and group devised theatre projects.

### **CABARET**

(Spring)

Cabaret is a new theatre performance Spring-season-only course addition which will culminate in a rare performance opportunity in one of New York City's legendary cabaret venues. This course will run concurrently with theatre fundamentals following the Spring musical and students will be accepted by audition only. Students must have previous singing experience and a willingness to be open, authentic and engaging storytellers. Auditions will consist of a song of the student's choice (any genre), and the student will be asked to tell a brief story about a topic they are passionate about. An additional performance for Westover students will be offered following the NYC show.

### **COSTUME/HAIR/MAKEUP DESIGN TRACK**

(Fall, Winter, Spring)

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

### **TECHNICAL THEATRE**

(Fall, Winter, Spring)

Taught in conjunction with the production each season, this course will offer invaluable hands-on experience in theatre production where students will develop their skills through integrated instruction. Students will learn how to use Westover's state-of-the-art lighting and sound systems

and create sets and props through clearly defined units such as Fundamentals of Stagecraft, Theatre Safety, and Essential Design Tools. Specific materials used in this course vary, and everything from woodworking to foam, fabric, and basic electrical wiring are introduced in this project based block. Students in technical theatre will cultivate skills in problem solving, building and engineering, and developing hands-on experience.

<b>Theatre Fundamentals</b> <i>Skill-building for Actors, Tech, Costumes</i>	<b>Fall, Winter, Spring</b>
<i>Notes: Fulfills Performing Arts Experience; Fulfills Sport Requirement</i>	
See Theater Ensemble description.	

## MUSIC

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

<b>Glee Club</b> <b>Advanced Glee Club</b>	<b>Full Year</b>	<b>0.50 Credits</b>
<i>Notes: Fulfills Performing Arts Experience</i>		
Glee Club is the oldest music ensemble at Westover and plays an integral part in many school traditions, performing several times a year. Students in Glee Club will learn the basics of choral singing, such as breath support, balance, blend, tuning, and diction. Glee Club students who are interested in an additional challenge will have the opportunity to audition for Advanced Glee Club. Advanced Glee students will further refine their choral singing technique through more challenging repertoire. While Glee Club students will begin to learn to read music, the spring Music Theory arts elective is recommended for all students in music ensembles.		

<b>Chamber Choir</b>	<b>Full Year</b>
<i>Notes: Fulfills Performing Arts Experience; Audition Required</i>	
Chamber Choir is for the advanced vocal student who wants to learn more challenging choral repertoire and sing with a full SATB choir. Chamber Choir is selected by audition and performs several times each year during school traditions and concerts. The spring Music Theory arts elective is recommended for all students in music ensembles.	

<b>Gospel Choir</b>	<b>Full Year</b>
<i>Notes: Fulfills Performing Arts Experience</i>	
<p>Gospel Choir is a high-energy, inclusive musical experience. While Gospel music is rooted in the identity of African-American religious communities, Westover’s Gospel Choir includes non-religious music as well. We come together to express feelings such as joy, empowerment, passion, excitement, love, and more. All community members are welcome, regardless of identity or singing experience. The spring Music Theory arts elective is recommended for all students in music ensembles.</p>	

<b>Handbell Ensemble</b>	<b>Full Year</b>	<b>0.50 Credits</b>
<i>Notes: Fulfills Performing Arts Experience</i>		
<i>Prerequisites: Students will be assigned to an ensemble based on experience.</i>		
<p>Westover's Handbell Ensembles allow all students to experience the joy of music, even students who have never played an instrument before. Handbell ringers learn to read music notation and develop a variety of ringing techniques. Ringers are part of a team, connecting with other students to create a meaningful shared experience. Handbell ensembles perform multiple times per year during concerts and school traditions. Ensemble assignments are based on previous ringing experience. While handbell students will begin to learn to read music, the spring Music Theory arts elective is recommended for all students in music ensembles.</p> <ul style="list-style-type: none"> <li>● <b>Beginning Handbell Ensemble</b> is the group for new handbell ringers; no previous music experience is required.</li> <li>● <b>Advanced Handbell Ensemble</b> is for experienced handbell ringers. Prior experience is required.</li> </ul>		

<b>Chamber Music Ensemble</b>	<b>Full Year</b>	<b>0.50 Credits</b>
<i>Notes: Fulfills Performing Arts Experience</i>		
<i>Prerequisites: Previous experience with the instrument</i>		
<p>Chamber Music Ensemble is an opportunity for instrumentalists to practice and perform music together. While the core of our Chamber Music Ensemble is string instruments, we incorporate wind instruments when wind players enroll. Chamber Music Ensemble performs multiple times per year at school traditions and concerts. Students of all abilities are welcome to join, but students must already know how to play their instrument. The spring Music Theory arts elective is recommended for all students in music ensembles.</p>		

<b>Private Music Lessons</b>	<b>Full Year</b>
<i>Notes: Fulfills Performing Arts Experience</i>	



Private music lessons give students the opportunity to receive individual instruction in musical instruments and in voice. Each student has one lesson weekly, a class recital at the end of the fall semester, and a public recital at the end of the year. The spring Music Theory arts elective is recommended for all students enrolled in private music lessons.

<b>Music Theory</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<i>Notes: Does Not Fulfill Performing Arts Experience</i>		
<p>Music Theory is an opportunity for students to learn to read and write music. This spring arts elective is highly recommended for all students enrolled in Westover music ensembles or private lessons. We will learn to read written music notation, such as note names, note values, key signatures, accidentals, and chords. We will also develop the aural skills to sing music that we are seeing for the first time and to write out the music that we are hearing. Coursework will consist of homework to facilitate understanding, as well as weekly assessments on written notation and aural skills. A field trip will give us a greater appreciation of how professional musicians use the language of written music.</p>		

## PERFORMANCE EMPHASIS

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

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

### Department Requirements for a Performance Emphasis Track

- **DRAMA EMPHASIS**

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

- **DANCE EMPHASIS**

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

- **MUSIC EMPHASIS**

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

## INDEPENDENT EXPLORATION

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

### INDEPENDENT SENIOR PROJECT (ISP)

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

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

The application for either semester must be reviewed and signed by the faculty project advisor, by the student's academic advisor and, in the case of a winter ISP, by the College Counselor. **The ISP committee approves each application based on the following criteria: the significance and integrity of the project, its feasibility, and the student's ability to fulfill all graduation requirements.**

### RUDOLPH S. RASIN CENTER FOR GLOBAL JUSTICE

The purpose of the *Rasin Center* is to ensure that the Westover community engages with the world beyond its walls through a focus on Service Learning, Diversity & Inclusion, Environmental Sustainability, and Global Programs. The Center's work supports our core values and is one space in the school to embrace and champion the School's Vision for Belonging and Justice by offering opportunities to connect to self, others, and the world around us through internal and external programs and students' individual passion pursuits.

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

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

Students with a particular interest in and proven dedication to global justice may be eligible to receive the Rasin Center Global Justice Distinction.

### GLOBAL EXCHANGE PROGRAMS

*Westover's Global Programs provide opportunities for our community to learn more about ourselves and our neighbors--both within our walls and beyond. We are inspired by our motto to think, to do, to be; as part of this "being" we must push ourselves to cross borders and engage with one another. Through this*

engagement, we support students from all over the world as they join and thrive as part of the Westover community. We are all challenged to reflect on our home cultures and backgrounds as we strengthen and contribute to our pluralistic and global world. For decades, Westover has run successful exchange programs with a number of schools around the globe. These experiences shape participants and our greater community in important ways and demonstrate the value of a true global education.


  
**EXCHANGE PROGRAMS**

Students should let their advisors and the Director of Global Programs know about their interest in an Exchange program as early as possible so that they can plan their course of study accordingly. The following programs are offered for our 2024-2025 school year:

- Spain: 2 months, Spring Semester, Spanish IV required
- France: 5 weeks, Spring Semester, French IV required
- Jordan: 5 weeks, Spring Semester, open to all
- Australia: 7 weeks, Summer, Sophomores
- Japan: 2 weeks, Summer, Juniors (rising Seniors)





**Colegio Irlandesas Bami**  
 Sevilla, Spain  
 Spanish II or higher  
 2 months (Jan-Mar)



**Lycée Européen**  
 Villers Cotterêts, France  
 French III or higher  
 5 weeks (Jan-early-February)



**Ahlyyah & Mutran**  
 Amman, Jordan  
 9th, 10th, 11th graders  
 5 weeks (March)



**St Mary's Anglican Girls' School**  
 Perth, Australia  
 10th graders  
 7 weeks (mid-July-late-August)



**Keio School for Girls**  
 Tokyo, Japan  
 11th graders  
 2 weeks (mid-June)

**Components to Your Application:**

- written application
- 2 faculty evaluations
- Student Info Session (2/16 at lunch)
- Family Info Session (2/19 9AM & 2/27 7:30 PM)

**Application Due Friday March 1st**

<b>THE SONJA OSBORN MUSEUM STUDIES INTERNSHIP (SOMSI)</b>	<b>Spring Semester</b>	<b>0.50 Credits</b>
<p><i><b>Prerequisites:</b> The student intern is required to take or plan on taking AP Art History; Application process required</i></p>		
<p>The Sonja Osborn Museum Studies Internship is a semester-long program wherein interns gain practical experience in museum work at Hill-Stead Museum. A student may apply for this internship as a rising junior or senior, must be planning on taking or is enrolled in AP Art History, and must be accepted by Hill-Stead Museum and Westover School. In order to allow time for students to engage in programming and curatorial work at Hill-Stead Museum, students will participate in an afternoon activity that best accommodates their internship experience in the spring semester. The intern may receive academic credit for their internship through the work they complete at Westover, namely through projects that investigate Hill-Stead’s collection and consider the shared histories of the school and the museum. The internship will culminate in a public symposium at the end of the program. Through funding for the program, transportation will be provided for the interns’ visits to Hill-Stead.</p>		

**INVEST IN GIRLS (IIG)**

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

Invest in Girls is a financial literacy program which gives girls an introduction to financial and

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

- **Sophomore Year**

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

- **Junior Year**

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

Mentors receive monthly discussion topic suggestions.

- **Senior Year**

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

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

## STUDENT LIFE

9th Grade Seminar	Full Year
<i>Notes: Required for all 9th grade students; no credit earned</i>	
<b>Course description:</b> The Westover School 9th grade seminar is broken up into four, quarter-long units covering Academic Success, Belonging, Health & Wellness, and Justice. This course ensures that our 9th grade students are supported and prepared for a successful and safe high school experience at Westover. Students will gain skills to assist in a smooth academic transition to high school, build empathy and cultural competence to live into our Vision for Belonging and Justice, and cover health and wellness topics including healthy body image, positive relationship building, and substance abuse prevention.	

## AFTERNOON ACTIVITIES

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

The 2024-25 Afternoon Activities Sign-Up process will commence prior to the upcoming Spring Break. Students are expected to sign up for their fall, winter, and spring afternoon activities by the designated deadline. While changes can be made at a later date, please be mindful that staffing and scheduling efforts will be made based on your selections.

### Please Note:

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

### 2024 - 2025 Afternoon Activity Offerings:

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

## ATHLETIC PROGRAM

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

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

### 2024-2025 Athletic Program Offerings:

Fall Season	Winter Season	Spring Season
<ul style="list-style-type: none"><li>● Cross Country</li><li>● Soccer</li><li>● Volleyball</li><li>● Life Fitness/ Outdoor Program</li></ul>	<ul style="list-style-type: none"><li>● Basketball</li><li>● Squash</li><li>● Swimming</li><li>● Life Fitness</li></ul>	<ul style="list-style-type: none"><li>● Golf</li><li>● Lacrosse</li><li>● Softball</li><li>● Tennis</li><li>● Life Fitness/Rock Climbing</li></ul>