



HARVARD  
WESTLAKE  
S C H O O L

# **CURRICULUM GUIDE**

2018–2019



**HARVARD-WESTLAKE STRIVES TO BE  
A DIVERSE AND INCLUSIVE COMMUNITY UNITED BY  
THE JOYFUL PURSUIT OF EDUCATIONAL EXCELLENCE,  
LIVING AND LEARNING WITH INTEGRITY,  
AND PURPOSE BEYOND OURSELVES.**



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# INTRODUCTION TO THE HARVARD-WESTLAKE SCHOOL CURRICULUM GUIDE

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Welcome to the Harvard-Westlake School curriculum guide!

The guide is divided into four sections. This introduction provides essential information about the school's programs, outlines the structure of the book, and offers tips for its use. The school's academic courses are listed by department in the Academics section. The Arts section covers the performing and visual arts programs. The Athletics section covers the physical education and interscholastic sports programs.

## CONTENTS

Information about each course is provided in the Academics, Arts, or Athletics sections. Each section has its own table of contents.

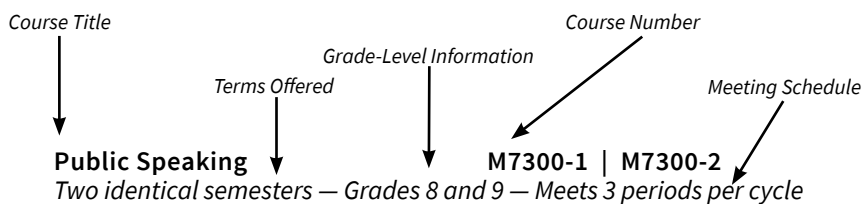
The Academics section is organized by department, and the courses offered by each department are arranged by category. For example, in Science, all of the biological subjects are listed together within the Biology category. Within a category, there may be subcategories. In World Languages, all Chinese courses are listed together under a subcategory within the Modern Languages category. The table of contents includes these categories to help you more quickly locate a particular subject of interest. Courses are arranged within the categories and subcategories in order of grade-level eligibility, with courses open to seventh-grade students listed first.

The Arts section is organized by the departments in which Arts courses are offered: Performing Arts and Visual Arts. The table of contents for that section will help you more quickly locate a particular subject of interest.

The Athletics section begins with an overview of the Physical Education and Interscholastic Sports programs and how the two are interwoven. The options for satisfying the school's Physical Education requirement are covered in detail within the Physical Education subsection. The opportunities for participation on the school's interscholastic sports teams are covered in the Interscholastic Sports subsection.

## CURRICULUM GUIDE KEY

Below is an example of the two lines that precede a course description in which the course title, terms offered, grade-level information, course number, and meeting schedule are given. Understanding each component will help you choose the right courses to build your schedule.



### Grade-Level Information

Only students in the grades stated in the “Grade-Level Information” field who have satisfied the prerequisites, if any, are eligible to enroll in a course.

### Course Number

The course number is provided to the right of the course title. Most course numbers begin with an “M” or “U.” (The exceptions are course numbers assigned to interscholastic sports teams, which begin with a number.) A course number that begins with the letter “M” is available to students studying on the middle school campus; a course number that begins with the letter “U” is available to students on the upper school campus. Some courses are offered on both campuses. In these cases, the course title is repeated with two course numbers listed, one with “M” and one with “U.” Your courses must all be on the same campus, so ensure that every course you request begins with either an “M” (if you are in grade 7, 8, or 9) or a “U” (if you are in grade 10, 11, or 12).

The last digit of the course number (following the hyphen) for Academics and Arts offerings indicates whether the course runs for the full school year or for a semester. A course number that ends in a “0” indicates that the course duration is the full year. If the course number ends in a “1,” the course is offered during the first semester. Course numbers ending in a “2” indicate that the course meets during second semester. The last digit of an Athletics offering will be a “3,” “4,” or “5” and represents the activity’s trimester(s). A course number ending in a “3” corresponds to the fall trimester; a “4” to the winter trimester; and a “5” indicates that the course is offered in the spring.



## **Terms Offered**

The “Terms Offered” field reiterates, in another format, and, in some cases, with additional detail, the information provided at the end of the course number. If a course number ends in a “0,” it is a full-year course, and this will be stated in the terms offered as “Full year.” If a semester course is offered during only one of the two semesters, the term will state either “First semester” or “Second semester.” Semester courses that are run during both semesters are marked “identical” or “repeatable.” Courses marked as “Two identical semesters” may only be taken once. Courses marked as “Two repeatable semesters” may be taken more than once. Assume that a course may only be taken once unless the terms offered includes the word “repeatable.”

## **Meeting Schedule**

The meeting schedule is the number of periods per cycle the course meets. Middle school students (grades 7–9) follow a six-day cycle in which the majority of core subjects meet five out of every six days of school. Upper school students (grades 10–12) follow a five-day cycle. Core subjects at the upper school typically meet four out of every five days of school. For example, a typical History and Social Studies course would meet five days per six-day cycle at the middle school and four days per five-day cycle at the upper school. On both campuses, many elective subjects meet three periods per cycle.

## **PLANNING YOUR COURSE OF STUDY**

Harvard-Westlake’s academic program consists of required courses and a wide range of elective courses. The “at a glance” pages later in this section may help make it easier to navigate through the options. There is one page for each grade level. When you are ready to plan your course of study, the “at a glance” page for your grade level is a good place to start. It shows which subjects must be taken and a range of additional elective courses.

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# REQUIREMENTS

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Students are required to complete five academic classes per semester.

## CORE REQUIREMENTS

- English—six years (required each year)
- History and Social Studies—five years, through eleventh grade
- Mathematics—five years, through eleventh grade; six years strongly recommended
- Science—five years of laboratory sciences, usually taken in the seventh through eleventh grades
- World Languages—the completion of study of one language through level III (strongly recommended) or two languages both through level II

## ARTS REQUIREMENTS

Every student must take at least one full-year Arts course during grades 9–12.

- Visual Arts, grade 7—one semester
- Performing Arts, grade 7 or 8—one semester
- Arts (Performing Arts or Visual Arts), grade 8 or 9—an additional semester of either a performing or visual art
- Arts (Performing Arts or Visual Arts), grade 10, 11, or 12—an additional year (one full-year course or two semester courses) of either a performing or visual art

## PHYSICAL EDUCATION REQUIREMENTS

- Physical Education 7, grade 7—one year
- Physical Education, grade 8—one year (the program options can be found in the Athletics section of this guide)
- Physical Education or Interscholastic Sports, grades 9–12—six trimesters; three trimesters in grade 9 strongly recommended (the options for satisfying this requirement can be found in the Athletics section of this guide)

## OTHER ACADEMIC REQUIREMENTS

- Library and Technology 7, grade 7—one year
- Debate or Public Speaking, grade 8—one semester
- Human Development 8, grade 8—one semester
- Choices and Challenges, grade 10—one year

## **SERVICE REQUIREMENTS**

- Campus Service (SQUID), grade 7—two times after school
- Community Service, grades 7–12—one class period per cycle for one quarter in addition to six outreach hours in seventh grade and twelve outreach hours per year in eighth through twelfth grades
- School Service, grades 8–10—one period per cycle for one quarter per year in eighth and ninth grades and one period per week for one semester in tenth grade

## **COLLEGE ADMISSION REQUIREMENTS**

The school's criteria for graduation satisfy the requirements of the universities and colleges in the United States to which Harvard-Westlake students typically apply, including those for admission to University of California (UC) system schools. Students are guided by their deans to ensure that all requirements will be met, not only for the UC system but for any college or university to which a Harvard-Westlake student seeks admission.

## **ADDITIONAL COURSES AND ACTIVITIES**

Courses are available beyond the requirements listed above, and students are encouraged to participate in clubs and other activities.

Students who wish to take multiple Honors or Advanced Placement courses must carefully consider their total work commitments. Students who elect to enroll in Advanced Placement courses must take the Advanced Placement examination in that subject.

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# SEVENTH GRADE AT A GLANCE

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## REQUIREMENTS

### Core

- *English*—English 7 (M2000-0)
- *History and Social Studies*—American History and Government (M6002-0)
- *Mathematics*—Placement is determined by the department
- *Science*—Integrated Science I (M5000-0)
- *World Languages*—Chinese, French, Latin, or Spanish. Placement within the chosen language program is determined by the department

### Arts

- *Performing Arts*—At least one semester taken in either seventh or eighth grade
- *Visual Arts*—Either the semester course Visual Arts 7 (M0001-1/2) or the full-year course Foundations in Visual Arts (M0005-0)

### Physical Education

- *Physical Education*—Physical Education 7 (M8007-0)

### Other Academic

- *Library and Information Technology*—Library and Technology 7 (M7900-0)

### Service

- *Campus Service (SQUID)*—Two times after school
- *Community Service*—Six outreach hours in addition to attending a community service class that meets once per cycle for one quarter of the school year. Students are assigned to the community service class automatically and do not need to sign up for it

## ELECTIVES

- *Performing Arts*—Performing Arts electives are available in choral music, instrumental music, and dance

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# EIGHTH GRADE AT A GLANCE

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## REQUIREMENTS

### Core

- *English*—English 8 (M2100-0)
- *History and Social Studies*—World Civilizations (M6100-0)
- *Mathematics*—Placement is determined by the department
- *Science*—Integrated Science II (M5100-0)
- *World Languages*—Chinese, French, Latin, or Spanish. Students are required to study the same language chosen in seventh grade

### Arts

- *Performing Arts*—One semester taken in either seventh or eighth grade
- *Arts*—An additional semester of either performing or visual arts taken in either eighth or ninth grade

### Physical Education

- *Physical Education*—Two semesters of Physical Education 8 (M8008-1 and M8008-2) or one semester of Physical Education 8 (M8008-1 or M8008-2) and one semester of Dance (see Dance Program in the Athletics section for course options)

### Other Academic

- *Communications*—One semester of either Debate (M7302-1/2) or Public Speaking (M7300-1/2)
- *Human Development*—One semester of Human Development 8 (M7938-1/2)

### Service

- *Community Service*—Twelve outreach hours
- *School Service*—One period per cycle for one quarter

## ELECTIVES

Students are encouraged to take two or three semesters of elective courses.

- *Performing Arts*—Performing Arts electives are available in choral music, instrumental music, dance, and theater arts
- *Visual Arts*—Visual Arts electives are available in two-dimensional art, three-dimensional art, and media arts
- *Other*—The Communications, English, and Mathematics departments also offer eighth-grade elective courses

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# NINTH GRADE AT A GLANCE

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## REQUIREMENTS

### Core

- *English*—English I (M2200-0)
- *History and Social Studies*—The World and Europe I (M6200-0)
- *Mathematics*—Placement is determined by the department
- *Science*—Biology (M5200-0) or Biology Honors (M5210-0)
- *World Languages*—Chinese, French, Latin, or Spanish. In most cases, students continue to study the language chosen in seventh grade, but have the option to add a second language if they intend to fulfill the World Languages requirement by studying two languages through level two

### Arts

Every student must take at least one full-year Arts course during grades 9–12.

- *Arts*—One semester of either performing or visual arts taken in either eighth or ninth grade

### Physical Education

- *Physical Education*—Six trimesters of Physical Education credit earned while in grades 9–12; three trimesters in grade 9 strongly recommended. Students in ninth grade can earn credit by taking Physical Education 9 (M8009-3/4/5) and/or a Dance class and/or by participating on an interscholastic sports team (see the Athletics section for a complete description of the program options)

### Service

- *Community Service*—Twelve outreach hours
- *School Service*—One period per cycle for one quarter

## ELECTIVES

Students are encouraged to take three or four semesters of elective courses.

- *Performing Arts*—Performing Arts electives are available in choral music, instrumental music, dance, theater arts, and theory, composition, and history
- *Visual Arts*—Visual Arts electives are available in two-dimensional art, three-dimensional art, and media arts
- *Other*—The Communications, English, Mathematics, and World Languages departments also offer ninth-grade elective courses

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# TENTH GRADE AT A GLANCE

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## REQUIREMENTS

### Core

- *English*—English II (U2400-0)
- *History and Social Studies*—The World and Europe II (U6400-0) *or* The History and Art of Modern Europe and the World (U6410-0) and Drawing and Painting I/The History and Art of Modern Europe and the World (U0280-0)
- *Mathematics*—Placement is determined by the department
- *Science*—Geology (U5700-0) or Chemistry (U5500-0) or Chemistry Honors (5510-0)
- *World Languages*—Chinese, French, Latin, or Spanish. Students must complete the study of one language through level three or two languages through level two

### Arts

Every student must take at least one full-year Arts course during grades 9–12.

- *Arts*—One year (one full-year course or two semester courses) of either a performing or visual art taken in tenth, eleventh, or twelfth grade

### Physical Education

- *Physical Education*—Six trimesters of Physical Education credit earned while in grades 9–12. Students in tenth grade can earn credit by taking a Physical Education class and/or a Dance class and/or by participating on an interscholastic sports team (see the Athletics section for a complete description of the program options)

### Other Academic

- *Human Development*—Choices and Challenges (U7000-0)

### Service

- *Community Service*—Twelve outreach hours
- *School Service*—One period per week for one semester

## ELECTIVES

- *Performing Arts*—Performing Arts electives are available in choral music, instrumental music, dance, theater arts, directed study, and theory, composition, and history
- *Visual Arts*—Visual Arts electives are available in two-dimensional art, three-dimensional art, and media arts
- *Other*—The Communications, Interdisciplinary Studies and Independent Research, Mathematics, and World Languages departments also offer tenth-grade elective courses

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# ELEVENTH GRADE AT A GLANCE

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## REQUIREMENTS

### Core

- *English*—English III: Living America (U2520-0) or English III Honors: American Studies (U2525-0)
- *History and Social Studies*—United States History (U6420-0) or Advanced Placement United States History (U6430-0)
- *Mathematics*—Placement is determined by the department
- *Science*—At least one year-long laboratory science course in either eleventh or twelfth grade
- *Other*—Students must take a minimum of five academic courses each semester

### Arts

Every student must take at least one full-year Arts course during grades 9–12.

- *Arts*—One year (one full-year course or two semester courses) of either a performing or visual art taken in tenth, eleventh, or twelfth grade

### Physical Education

- *Physical Education*—Six trimesters of Physical Education credit earned while in grades 9–12. Students in eleventh grade can earn credit by taking a Physical Education class and/or a Dance class and/or by participating on an interscholastic sports team (see the Athletics section for a complete description of the program options)

### Service

- *Community Service*—Twelve outreach hours

## ELECTIVES

- *Performing Arts*—Performing Arts electives are available in choral music, instrumental music, dance, theater arts, directed study, and theory, composition, and history
- *Visual Arts*—Visual Arts electives are available in two-dimensional art, three-dimensional art, and media arts
- *Other*—The Communications, English, History and Social Studies, Interdisciplinary Studies and Independent Research, Mathematics, Science, and World Languages departments also offer eleventh-grade elective courses



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# TWELFTH GRADE AT A GLANCE

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## REQUIREMENTS

### Core

- *English*—Any one of the six English IV Advanced Placement courses (U2722-0, U2724-0, U2726-0, U2732-0, U2734-0, or U2736-0) or Shakespeare (U2635-0)
- *Mathematics*—Strongly recommended
- *Science*—At least one year-long laboratory science course in either eleventh or twelfth grade
- *Other*—Students must take a minimum of five academic courses each semester

### Arts

Every student must take at least one full-year Arts course during grades 9–12.

- *Arts*—One year (one full-year course or two semester courses) of either a performing or visual art taken in tenth, eleventh, or twelfth grade

### Physical Education

- *Physical Education*—Six trimesters of Physical Education credit earned while in grades 9–12. Students in twelfth grade can earn credit by taking a Physical Education class and/or a Dance class and/or by participating on an interscholastic sports team (see the Athletics section for a complete description of the program options)

### Service

- *Community Service*—Twelve outreach hours

## ELECTIVES

- *Performing Arts*—Performing Arts electives are available in choral music, instrumental music, dance, theater arts, directed study, and theory, composition, and history
- *Visual Arts*—Visual Arts electives are available in two-dimensional art, three-dimensional art, media arts, art history, and directed study
- *Other*—The Communications, English, History and Social Studies, Interdisciplinary Studies and Independent Research, Mathematics, Science, and World Languages departments also offer twelfth-grade elective courses

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# STUDY SKILLS

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Study skills are best learned in the classroom and in the context of academic courses. A comprehensive study-skills program begins in the seventh grade with Library and Technology 7, a course that focuses on research and computer-literacy skills. One or more of the study-skills components listed below are integrated into every middle school course. Additionally, when appropriate, teachers introduce digital resources to help with these skills:

- Reading Comprehension and Retention Skills
  - Note-taking while reading
  - Marking a text and creating margin notes
- How to Study
  - Note-taking from lectures
  - Creating a study guide and outline
  - Memorization techniques
  - Daily review sessions
  - Anticipating test content
  - Test-taking strategies
  - Post-test reflection
- Time Management/Organization
  - Using the *Harvard-Westlake Middle School Student Planner* and iHW app
  - Using The Hub, Harvard-Westlake’s learning management system
  - Planning for large or long-term projects
  - Preparing a study schedule

The following guidelines are intended to serve as a starting point for middle- and upper-school students as they develop a personalized approach to studying. Students should refer to the guidelines any time they need a quick review of how to begin to organize their work. Suggested study habits, such as reading and note-taking, vary by discipline. Students should always check with their teachers for advice.

## Harvard-Westlake Study Skills Guidelines

- *Control your study time.*
  - *Schedule study periods in your planner.*
- *Control your study space.*
  - *Create a study environment without distractions, including those found online.*
- *Listen and take notes in class.*
  - *Have note-taking materials ready at the beginning of class.*
  - *Listen to your teacher and classmates.*
  - *Revise and review notes soon after taking them.*
- *Read with attention and without distractions.*
  - *Adjust your reading style to the text, course, and type of material you are reading.*
  - *Read and reread. Use varied reading techniques: survey, question, read, recite, and review your text.*
- *Review class material at the end of each week.*
  - *Prepare daily; review weekly.*
- *Quiz yourself regularly.*
  - *Ask yourself, without looking at your notes or books, “What is the main idea?”*
  - *Work through practice problems or quizzes in your books or online.*

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## WRITING STANDARDS

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Writing is an important skill that is taught and evaluated in most courses. The following guidelines are provided to help students produce their finest written work. They reflect age-appropriate standards for students at the middle and upper school.

As a guide for our middle school students, Harvard-Westlake teachers have agreed on the following simple writing standards. These writing standards are posted throughout the school; teachers may expand on them as they train students to write well:

- Write with a clear purpose. Have a point.
- Support the point with relevant detail.
- Proofread all work to be handed in.
- Write your own paper. Your work should be your own in preparation, writing, and revision.

The guidelines for our upper school students appear on the following page.

## Harvard-Westlake Writing Standards Guidelines

*In all academic disciplines, the following standards apply:*

1. *Write with purpose.*
  - *Have a point.*
2. *Write logically.*
  - *Make sense.*
3. *Write within the rules.*
  - *Craft correct, complete sentences.*
4. *Write with clarity.*
  - *Be specific.*
  - *Avoid vagueness and generalities.*
5. *Write with precision.*
  - *Make every word count.*
  - *Avoid repetition.*
6. *Write what you are asked to write.*
  - *Address the given task in the required format, whether a lab report, a term paper, or an essay.*
7. *Write in stages.*
  - *Remember: your first thought is not always your best thought.*
  - *Revise your early drafts to meet the above criteria.*
  - *Proofread your final draft.*
8. *Write your own paper.*
  - *All ideas and wording must be your own.*
  - *Cite any and all sources that you consult.*



# ACADEMICS





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# COMMUNICATIONS

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The Communications department promotes clear written and verbal communication and skill development in information and communications technology. Communications department courses address issues regarding the relationship between communicator and audience. Understanding this relationship requires an appreciation of:

- the ethics of investigation, reporting, and advocacy;
- listening and observation skills and attitudes;
- interviewing and questioning skills and strategies;
- presentation skills;
- the importance of leadership and responsibility in public communicators, stressing sensitivity to a broad range of cultures and ideologies.

Eighth-grade students must complete one semester of study in Speech and Debate to satisfy the eighth-grade Communications requirement.

## SPEECH AND DEBATE

Eighth-grade students must enroll in Public Speaking or Debate. Under special circumstances, deans may grant a deferral allowing a student to satisfy the requirement in ninth grade.

Seventh- and eighth-grade students also can join the debate club or try out for the middle school's mock trial and debate teams. These are extracurricular activities; students meet after school and may compete in weekend tournaments.

Ninth- through twelfth-grade students are eligible to join any of three extracurricular activities—mock trial, model United Nations, and debate—that provide students with an opportunity to further develop competence in the field of public speaking. The high school debate program competes as a team in local, regional, and national Lincoln–Douglas-style tournaments.

Entrance fees and travel and hotel expenses incurred while participating in any of the extracurricular activities mentioned above are borne by the students involved. Meetings and events are announced in the *Harvard-Westlake Daily Bulletin*. All activities begin meeting in the fall.

## **Public Speaking**

**M7300-1 | M7300-2**

*Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

Students learn to express themselves with confidence and clarity. The course is designed to develop presentation, listening, and critical-thinking skills. Students become aware of the elements of verbal and non-verbal communication and how to effectively incorporate visual aids. They deliver both impromptu and prepared speeches, including biographical introductions, informative “how-to” explanations, and persuasive arguments. Students gain additional insights into the basics of good public speaking by watching and critiquing speeches. They provide constructive feedback to their peers, articulating insights that can be applied to improve their own performances as well as to help others.

## **Debate**

**M7302-1 | M7302-2**

*Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This introductory course is designed to teach parliamentary-style debate. Students explore both sides of an argument, support their points with evidence, and effectively communicate their positions. Key skills include public speaking, argumentation, reasoning, comprehension of empirical evidence and data, source analysis, refutation, research, note taking, rhetoric, and teamwork. During class, students work in groups to create research outlines, write and practice delivering speeches, and debate each other.

# **JOURNALISM**

## **Introduction to Publications**

**M7220-1 | M7220-2**

*Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course introduces students to the fundamentals of publication writing, design, and production. Students learn to interview and write news, feature, sports, opinion, and review articles. Design skills are developed through the use of Adobe® Photoshop® and InDesign® as students create news and feature layouts. The course provides a strong foundation in responsible journalism and student press law and is a prerequisite for News Magazine Journalism, Introduction to Yearbook Journalism I, Introduction to Yearbook Journalism II, and Introduction to Broadcast Journalism.

## Broadcast Journalism

### Introduction to Broadcast Journalism

M7250-1 | M7250-2

*Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course introduces broadcast journalism basics through podcasting. Students write and produce news, sports, opinion, and original programs for Harvard-Westlake outlets: *The Spectrum*, *Chronicle*, and KHWS. They use studio and field equipment and editing software to create audio-only content.

*Prerequisite: Introduction to Publications, taken previously or concurrently.*

### Broadcast Journalism I

U7270-0

*Full year — Grade 10 — Meets 4 periods per cycle*

This course focuses on developing content for live and prerecorded HWTW and KHWS news and sports programs. It builds on skills required to produce compelling TV, radio, and public service announcements. Students learn how to use a variety of studio-based video, audio, lighting, and teleprompter equipment. They develop basic audio- and video-editing skills while actively engaging in all aspects of live television, field-reporting, and broadcast journalism production. This class requires an extensive commitment from students after school and, occasionally, on weekends because the majority of content is produced outside of class.

### Broadcast Journalism II

U7273-0

*Full year, repeatable — Grades 11 and 12 — Meets 4 periods per cycle*

Students assume leadership roles—both on camera and behind the scenes—in the production of content for the *Chronicle* website and all HWTW broadcasts. In addition to their leadership positions and responsibilities, they continue to develop investigative reporting skills. Students attend weekly production meetings and spend several hours each month on the research and writing of stories. They are evaluated on the quality of their reporting, writing, producing, and participation in live broadcasts and prerecorded segments.

*Prerequisite: Broadcast Journalism I.*

## Newspaper Journalism

### News Magazine Journalism

M7211-1 | M7211-2

*Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle*

Students apply journalistic skills to produce *The Spectrum*, the middle school news magazine: writing articles, conducting interviews, covering newsbeats, assigning stories, laying out pages, and editing. Editors assist the faculty advisor in setting policy, participate in meetings, supervise sections of the magazine, and oversee layout and overall design of the publication. Students must attend either a labor-intensive afterschool or Saturday layout session three times per semester and spend several hours each issue researching and writing stories.

*Prerequisite: Introduction to Publications, taken previously or concurrently.*

### Intermediate Newspaper Journalism

U7235-0

*Full year — Grade 10 — Meets 4 periods per cycle*

Members of this class learn ethics and best practices for digital and print journalism. Serving on the *Chronicle*, *Big Red*, and *Panorama* staffs, students interview; report; write; produce infographics, video, and audio; and use social media to cover the news. First semester lays a foundation of best practices for scholastic journalism. Second semester offers greater autonomy and the opportunity to specialize in photography or video journalism. Students are expected to make time outside of class to research and prepare articles and assist with occasional weekend print-layout deadlines. There are some quizzes but no final examinations.

*Prerequisite: A middle school journalism course.*

### Advanced Newspaper Journalism

U7240-0

*Full year — Grade 11 — Meets 4 periods per cycle*

Students are reporters for the *Chronicle* website, *Chronicle* newspaper, and *Big Red* and *Panorama* magazines. Working in section teams, students interview, report, write, and design for immediate publication and longer-term assignments. They create industry-standard infographics, video, and audio. Students cover a news beat, produce articles, and learn how to manage peers. They are expected to work independently outside of class and sometimes on weekends. There are no quizzes nor examinations.

*Prerequisite: Intermediate Newspaper Journalism and permission of current instructor.*

## **Advanced Newspaper Journalism: Editors**

**U7245-0**

*Full year — Grade 12 — Meets 4 periods per cycle*

Students develop advanced journalism skills serving as editors of the *Chronicle*, *Big Red*, and *Panorama*, student-run, nationally recognized publications. Students produce digital, print, photographic, and video journalism; sell advertising; oversee daily digital operations; and manage a regular print publication schedule. This class also works with the staffs of HWTV and the Harvard-Westlake *Vox Populi* yearbook. Senior editors serve on the Editorial Review Board, determining policy and content. Senior reporters, photographers, and videographers mentor younger students. Independent work outside of class and on weekend layout sessions is required. This fast-paced course emphasizes ethical leadership and appreciation for First-Amendment issues.

*Prerequisite: Advanced Newspaper Journalism and permission of current instructor.*

## **Yearbook Journalism**

### **Introduction to Yearbook Journalism I**

**M7260-1**

*First semester, repeatable — Grades 8 and 9 — Meets 3 periods per cycle*

Students cover middle school student life, special events, activities, and organizations for the yearbook. They make editorial decisions and are responsible for page layouts and designs. Management skills are developed as students learn to meet deadlines and communicate with the upper school yearbook student staff. Students are introduced to basic concepts in yearbook design and to the production values and procedures of the Harvard-Westlake *Vox Populi* yearbook. Introduction to Digital Photography is strongly recommended and may be taken concurrently. Students must attend labor-intensive layout sessions three weekends per semester and spend several hours each deadline on photography, research, and writing stories.

*Prerequisite: Introduction to Publications, taken previously or concurrently.*

### **Introduction to Yearbook Journalism II**

**M7261-2**

*Second semester, repeatable — Grades 8 and 9 — Meets 3 periods per cycle*

Students spend the spring semester meeting final yearbook deadlines and completing *The Tenth Muse*, the middle school's literary magazine, and *Pathways*, the middle school's community service magazine. Students continue to attend labor-intensive layout sessions three weekends per semester and spend several hours each deadline on photography, research, and writing stories. Students taking Introduction to Yearbook Journalism I are encouraged to also enroll in this course.

*Prerequisite: Introduction to Publications, taken previously or concurrently.*

## **Intermediate Yearbook Journalism**

**U7285-0**

*Full year — Grade 10 — Meets 4 periods per cycle*

Students help to create the school yearbook, *Vox Populi*. The topics covered include principles of design and layout, caption writing, feature writing, photojournalism, advertising, and budgeting. Sophomores who have worked on the yearbook at the middle school and students taking yearbook for the first time enroll in Intermediate Yearbook Journalism. A strong emphasis is placed on developing leadership skills to prepare students to be editors as juniors and seniors. Students must attend labor-intensive layout sessions six weekends per year and spend several hours each deadline on photography, research, and writing stories.

*Prerequisite: A middle school journalism course.*

## **Advanced Yearbook Journalism**

**U7286-0**

*Full year — Grade 11 — Meets 4 periods per cycle*

Students are the page editors and photographers of the school yearbook. Editors provide the structure for the development of the yearbook, while page editors have specific areas of responsibility. Students research, write, take pictures, and design spreads. Page editors are encouraged to attend the summer journalism conference. Students must attend labor-intensive layout sessions six weekends per year and spend several hours each deadline on photography, research, and writing stories.

*Prerequisite: Intermediate Yearbook Journalism.*

## **Advanced Yearbook Journalism: Editors**

**U7287-0**

*Full year — Grade 12 — Meets 4 periods per cycle*

The senior editors of the school yearbook enroll in this course. Each editor has a specific area of responsibility and is expected to attend a summer journalism workshop. Editors supervise the work of other students and are responsible for creating the yearbook. Seniors must organize and attend labor-intensive layout sessions six weekends per year and spend several hours each deadline on photography, research, and writing stories.

*Prerequisite: Advanced Yearbook Journalism.*



## LEADERSHIP

### Student Leadership

M7074-0

*Full year, repeatable — Grade 9 (Grade 8 by election to Student Council) —  
Meets 3 periods per cycle*

This project-based course is designed for students with a serious interest in leadership. Class work centers on discussion, development, and implementation of crucial aspects of good leadership (teamwork, self-awareness, effective communication, conflict resolution, etc.). Students reflect on their beliefs and opinions about leadership, exchange ideas and perspectives with their peers, and then apply what they learn to a project proposal. Students engage in in-class activities designed to help them put theory into practice. These activities enable students to identify their leadership style and recognize the strengths and contributions of others. In the final project, students consider the type of leader they are currently and the work they would like to do to benefit the Harvard-Westlake community. Elected ninth- and eighth-grade Student Council senators are required to enroll in this course.

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# ENGLISH

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The English program helps students develop their writing ability and appreciation of good literature. By examining major works, students progress through a series of reading and writing challenges that refine their analytical skills. Each course is designed to help students read works for their distinctive portrayals of characters with an increasingly sharp eye for how authors bring human experience to life. Students respond to literature in personal, imaginative, and analytical writings, as well as by participating in oral work—discussions, dramatic readings, and presentations. While deepening their study of characters’ successes and failings, students become more aware of the complexities inherent in becoming compassionate, responsible, and ethical human beings.

At every level, the program encourages and rewards critical thinking and clear expression. In addition, over the six years, students learn basic concepts of grammar and rhetoric and how to apply them in their own writing. The English department hopes that each student will graduate able to write effectively for a variety of purposes and with the distinctive kind of self-enlargement that comes through acquaintance with great works of the literary imagination.

All students must take an English course each year.

## REQUIRED COURSES

In the seventh through tenth grades, students must enroll in the same sequence of English courses. In the eleventh grade, students choose between two course offerings; in the twelfth grade, from among six. The English requirement is satisfied by taking any one of these options. *No more than one core course may be selected*, but a student can enroll in any of the elective courses in addition to the required course. Senior courses emphasize developing skills that ensure a successful transition to the demands of college reading and writing.

### English 7

M2000-0

*Full year — Grade 7 — Meets 5 periods per cycle*

This course helps students understand literature by emphasizing critical thinking, close reading, and symbolic interpretation. Students study *The Wild Things*, *A Raisin in the Sun*, *American Born Chinese*, poetry, and short stories. Analytical writing assignments require students to use textual evidence to support their claims, while interior monologues challenge them to explore the literature from different points of view.

## English 8

M2100-0

*Full year — Grade 8 — Meets 5 periods per cycle*

This course explores how characters try to find and remain true to their best selves when faced with external and internal pressures in texts such as *Cyrano de Bergerac*, *To Kill a Mockingbird*, and *Romeo and Juliet*. Students write analytically, contextualizing and closely examining direct quotations to support their claims. They also write poetry and personal reflections that encourage them to connect literature to their own lives.

## English I

M2200-0

*Full year — Grade 9 — Meets 1 double and 3 single periods per cycle*

This course examines characters, in texts such as *The Catcher in the Rye*, the *Odyssey*, and *A Doll's House*, who struggle with identity and attempt to be part of a harmonious society while confronting internal and external challenges. Students consider the world, their role in creating peaceful and meaningful lives, and how to create communities that thrive. The writing program includes analytical, personal, and imaginative assignments. Students continue to refine skills and learn strategies for developing a persuasive literary argument by formulating claims and supporting them with textual evidence and thorough, detailed explanations.

## English II

U2400-0

*Full year — Grade 10 — Meets 4 periods per cycle*

Students encounter characters caught in the struggle to be good, some in conflict with external forces, others with their own grim impulses. To imagine and evaluate such predicaments, students examine crisis scenes, those carefully crafted episodes in which characters are driven to make difficult choices. In the process, students refine their vocabulary of human motives, mental and emotional states, and ethics as they find themselves increasingly called upon to make aware and responsible choices of their own. Readings may include *Antigone*, *Macbeth*, *Frankenstein*, *The Adventures of Huckleberry Finn*, *1984*, *The Prime of Miss Jean Brodie*, as well as more recent works and selected short stories and poems. The writing program practices and refines analytical skills learned in the seventh through ninth grades. Students become more independent in discovering, developing, and defending their interpretations in persuasive essays. In addition, a study of language builds on students' knowledge of grammatical concepts so that they may become more aware of their stylistic options as writers.

### **English III: Living America**

**U2520-0**

*Full year — Grade 11 — Meets 4 periods per cycle*

Nations define themselves by the stories they tell. America is a land of many stories—so many, in fact, that self-definition is elusive. Just as there is no single American experience or definitive American identity, there is no one story that represents this nation. Students explore what it means to be American as they encounter a variety of storytellers who reveal themselves in novels, plays, essays, poems, and short stories. Readings typically include a range from the Puritans to Thomas Jefferson, from the Transcendentalists to Mark Twain, and from twentieth-century masters such as Robert Frost, Langston Hughes, Willa Cather, and F. Scott Fitzgerald to more contemporary voices. Students learn to engage critically with different literary genres while refining their understanding of themselves in the context of their culture. Above all, the course aims to help students—through close reading, persuasive writing, and class discussion—honor their own ideas, state them clearly, correctly, and thoughtfully, and share their discoveries with a sense of accomplishment.

### **English III Honors: American Studies**

**U2525-0**

*Full year — Grade 11 — Meets 4 periods per cycle*

As an English honors class, American Studies aims for a high level of interpretive insight based on the careful examination of literary texts. Unlike the Living America course, American Studies explores the historical and cultural contexts of great works from our national literature. Assignments include readings that stress these contexts, opening up distinctive avenues for discussion and interpretation. American Studies is intended for strong analytical thinkers, and works are chosen to pose unique reading and conceptual challenges. In addition to American classics, students read contemporary works that seek to reimagine American history and culture. Course texts may include works by authors such as William Faulkner, Nathaniel Hawthorne, Herman Melville, Toni Morrison, and Tim O'Brien.

*Prerequisite: B<sup>+</sup> in English II.*

## Shakespeare

U2635-0

*Full year — Grade 12 — Meets 4 periods per cycle*

The only prerequisite for this class is curiosity about William Shakespeare. Shakespeare's contemporary Ben Jonson wrote that Shakespeare was "not of an age, but for all time." This class explores the ways in which Shakespeare was *both* "of his age" as a working actor and writer and "for all time" as a cultural icon. The basis of the course is a close reading of selected plays that mark major developments in the evolution of Shakespeare's art. The class also examines contemporary forces that shaped the form, thought, and language of the plays. Writing assignments and projects focus on texts as thought-in-action and on the relationship of language to action. At least one film and excerpts from an audio version of each play are studied in connection with the text.

### English IV Advanced Placement Courses

Seniors choose between two fields of study: Literature and Composition or Language and Composition. They then select one course among three options offered in each field. Literature courses primarily use fiction and poetry to explore how writers bring to life characters and experiences to enlarge readers' understanding of themselves. Language courses primarily use nonfiction texts to explore how writers construct arguments to shape readers' thoughts and beliefs. Each option fulfills a senior's English requirement and prepares students for its respective Advanced Placement examination.

#### *Advanced Placement Literature and Composition Options*

## Same House, Different Worlds

U2732-0

*Full year — Grade 12 — Meets 4 periods per cycle*

Students read literature that explores the mysterious relationship between adults and children. What is the nature of the different worlds that children and adults inhabit? Where do these worlds overlap? Where do they remain untouchably separate? What happens when one world encroaches upon the other? To what extent do we remain our parents' children, even after we've grown up? What do adults have to learn from the children in their lives? In addition to exploring the ways in which literature answers these questions and others, students reflect on how authors use the relationship between parents and children to illuminate larger themes, both social and personal. Works may include William Shakespeare's *Hamlet*, Jane Austen's *Pride and Prejudice*, Emily Brontë's *Wuthering Heights*, Richard Yates's *Revolutionary Road*, Tarjei Vesaas's *The Ice Palace*, Don DeLillo's *White Noise*, David Mitchell's *Black Swan Green*, Colm Tóibín's *Brooklyn*, and poetry by William Blake, Walt Whitman, W. B. Yeats, Elizabeth Bishop, James Merrill, and A. E. Stallings.

## Outsiders and Aliens

U2734-0

Full year — Grade 12 — Meets 4 periods per cycle

Humans are social beings. From birth, people create communities cemented by familial, social, political, religious, and civic ties. For some, however, full recognition and acceptance into mainstream society proves elusive. Students look at works of drama, fiction, and poetry that explore the stories of such outliers. What or who prevents us from fitting in? Does any power exist for those forced to society's margins? What do these people's stories reveal about human nature generally? What do they reveal about contemporary social and cultural realities? Readings may include William Shakespeare's *Hamlet*, Thomas Hardy's *Jude the Obscure* or *Tess of the d'Urbervilles*, Franz Kafka's *The Metamorphosis*, Virginia Woolf's *Mrs. Dalloway*, Toni Morrison's *Song of Solomon*, Thomas Pynchon's *The Crying of Lot 49*, Richard Powers's *Galatea 2.2*, Junot Diaz's *The Brief Wondrous Life of Oscar Wao*, and Zadie Smith's *NW*, as well as short stories and poetry, both classic and contemporary.

## Good Grief

U2736-0

Full year — Grade 12 — Meets 4 periods per cycle

A character in graphic novelist Dash Shaw's *BodyWorld* declares to another, "Living is suffering, Billy. Now give your mom a nice big hug." Is he right? Buddha seems to say as much in the first of his Four Noble Truths, that suffering is a condition of being alive, and writers have dramatized the many forms of human suffering—in tragedy, comedy, and modern hybrids of traditional genres—for the reader's vicarious experience and reflection. This course challenges the assumption that life constitutes suffering by exploring the meaning that can be made out of harrowing experiences. Authors help students address questions from diverse angles: How is it that some people can overcome the worst predicaments, whereas others cannot? To what extent do we create and perpetuate our own crises? How much of our success in coping, healing, and emerging wiser depends on ourselves? What does compassion really require of us? Works may include the Book of Job, William Shakespeare's *Hamlet*, Jane Austen's *Persuasion*, Franz Kafka's *The Metamorphosis*, Nathanael West's *Miss Lonelyhearts*, Albert Camus's *The Plague*, Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*, Alice McDermott's *Charming Billy*, and José Saramago's *Cain*. Poets may include John Keats, T. S. Eliot, W. H. Auden, Gwendolyn Brooks, Sylvia Plath, and Philip Larkin.

## The Language of Protest

U2722-0

Full year — Grade 12 — Meets 4 periods per cycle

Throughout history, writers have spoken truth to power, whether by giving voice to the oppressed or advocating for political, social, or cultural change. In this class, students examine ways in which individuals have used language to resist the imposition of tyranny and create a more just, fair, and egalitarian society. The course culminates in a study of the way writers have used satire to convey these themes. Readings are drawn from speeches and essays by such authors as Socrates, Mary Wollstonecraft, Abraham Lincoln, Sojourner Truth, Henry David Thoreau, Virginia Woolf, Jean-Paul Sartre, Albert Camus, Mohandas Gandhi, Martin Luther King Jr, Malcolm X, Jamaica Kincaid, Jonathan Swift, Nelson Mandela, Eve Ensler, and Stephen Colbert. Longer works, comprising a variety of genres (memoir, long-form expository nonfiction, and works of fiction [including the graphic novel]), may include Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave*, Art Spiegelman's *The Complete Maus*, Charles Dickens's *Hard Times*, Maxine Hong Kingston's *The Woman Warrior*, Katherine Boo's *Behind the Beautiful Forevers*, George Orwell's *Homage to Catalonia*, and Ben Fountain's *Billy Lynn's Long Halftime Walk*.

## Writing a Life

U2724-0

Full year — Grade 12 — Meets 4 periods per cycle

From the Book of Job to *The Real Housewives*, there has long been a fascination with the experience of fellow human beings. Each time the question “How are you?” is answered, words are called on to transmit personal experience and encapsulate one’s life. Students read graphic novels, essays, biographies, autobiographies, memoirs, and some fiction—any text that attempts to capture a life in words. As they read, students gain access to experiences different from their own, recognize the challenge of turning life into text, and analyze how an author’s choices change his or her portrayal of a life. The course may end with a culminating creative project in which students write about their own lives. Along with the Book of Job, potential readings include Geoffrey Chaucer’s “The Wife of Bath’s Tale,” Samuel Pepys’s diary, the graphic novels *Maus* by Art Spiegelman and *Persepolis 2* by Marjane Satrapi, Frederick Douglass’s *Narrative of the Life of Frederick Douglass*, Jon Krakauer’s *Into the Wild*, Malcolm X and Alex Haley’s *Autobiography of Malcolm X*, Anne Frank’s diary, Jeannette Walls’s *The Glass Castle*, Jeanette Winterson’s *Oranges Are Not the Only Fruit*, essays by David Sedaris, Laura Hillenbrand’s *Unbroken*, Katherine Boo’s *Behind the Beautiful Forevers*, and chapters from A. Scott Berg’s *Goldwyn*.

## Imagined Societies—Utopias and Dystopias

U2726-0

Full year — Grade 12 — Meets 4 periods per cycle

In his fourth-century B.C. dialogue *The Republic*, Plato imagined an ideal society, one of the first writers to do so. In 1516, Sir Thomas More gave these fictional societies a name in *Utopia*. But what some visionaries see as utopian may also be its counterpart: dystopian. Students explore texts that imagine perfect societies, as well as those that extrapolate contemporary threats to nightmarish ends. Although fictional works are used as jumping-off points, the course is rooted in nonfiction, with an emphasis on argumentative writing and the study of rhetorical strategies. Each novel is accompanied by relevant essays, historical documents, and other nonfictional pieces that treat the issue at hand. Along with *The Republic* and *Utopia*, course texts may include Charlotte Perkins Gilman's *Herland*, Karl Marx and Friedrich Engels's *The Communist Manifesto*, Aldous Huxley's *Brave New World*, Ursula K. Le Guin's *The Dispossessed*, Margaret Atwood's *The Handmaid's Tale* and *Oryx and Crake*, Edan Lepucki's *California*, Anthony Burgess's *A Clockwork Orange*, William Gibson's *Neuromancer*, and Philip K. Dick's *Do Androids Dream of Electric Sheep?*

### ELECTIVES

Students may choose one of the following electives to be taken in addition to the required English course.

#### Creative Writing Workshop

M2300-1 | M2300-2

Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle

This course encourages students, in a supportive workshop setting, to find and develop their creative voices. Students use vivid detail, dialogue, and expressive language to write character-driven short stories, dramatic scenes, and poetry. The class explores how writers and poets use different styles and techniques. Students experiment with these varied forms in their own writing through in-class exercises, journaling, and presentations.



## Creative Writing

U2620-1 | U2620-2

*Two identical semesters — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

Students read poems and short stories as guides for writing their own. Poetry is the initial focus to make students sensitive to what good literary writing requires—vivid and precise detail purposefully selected and arranged. After emulating some masters and experimenting in formal verse and freer forms, students clarify and deepen their visions by revising their work. Later, the focus is on the whole task of creating meaningful short fiction, dramatizing characters’ conflicts in well-crafted scenes, experimenting in narrative points of view, and fine-tuning language in arduous revisions. Readings include Mary Oliver’s *A Poetry Handbook*, several poems by writers including W. B. Yeats, Elizabeth Bishop, and Langston Hughes, as well as short stories by authors including Anton Chekhov, Katherine Anne Porter, and Raymond Carver. The class culminates with a final project rather than with a final examination.

## Shakespeare

U2630-1 | U2630-2

*Two repeatable semesters — Grades 11 and 12 — Meets 4 periods per cycle*

The only prerequisite for this class is curiosity about William Shakespeare. Shakespeare’s contemporary Ben Jonson wrote that Shakespeare was “not of an age, but for all time.” This class explores the ways in which Shakespeare was *both* “of his age” as a working actor and writer and “for all time” as a cultural icon. The basis of the course is a close reading of selected plays that mark major developments in the evolution of Shakespeare’s art. The class also examines contemporary forces that shaped the form, thought, and language of the plays. Writing assignments and projects focus on texts as thought-in-action and on the relationship of language to action. The course is conceived in a two-year cycle: the readings do not duplicate plays previously read at other grade levels and, within each two-year cycle, no play is repeated, so students in their junior and senior years may take more than one semester of Shakespeare. At least one film and excerpts from an audio version of each play are studied in connection with the text.

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# HISTORY AND SOCIAL STUDIES

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The primary mission of the department of History and Social Studies is to teach a curriculum of history, culture, and heritage that will enable students to know themselves more fully in a changing historical context and be active participants in their local, national, and world communities. The department seeks to:

- nurture each student's enjoyment of history;
- teach a body of knowledge;
- develop skills in research, writing, and oral expression;
- develop critical thinking;
- instill in students a sense of service to others and responsibility for their world.

The history and social studies program examines global human experience in light of unifying themes such as the process of change over time and the interrelationships among societies. Information is selected to stimulate student interest in and understanding of historical concepts and patterns. Issues of race, religion, gender, ethnicity, and class are incorporated into the curriculum along with current events, geography, and an introduction to the social sciences: anthropology, sociology, economics, and international relations.

Methods of evaluation in all courses include tests, reading quizzes, essays, and research assignments. Students should expect that the reading will become more challenging at each grade level. The department offers elective courses, including several in the social sciences, political sciences, and international relations. All non-Advanced Placement elective courses adhere to similar standards regarding reading assignments, research papers, and grading. All courses in the department have a final assessment or examination except for second-semester Advanced Placement courses.

All students must complete a full year of study in History and Social Studies each year during the seventh through eleventh grades.

## SEVENTH GRADE

### **American History and Government**

**M6002-0**

*Full year — Grade 7 — Meets 5 periods per cycle*

This course explores the functions of American government and its development over time. Students become familiar with the underlying principles and unique structure of our democratic republic, analyze the U.S. Constitution and landmark Supreme Court cases, discuss the principles that inform our political processes, and consider the social and cultural implications of important legislation and political events. This course aims to provide an understanding of American government so that students become informed, committed citizens. Study strategies and organizational skills—including careful reading and annotation, primary source analysis, critical thinking, note taking, and research skills—are taught. Students develop interpersonal communication skills through collaborative projects, class discussion and debate, the writing of expository essays, oral presentations, and electronic communication. Use of a variety of digital tools enhance students' twenty-first-century learning experience.

## EIGHTH GRADE

### **World Civilizations**

**M6100-0**

*Full year — Grade 8 — Meets 5 periods per cycle*

This course examines events and trends that have shaped the development of the modern world. It focuses on non-Western civilizations: Africa, Asia, Latin America, and the Middle East. The course concentrates on the rise of global empires and societies and the development of political and economic structures. Skills cultivated include critical reading, argumentative writing, discussion, and proficient analysis of primary and secondary sources.

## NINTH GRADE

### **The World and Europe I**

**M6200-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

This course presents a European perspective on the political, economic, intellectual, social, and cultural developments from ancient times through the sixteenth century and the interplay of those developments with world cultures. Coursework builds skills necessary for high school history students: strong reading comprehension, inferential and analytical thinking, writing and discussion skills, research techniques, and appropriate study strategies. Readings are drawn from a variety of primary and secondary sources, providing an overview of historical events and insights into patterns of civilization.

## TENTH GRADE

### **The World and Europe II**

**U6400-0**

*Full year — Grade 10 — Meets 4 periods per cycle*

This course presents a European perspective on the political, economic, intellectual, social, and cultural developments of the sixteenth through the late-twentieth centuries and the interplay of those developments with world cultures. Students consider the significance of key ideas and movements: revolution, industrialism, nationalism, socialism, communism, imperialism, decolonization, and totalitarianism. Coursework emphasizes skill development in critical thinking, coherent argumentation, research, expository writing, and interpreting primary and secondary sources.

### **The History and Art of Modern Europe and the World**

**U6410-0**

*Full year — Grade 10 — Meets 4 periods per cycle*

The historical content of this course is almost identical to that of The World and Europe II, but is coordinated with the activities of the tenth-grade drawing and painting course. The two curricula parallel each other chronologically and thematically. In the history classroom, art is used as a primary source. In the art studio, students learn the principles of design and visual literacy and develop their perceptual, analytic, and expressive drawing and painting skills while working on projects that involve the same concepts and subject material they are concurrently studying in history. A wide variety of media and techniques are explored in the process.

*Corequisite: Drawing and Painting I/The History and Art of Modern Europe and the World (U0280-0).*

## ELEVENTH GRADE

### **United States History**

**U6420-0**

*Full year — Grade 11 — Meets 4 periods per cycle*

Students examine prominent features of the American experience: the nature of colonial life, the reasons for the revolutionary break from England, the constitutional system, the development of democracy and capitalism, reform movements and the Civil War, the impact of the frontier, the changing nature of business and government, the changing role of the United States as a world power, and the struggle to achieve class, ethnic, racial, and gender equality. Students develop the ability to read historical material analytically and critically and to pursue independent research. In addition to primary documents and historical narratives, selections from American literature and audiovisual materials are used.

## **Advanced Placement United States History**

**U6430-0**

*Full year — Grade 11 — Meets 4 periods per cycle*

This version of the United States History course prepares students to take the Advanced Placement examination in American history. Students analyze the causes and results of major historical developments in America from pre-colonial Native American societies to the policies of the current administration. Much attention is given to historical documents. In addition to presenting factual information and primary sources, this course seeks to acquaint students with a variety of scholarly interpretations of major historical issues. It then asks students to reach and support their own conclusions regarding these issues.

*Prerequisite: B<sup>+</sup> in The World and Europe II or B<sup>+</sup> in The History and Art of Modern Europe and the World.*

### **YEARLONG ELECTIVES**

## **Advanced Placement Human Geography and International Relations**

**U6520-0**

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

Geography as an academic discipline links the social sciences with the physical; the mission of human geography is to understand world cultures and the natural environment in which societies develop. The main objective of this course is to introduce students to the patterns and processes that have shaped human use and alteration of the earth's surface. It integrates the study of geography with current international political relations, emphasizing an understanding of the dramatic impact of globalization. Challenges that recent cultural, economic, and environmental trends pose to nation-states are presented, and students consider whether those challenges promote cooperation or conflict in the international system. One unit is devoted exclusively to participation in an online simulation of international diplomacy; the class assumes the identity of a contemporary nation and negotiates with other "countries" to devise solutions to global problems. This exercise encourages a multicultural perspective at the same time that it enhances student understanding of social and political organization—people, places, and events—and how these factors interact.

**Advanced Placement Human Geography and Urban Studies****U6525-0***Full year — Grades 11 and 12 — Meets 4 periods per cycle*

Understanding and explaining cultural diversity around the world is the mission of human geography; examining and assessing the causes and impacts of city life are the goals of urban studies. This course introduces students to the systematic study of patterns and processes that shape humans' understanding, use, and alteration of the earth's surface. Topics covered include human population growth and movement; patterns of culture; the economic use of the earth, including industrialization, agriculture, and general economic development; and the political organization of space. Human geography analyzes human social organization—places, people, and events—as well as how these factors interact. Emphasis is placed on why people live in cities (and suburbs), how the urban setting influences human behavior, how human behavior sculpts the urban landscape, and how to grapple with long-term issues such as urban poverty, education, and economic transformation and dislocation.

**Art History Honors****U6490-0***Full year — Grade 12 — Meets 4 periods per cycle*

This course presents world architecture, painting, and sculpture from prehistoric times to the present. The emphasis is on Western European art and its cultural context. Students learn to interpret works of art in terms of the formal elements of composition and the aesthetic principles of each period. This is primarily a college-style lecture course.

**Advanced Placement Government and Politics: United States****U6600-0***Full year — Grade 12 — Meets 4 periods per cycle*

This course prepares students for the Advanced Placement examination in American government and politics by analyzing the constitutional underpinnings of American government, the civil liberties guaranteed to the people of the United States, the political beliefs and behaviors of American citizens, political parties and interest groups, and the institutions and policy processes of the national government. Current political, legal, and governmental issues are used to illustrate major points and refine students' understanding.

*Prerequisite: Advanced Placement United States History or B<sup>+</sup> in United States History.*

## **Advanced Placement World History**

**U6510-0**

*Full year — Grade 12 — Meets 4 periods per cycle*

The goal of this course is to develop an understanding of the evolution of world history and the interactions of human societies from ancient times to today. The course presents the history of the world from the earliest civilizations in Sumer, Egypt, India, and China to the present. Students look at the histories of peoples in every part of the world. They discuss the rise and fall of the world's great empires, the development of the world's religions, philosophical traditions, the roles of law and government, and social changes over time. The second semester focuses primarily on the modern era from about 1500 CE to the present, a period in which the world became increasingly integrated.

*Prerequisite: Advanced Placement United States History or B<sup>+</sup> in United States History.*

## **Historical/Social Studies Research**

**U6805-0**

*Full year — Grade 12 — Meets 4 periods per cycle*

This course is for students who have a deep interest and demonstrated success in history and social studies. By engaging in historical research, students strengthen their knowledge of the period and issues under investigation, explore current academic work, and develop their own ideas and interpretations. Students broaden their information literacy using resources found in the school's library, online, and elsewhere. They are expected to present their research to the group at various stages and to produce one or more research projects. Grades are based on degree of self-motivation, quality of research, sophistication of analysis, and clarity and strength of presentations and work product.

## **SEMESTER ELECTIVES**

### **Assimilation and Difference in American Society**

**U6650-1**

*First semester — Grades 11 and 12 — Meets 4 periods per cycle*

This course enables students to develop an analytical model to examine and understand issues in American society that relate to racial, ethnic, and other cultural differences. The course utilizes seminar-style discussion; academic, magazine, and newspaper articles; excerpts from fictional works and memoirs; video and film; the Internet; personal interviews; and students' individual experiences. Students construct an interpretive framework that allows them to explore—in an informed and analytical manner—areas of individual interest through their work in writings and on projects. Projects in the past have included research papers, video and multimedia presentations, and interpretive artwork.

**Mass Entertainment in America****U6640-2***Second semester — Grades 11 and 12 — Meets 4 periods per cycle*

This course examines the growth and development of mass culture in the United States during the twentieth century. The course focuses on sports, film, radio, and television to illustrate various aspects of American social history. It uses audiovisual material, lecture, and class discussion to help students reach an understanding of how popular culture affects and reflects American society.

**Advanced Placement Government and Politics: Comparative****U6610-1***First semester — Grade 12 — Meets 4 periods per cycle*

This course examines the sources of public authority and political power; the relationship between state, society, and citizen; the political and institutional framework of various governments; and the ways in which political change occurs. The course focuses on the governments of the United Kingdom, Russia, China, Iran, Mexico, and Nigeria in analyzing these topics.

*Prerequisite: Advanced Placement United States History or B<sup>+</sup> in United States History.*



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# INTERDISCIPLINARY STUDIES AND INDEPENDENT RESEARCH

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The Interdisciplinary Studies and Independent Research department offers coursework that exposes students to content and approaches from multiple or nontraditional disciplines. The department, in conjunction with the other academic departments, also affords students opportunities for research, in-depth study, and immersion beyond those available in traditional offerings. The mission of this department is to enhance the academic experience for Harvard-Westlake students through their interaction with unique and interesting subject matter, utilization of innovative methodologies, and development of certain “capstone” capabilities in original research, public presentation, and ethical reasoning.

## ELECTIVES

### **Robotics**

**U7008-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 1 double and 2 single periods per cycle*

This course presents basic principles behind robot construction and, in the second semester, delves more deeply into topics determined by students’ interests. Because it is designed for students with no previous experience in robotics, programming, or electronics, those with substantial knowledge of robotics should not enroll. Learning is project based, with basic circuitry, programming, and mechanics covered through the building of increasingly complex robots. The course encourages creative thinking to solve open-ended problems. Students are introduced to the engineering design process and learn how to think like an engineer.

### **Video Game Design**

**U7055-0**

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

The entire class works as a team to produce and market a video game. Students are introduced to the characteristics of good storytelling, art design, and computer programming as well as business skills, such as project management and market research. Skills are introduced by the instructor and are practiced and reinforced as students work in teams on production. Some students take on a primary role (writer, artist, programmer, etc.) and become teachers and advisors to their peers. Other students serve as generalists who work on various aspects of the game. In this dynamic, most of the learning occurs student-to-student rather than teacher-to-student. However, all students, including specialists, must produce work in multiple aspects of the game’s design.

**Middle East Studies****U7035-0***Full year — Grades 11 and 12 — Meets 4 periods per cycle*

Students examine the emergence of the Middle East from imperialism to the current upheavals in the region and focus on topics such as Arab-identity politics, Islamic fundamentalism, the Arab-Israeli conflict, and the impact of Western policies. Students hone in on the twentieth-century experience and assess the region's developments from political, economic, cultural, and ideological perspectives. Whirlwind events following the tragedy of 9/11 conclude the analysis. The Fertile Crescent, Anatolia, the Arabian Peninsula, the Persian Gulf, and North Africa serve as the geographical backdrop, while an appreciation of how the monotheistic faiths of Judaism, Christianity, and Islam have shaped the region are interwoven into this area-studies discourse. Readings include popular and scholarly historical surveys, selections from literary works, primary-source documents, and newspaper editorials. Student work includes quizzes, tests, in-class writings, brief oral presentations, and a research paper of moderate length.

**Latin America Studies****U7036-0***Full year — Grades 11 and 12 — Meets 4 periods per cycle*

American society is increasingly intertwined with the whole of the global community, but Latin America holds special significance to understanding local and national issues and circumstances. Its connection to economic and political matters and its social and cultural influence on the United States should lead to a more considered understanding of this neighboring region. For the purposes of the course, "Latin America" is defined as Mexico, Central America, and South America. Students examine the historical, cultural, and societal facets of Latin American countries and peoples, searching for both unique identities and common connections. They then assess the manner in which those identities and connections play out in relation to local and national circumstances. This interdisciplinary course includes literature, music, art, film, articles from various media, guest educators, and local field visits. Students participate in journal work, in-class discussions and presentations, and individual and collaborative projects.

## **Unconventional Leadership**

**U7075-0**

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

Students develop leadership skills as well as an understanding of the nature of innovation. Two leadership texts, Peter G. Northouse’s *Leadership: Theory and Practice* and Joseph C. Rost’s *Leadership for the Twenty-First Century*, serve as springboards for challenging conventional narratives about leadership. Leadership is examined through the lens of multiple disciplines via the exploration of works by Sir Arthur Conan Doyle, Thomas L. Friedman, Malcolm Gladwell, Steve Jobs, and Michael Lewis. Students are exposed to the nature of leadership through in-class activities ranging from simulations and guest lectures to improvisational comedy workshops, role plays, and public-speaking exercises. Students are assessed on the synthesis, evaluation, and application of course materials. In general, this course teaches students to focus more on questions of “How?” and “Why?,” rather than on “What?” Assessments include written tests, frequent class presentations, group projects, and public-engagement work such as opinion–editorial articles and partnerships with local non-profit organizations.

## **Directed Study: Projects in Interdisciplinary**

### **Studies and Research**

**U7085-1 | U7085-2**

*Two repeatable semesters — Grades 11 and 12 — Meets 2 periods per cycle*

This course facilitates immersive exploration of interdisciplinary subject matter through directed mentoring by a faculty member and peer consultation and critique. Regular meetings with the instructor and peers provide students with the structure and guidance to develop skills needed to draft project proposals, obtain and organize resources, work individually and in groups to craft the work product, engage in constructive critique through a peer review process, and offer information and ideas in public presentations.

*Prerequisite: Application.*

## **Psychology**

**U7020-1 | U7020-2**

*Two identical semesters — Grades 11 and 12 — Meets 4 periods per cycle*

This course surveys fundamental topics in psychology, the scientific study of behavior and mental processes. The topics covered include neuroscience, states of consciousness, developmental psychology, theories of personality, abnormal psychology, sensation and perception, memory, learning, and motivation. The course emphasizes personality theories and developmental psychology. This is an interactive class in which students are encouraged to take part in experiential exercises and contribute to discussions. Students who opt to take the Advanced Placement Psychology examination will need to put additional time into studying selected topics not covered.

## **Criminal Law and Advocacy**

**U7025-1 | U7025-2**

*Two identical semesters — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

This course addresses overarching issues in criminal law, including origins of the Anglo-American system, fundamental Constitutional protections (proof beyond a reasonable doubt, right to a trial by a jury of peers, protection against unreasonable searches and seizures, right of habeas corpus, right against self-incrimination, right to confront witnesses, and due process), issues of criminal responsibility (diminished capacity, the insanity defense, and duress) and proof (reliability of eyewitness evidence and confessions and the role of expert and forensic evidence). The course includes a field trip to observe a criminal trial. Topics are addressed through mock-trial simulations, readings and media materials, guest speakers, and a required original research project.

## **Human Conflict: From Intolerance to Genocide**

**U7032-1 | U7032-2**

*Two identical semesters — Grades 11 and 12 — Meets 4 periods per cycle*

This course explores why human societal relationships can devolve into discord and violence. Using interdisciplinary and critical approaches, students discuss concepts of group identity and societal dynamics and how they can interplay with cultural and historical factors to generate the most devastating of collective human experiences. A seminar-style, case-study approach is used to explore these issues. Methods include reading texts and articles, reviewing other media sources, participating in group work and class discussion, and undertaking a variety of assignments.

## **World Religions**

**U7065-1 | U7065-2**

*Two identical semesters — Grades 11 and 12 — Meets 4 periods per cycle*

What is religion, and what does it attempt to explain? Is religion distinct from morality, and how does it shape behavior? What, if anything, differentiates religion from spirituality? This course attempts to answer these questions as well as others. Historical origins, central teachings, and devotional practices of seven major religious traditions—Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam—are explored in relation to the common themes of human experience. In so doing, this course offers students an introduction to religious literacy: identifying similarities and differences in thought and practices among the traditions and clarifying and articulating one's own religious attitudes and orientations. Traditions are examined not only through readings, but also by visiting devotional spaces, speaking with the faithful, listening to sacred music, and exploring the religion through its relationship with other disciplines.

**Directed Study: Analysis of Interactive Media****U7086-1 | U7086-2***Two identical semesters — Grades 11 and 12 — Meets 2 periods per cycle*

Video games present stories in ways that novels, short stories, and even films cannot. Games provide a world that responds to the player's actions and give players agency and choice. This class explores games as an art form and how their interactivity and mechanics affect players emotionally and psychologically. Students play selected games with strong narratives, write papers, and participate in seminar-style discussions.

**Myth and Its Meaning in the Ancient and Modern World****U7007-1***First semester — Grades 11 and 12 — Meets 4 periods per cycle*

This course introduces students to myths and legends from the past and the complex roles they played in ancient societies. These traditional tales are examined not only for their literary and artistic value, but also within their social, cultural, and religious contexts through ancient art, architecture, and surviving literary sources. Theories of modern scholars who have attempted to decode meaning behind the tales of gods and heroes are discussed. Students come to appreciate the impact of these myths on art and music in the modern world and see the relevance of these stories to their own lives.

**Energy****U7011-1***First semester — Grades 11 and 12 — Meets 4 periods per cycle*

Where does the energy we use come from? How did coal become such a ubiquitous energy source? What are the alternatives to coal and other fossil fuels? What are the environmental impacts of different energy sources? What has been the historical use and development of each energy source? In this course, a seminar approach is used to address these questions. The class begins with coal, and students learn about its chemical and physical properties, natural development, history and use as an energy source, economic impact, and impact on human health. Each student then chooses an energy source to research. Students present an in-depth analysis of their source that includes answers to questions posed during the coal study. The main forms of evaluation are class work, project work, and presentation.

## **Ethics in Theory and Practice**

**U7030-1**

*First semester — Grades 11 and 12 — Meets 4 periods per cycle*

Students examine moral issues of everyday life and ask questions about character, conduct, and social justice against the backdrop of ethical writings from the fifth century BCE to philosophers of today. Major ethical theories of Western tradition as well as some Eastern views are discussed and applied to human dilemmas and current problems. Actions reflective of individual or social values, which may include integrity, justice, responsibility, and respect, are debated. Students come to understand the ethical implications surrounding individual and social experience and relationships through critical reading and applied analysis. This course intends to sharpen the process used to make moral decisions by developing a breadth of perspective, enabling students to employ the wisdom of the past while developing articulate critical perspectives of their own.

## **Ethics and Culture: Gender Studies**

**U7050-2**

*Second semester — Grades 11 and 12 — Meets 4 periods per cycle*

This course examines the ethics of gender and sex-based social roles using the work of scholars, filmmakers, and artists. Study of forms of gender, patterns of behavior, and their cultural contexts reveals value conflicts in our society. Students begin by reviewing the history of women and proceed to the history of forms of sexuality (hetero, homo, and transgender) in science and various cultures. A significant part of the course focuses on masculinity and contemporary contexts within Western society. Students prepare two research projects: a history-based paper and an independent project requiring field work presented in a form chosen by the student. The independent project is in lieu of a final examination. Students also prepare material for Women's History Month. This course complements Ethics in Theory and Practice.

## **Playwrights from Margin to Center**

**U7072-2**

*Second semester — Grades 11 and 12 — Meets 4 periods per cycle*

Focusing on traditionally marginalized playwrights in American theater, including African-American, Latinx, LGBTQ+, and Asian-American, this course explores how contemporary writers have engaged the ideas of and context behind diversity, equity, and inclusion. Through survey-style texts and project-based learning, this seminar aims to create a forum in which students can read and write about, discuss, and create performances from the changing landscape of both our school and society as a whole. The course reinforces positive changes around language, cultural appropriation, oppression, sexism, homophobia, and racism. Students attend a local professional production and take advantage of other experiential learning opportunities.

## **Race, Identity, and Law in American Society**

**U7027-2**

*Second semester — Grades 11 and 12 — Meets 4 periods per cycle*

This course analyzes how law and history have combined to create the social construction of race and racial hierarchy in the United States. Contemporary analysis of racism in America finds that it less often takes the form of explicit aggression typified by Jim Crow and the Ku Klux Klan and instead is expressed through implicit bias, microaggressions, colorblindness, and unconscious systematic behaviors that result in unequal access to resources and justice. Such disparities are created by legal, economic, social, and political structures. Because law is so closely intertwined with economics, politics, and society, it is an excellent vehicle for understanding how systems and institutional biases are created. By examining the historical and legal evolution of race in America, students hone their historical analysis skills, explore how race functions in society and within their own lives, conduct legal analysis, study the media's representation of identity, and build communication skills needed to discuss race.

## **Abnormal Psychology**

**U7022-2**

*Second semester — Grades 11 and 12 — Meets 4 periods per cycle*

This course delves into the causes, symptoms, statistics, research, and treatment of psychological disorders. Students work individually and in groups to explore these topics and conduct independent research. After learning the concepts and research methods used in abnormal psychology, students are asked to apply these principles. They work independently to deepen their understanding of selected topics, using resources available through the Internet, school library, and the clinical community of Los Angeles. Students are graded on understanding of the material and ability to expand on its implications for individual lives and human development.

*Prerequisite: Psychology.*

## **Classical Athenian Society and its Modern Influence**

**U7004-2**

*Second semester — Grades 11 and 12 — Meets 4 periods per cycle*

This course provides a window into the culture and society of Athens, Greece, during the classical period when modern western concepts of democracy, drama, history, and philosophy were born. Using primary sources and survey texts, the history of the period is considered in terms of its cultural, political, and social structures and how those structures have influenced the modern western world. Works of Athenian drama, including both tragedy and comedy, are read and discussed in their historical and cultural contexts, allowing for a deeper understanding of their authors' intent during composition, their audiences' reactions during performance, and their influence on both the development of drama in the modern western world and contemporary media.

## **Los Angeles in Fact and Fiction**

**U7028-0**

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

This multimedia look at the history and regional identity of Los Angeles leads students from its early beginnings as a Spanish land grant to present visions of the city as both utopic and dystopic. Through histories, novels, short stories, and cinema, students are presented with contrasts between the Los Angeles of popular imagination and its often rugged realities. Classes include lectures, student-led discussions, guided viewings, and debates. Topics include the city's Mexican-American roots, the politics of water and real estate, "Hollywoodization" and the marketing of "L.A.," urbanization, and multicultural Los Angeles. Students complete two central projects: an in-depth profile to be presented in class of an important historical site and an independent analysis of a relevant narrative work in fiction or cinema.

## **Business of Life: Concepts and Connections**

**U7005-0**

*Full year — Grade 12 — Meets 4 periods per cycle*

This course seeks to enable an understanding of business that students need as they venture forth in the world. Although intended for a broad audience, future business students will find this course valuable as they acquire a self-constructed framework of concepts and connections prior to embarking upon business coursework in college. Students are exposed to cornerstone concepts from across the business spectrum—from economics, investing, and accounting to law, leadership, and negotiation. Guided exploration of these realms enables students to discover fundamental principles that can be applied to successfully carry them through life.



## **Philosophy in Art and Science**

**U7045-0**

*Full year — Grade 12 — Meets 4 periods per cycle*

The principal goals of this course are to introduce concepts in Western philosophy and a sense of what it means to think philosophically and to begin to see how philosophical thought informs and animates artistic and scientific endeavors. These goals are approached via a central inquiry into the three perceptions of reality: beyond space and time, within space and time, and within ourselves. The course focuses on these central philosophical concepts as articulated by poets, novelists, filmmakers, and playwrights in such works as *Ode: Intimations of Immortality from Recollections of Early Childhood*, *Oedipus the King*, *Paradise Lost*, and *The Decalogue*. One text, *Philosophy: A Text with Readings*, anchors the inquiry while other works, ranging from *2001: A Space Odyssey* to *A Mathematician's Apology*, further the endeavor. As the year progresses, students are asked to develop a research project with a partner or in a small group. The choices of expression for the project include a paper, film, dance piece, or video game.

## **Social Psychology**

**U7082-2**

*Second semester — Grade 12 — Meets 4 periods per cycle*

This course expands upon the subject matter offered in Psychology and explores concepts such as group dynamics, conformity, cultural influence, and social relations. Unlike the introductory course, Social Psychology requires independent research, both individually and in groups. The first quarter familiarizes students with psychological concepts as well as research methods used in the discipline. In the second quarter, students apply their understanding of these principles by designing and carrying-out research studies and experiments that explore and test the concepts presented in the course. Students work independently to deepen their understanding of selected concepts in social psychology using resources available through the Internet and school library. Students are graded on their understanding of the material and ability to apply it to designing their own practical studies and experiments.

*Prerequisite: Psychology.*

## **DIRECTED STUDY**

Directed Study courses are listed among the offerings within the departments. In addition to checking the grade-level information and the prerequisite to determine eligibility, students considering enrolling in a Directed Study are advised to consult with their dean to discuss the impact of adding this type of course to their schedule.

Students in the eleventh and twelfth grades may apply to the chair of any department for permission to study a subject not offered as an official class. Opportunities for directed study are determined by the number of students who apply and the availability of a suitable instructor. Students should be aware that directed studies may not be available in all disciplines and subjects.

A directed study requires the commitment of a Harvard-Westlake faculty member who agrees to teach the student the subject of choice during regularly scheduled meeting periods. Directed studies include normal coursework, homework, and assessment. For more information, contact the chair of the relevant department.

## **INDEPENDENT STUDY**

The independent study program is only available to students in the twelfth grade. It offers an opportunity for a senior to develop a tutorial course in either semester of the senior year. Application for an independent study does not guarantee its approval. The applicant must be in good academic standing and have demonstrated self-discipline, independence of mind, and self-motivation.

An independent study may be on any topic and may involve any of a wide range of learning activities, but it must have the following attributes:

- It must involve a substantial intellectual effort by the student not wholly unrelated to subject matter taught in courses or activities at the school.
- It must be judged by the student and faculty advisor alike as central to the student's intellectual development.
- It must result in a product that can be clearly specified by the student in advance and subsequently evaluated by the faculty member supervising the project.
- It must involve a clearly reasoned set of learning activities or steps that can be monitored continually as the project unfolds.
- It must culminate in time to be graded before the end of the relevant semester.

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# LIBRARY AND INFORMATION TECHNOLOGY

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The Library and Information Technology department fosters the development of skills students need to succeed in their academic classes at Harvard-Westlake and beyond. Through classroom teaching and one-on-one instruction, students learn how to acquire, analyze, organize, and utilize information in a twenty-first-century world. Print and electronic collections support the curriculum across all academic departments. Research skills are taught using all of these resources. The librarians work collaboratively with academic departments to ensure that the skills taught are applied and reinforced.

All students must take Library and Technology 7 in the seventh grade.

## **Library and Technology 7**

**M7900-0**

*Full year — Grade 7 — Meets 3 periods per cycle*

This class develops students' research abilities and digital-media literacy, emphasizing twenty-first-century digital citizenship. Students consume, create, curate, collaborate, and communicate online to develop skills necessary for success at Harvard-Westlake, college, and beyond. Students learn how to acquire, organize, and store information; evaluate legitimacy and usefulness of sources; and credit information using proper attributions and bibliographic citations. Students learn through real-world projects that focus on unit-specific topics as well as through problem solving and critical thinking.

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# MATHEMATICS

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The Mathematics department provides a challenging and diverse six-year college preparatory program for students at different stages of development, accommodating differing ability levels and interests. The curriculum has the breadth and depth to provide the mathematical tools for success in a changing society. The program is designed to develop students who will:

- have good number sense and reasoning ability;
- know how to use the technological tools associated with mathematical thinking in varied real-life situations;
- be able to communicate in the language of mathematics;
- be creative problem solvers who are willing to take risks, try alternative approaches when first attempts fail, and persevere until the solution is found;
- work successfully in individual and cooperative situations;
- appreciate and embrace mathematical thinking as part of a complete intellectual life.

Mathematics department offerings include computer science, economics, and statistics elective courses. Computer science electives are available beginning in the eighth grade, but must be taken in addition to the mathematics courses required through eleventh grade.

Placement tests are given to students new to Harvard-Westlake to determine the courses in which they qualify to enroll.

To see a visual representation of the sequence of Mathematics courses, visit the Mathematics department website at <http://www.hw.com/academics/Departments/Mathematics/CourseFlowchart.aspx>.

All students must complete a full year of study in Mathematics each year through eleventh grade and are strongly encouraged to continue through the senior year. Each student is advised by his or her current teacher as to the best program of study.

## HARVARD-WESTLAKE STEM

STEM (Science, Technology, Engineering, and Mathematics) is an initiative that seeks to increase students' interest in and improve their preparation for careers in STEM-related fields, including teaching. STEM supports a curriculum and programs that give students opportunities to participate in individual and guided research in STEM fields and that familiarize students with the work of scientists, computer scientists, engineers, and mathematicians.

### MATHEMATICS

#### Prealgebra

**M4000-0**

*Full year — Grade 7 — Meets 5 periods per cycle*

This course reviews and extends the mathematical concepts necessary for algebra. Students investigate, discover, and apply mathematics using a variety of real-world situations. Topics include exponents, geometry, graphing, integers, linear equations, percent, probability, proportion, ratio, rational numbers, and statistics. Problem-solving techniques, cooperative learning, and critical-thinking skills are emphasized through the use of manipulatives, computer software, and calculators.

#### Algebra I: Grade 7

**M4100-0**

*Full year — Grade 7 — Meets 5 periods per cycle*

This fast-paced course challenges students to develop traditional first-year algebra skills and apply them to complex problems. Students must have a thorough knowledge of prealgebra and be able to work at an accelerated pace. Nonroutine problems and special investigations give students the opportunity to think critically and use the problem-solving strategies they learn in class. Nightly homework follows the forty-minute standard of an eighth-grade Algebra I course.

*Prerequisite: Placement test.*

#### Algebra

**M4110-0**

*Full year — Grades 8 and 9 — Meets 5 periods per cycle*

This course investigates traditional algebraic concepts using a variety of problem-solving strategies. Connections between algebra and real-world situations are emphasized. Students are expected to become proficient at solving, writing, and graphing linear equations, inequalities, and systems as well as in solving and graphing quadratic equations. Other topics include radicals and exponents.

*Prerequisite: Prealgebra and permission of current instructor.*

## **Algebra I**

**M4120-0**

*Full year — Grades 8 and 9 — Meets 5 periods per cycle*

This fast-paced course, designed for students with a mastery of prealgebra skills, investigates traditional algebraic concepts using a variety of problem-solving strategies. Students must develop skills quickly and then apply them to complex problems. Students are expected to become proficient in the mechanics of a given topic and in its application to word problems. Mastery is expected in solving, writing, and graphing linear equations, inequalities, and systems as well as in solving and graphing quadratic equations. Other topics include radicals, exponents, and rational expressions.

*Prerequisite: Prealgebra or Algebra I: Grade 7 and permission of current instructor.*

## **Algebra II Honors**

**M4140-0**

*Full year — Grades 8 and 9 — Meets 5 periods per cycle*

## **Algebra II Honors**

**U4430-0**

*Full year — Grade 10 — Meets 4 periods per cycle*

This course provides a study of second-year algebra with greater breadth, depth, and rigor than Algebra II with Analysis. Topics include polynomial equations and inequalities; functions and their inverses; linear, quadratic, polynomial, and rational functions and their graphs; logarithmic and exponential functions; sequences and series; conics; and systems of equations, including matrix solutions. Graphing calculators are used to reinforce students' understanding of concepts.

*Prerequisite: Grade 8—Algebra I: Grade 7 and permission of current instructor; Grades 9 or 10—A<sup>-</sup> in Algebra I, A<sup>-</sup> in Geometry Honors or Geometry, and permission of current instructor.*

## **Geometry 9**

**M4200-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

This course concentrates on Euclidean geometry while maintaining algebraic skills. Topics include congruent triangles, parallel lines, quadrilaterals and other polygons, the Pythagorean theorem, similar figures, circles, area, volume, coordinate geometry, an introduction to right-triangle trigonometry, and constructions. Students develop deductive reasoning skills through the use of proofs. Computer and/or other hands-on laboratory activities may be used to explore and discover geometric concepts.

*Prerequisite: Permission of current instructor.*

## **Geometry**

**M4210-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

This fast-paced, proof-based logic course concentrates on the study of Euclidean geometry while incorporating sophisticated algebraic techniques. Geometric concepts include congruent triangles, parallel lines, quadrilaterals, circles, similar figures, the Pythagorean theorem, perimeter, area, volume, regular polygons, and right-triangle trigonometry. Algebraic methods include solving quadratic equations, solving systems of equations, and simplifying radicals as they relate to geometry problems. Students use theorems and definitions to write proofs and solve practical application problems. The underlying theme of the course is the solution of problems by creating logical, well-supported explanations. Computer and/or other hands-on laboratory activities may be used to explore and discover geometric concepts.

*Prerequisite: Permission of current instructor.*

## **Geometry Honors**

**M4220-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

This course provides a study of Euclidean geometry and an introduction to transformational, coordinate, and three-dimensional geometries. It is fast-paced and challenges students to interpret complex written problems and write well-supported solutions to those problems and rigorous proofs. Students participate in nationwide mathematics contests.

*Prerequisite: Algebra I or Algebra II Honors and permission of current instructor.*

## **Precalculus Honors**

**M4300-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

## **Precalculus Honors**

**U4450-0**

*Full year — Grade 10 — Meets 4 periods per cycle*

This course is open to students with exceptional algebra and geometry skills who show creativity in solving problems, enjoy mathematics, and are interested in exploring the subject in depth. Students study polynomial, rational, exponential, logarithmic, and trigonometric functions. Other topics include De Moivre's theorem, sequences and series, analytic geometry, conic sections, parametric and polar equations, and matrices and determinants. Graphing calculators help extend each student's ability to explore and to do more interesting and difficult problems.

*Prerequisite: Algebra II Honors, Geometry Honors, and permission of current instructor.*

**Algebra II with Analysis****M4125-0***Full year — Grade 9 — Meets 5 periods per cycle***Algebra II with Analysis****U4425-0***Full year — Grade 10 — Meets 4 periods per cycle*

This course reviews and extends the skills and concepts covered in algebra and geometry. Additional topics include complex numbers, polynomial and rational functions, exponential and logarithmic functions, sequences and series, and an introduction to trigonometry. Students are introduced to curve analysis, optimization arguments, and concepts of limits.

*Prerequisite: One year of algebra, one year of geometry, and permission of current instructor.*

**Algebra II****U4420-0***Full year — Grade 10 — Meets 4 periods per cycle*

This course reviews and extends the concepts covered in the first year of algebra and geometry. Increasingly advanced algebraic skills are developed through the integration of principles introduced in those courses. Students solve a wide variety of equations and approach problems using different methods. They solve linear and non-linear systems using algebraic and graphical methods. Topics include linear and quadratic equations; polynomial, exponential, logarithmic, and introductory rational functions; and analyses of sequences and series.

*Prerequisite: Algebra, Algebra I, Geometry 9, or Geometry.*

**Mathematical Analysis Honors****U4440-0***Full year — Grade 10 — Meets 4 periods per cycle*

This course is for students who have completed a second year of algebra and wish to continue their study of mathematics in the honors program. It prepares students to take Introduction to Calculus Honors. The course emphasizes advanced problem-solving skills and thorough analysis of elementary functions. Topics include an in-depth study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions as well as matrices, sequences and series, conic sections, and mathematical induction.

*Prerequisite: Algebra II with Analysis or Algebra II Honors, Geometry Honors, and permission of current instructor.*



**Advanced Placement Calculus BC 11****U4530-0***Full year — Grades 10 and 11 — Meets 1 double and 3 single periods per cycle*

This is a college-level course in preparation for the BC-level Advanced Placement examination in mathematics. Topics include the precise definition of limits and continuity, the derivative, techniques of differentiation for the elementary functions, application of the derivative, area under a curve, integrals and the fundamental theorem, numerical methods of integration, integration techniques and applications, analysis of parametric and polar curves, improper integrals, vector-valued functions, infinite series, and elementary differential equations. Students must know the language of functions and be familiar with the properties, algebra, and graphs of functions.

*Prerequisite: Precalculus Honors and permission of current instructor.*

**Advanced Seminar in Mathematics Honors****U4650-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This seminar is for students who have demonstrated ability and interest in studying mathematics beyond the level of calculus. Topics include multivariable calculus and linear algebra. Differential equations, constructing proofs, topology, elementary real analysis, and elementary number theory may also be covered. The focus is on exposing students to different branches of mathematics and developing their ability to think and communicate mathematical ideas at the advanced level. Students participate in a variety of mathematics problem-solving competitions throughout the year. The majority of class time is spent in discussion and working with peers and the instructor.

*Prerequisite: An Advanced Placement Calculus BC course.*

**Precalculus: Trigonometry and Functions****U4500-0***Full year — Grade 11 — Meets 4 periods per cycle*

This course introduces the study of trigonometric functions using both right-triangle and circular-function approaches. Trigonometric graphs and identities are examined as tools for solving trigonometric equations. The progression of skills taught in algebra and geometry is continued with topics including polynomial, exponential, rational, and logarithmic functions. Graphing techniques of translations, reflections, and scale changes are studied with respect to fundamental functions. The goal of this course is to prepare students for first-year college-level work in mathematics or an advanced placement course, such as Advanced Placement Statistics.

*Prerequisite: Algebra II or Algebra II with Analysis.*

## Precalculus

U4510-0

*Full year — Grade 11 — Meets 4 periods per cycle*

This course is for students who anticipate enrolling in any of the following Advanced Placement courses: Calculus AB, Statistics, Microeconomics/Macroeconomics, Physics 1, and Physics C. Topics include the properties of the real number system, the theory of equations, coordinate geometry, relations, functions and their graphs, exponential and logarithmic functions, circular and trigonometric functions, sequences and series, and conic sections. The calculus ideas of limits and slopes of curves are introduced. The graphing calculator is used extensively throughout the course.

*Prerequisite: Mathematical Analysis Honors, Algebra II Honors, or B in Algebra II with Analysis and permission of current instructor.*

## Introduction to Calculus Honors

U4525-0

*Full year — Grade 11 — Meets 4 periods per cycle*

This course allows students to complete precalculus and start calculus. Students begin with an intensive study of trigonometric functions and then are taught calculus at the level expected of university science and engineering departments. Topics include limits, the definition of continuity, and the derivative. Students calculate derivatives and integrals. They solve separable differential equations. Students apply these tools to solve problems such as local linearization, related rates, optimization, and analysis of graphs of functions. Students develop their problem-solving skills and ability to generate clear, precise mathematical arguments. Students are expected to communicate their mathematical thinking through numeric, graphic, and analytic avenues. This course requires the use of a graphing calculator or a computer.

*Prerequisite: Mathematical Analysis Honors or B<sup>+</sup> in Algebra II Honors and permission of current instructor.*

## Advanced Placement Statistics

U4610-0

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

Advanced Placement Statistics prepares students to master the theory and practice of four broad themes in statistics: describing data (exploratory data analysis), collecting data (sampling, experimental design, sampling design), understanding random behavior (constructing simulations, probability), and making conclusions from data (inference). Students analyze case studies and instructive examples. They also spend one day per week in a laboratory session, analyzing real data on the computer. Students gain proficiency with computer-based statistics packages.

*Prerequisite: B in Precalculus, B<sup>+</sup> in Algebra II Honors, or A<sup>-</sup> in Algebra II with Analysis or Precalculus: Trigonometry and Functions.*

## **Directed Study: Number Theory**

**U4805-0**

*Full year — Grades 11 and 12 — Meets 2 periods per cycle*

Students continue to develop proof-writing skills and are introduced to concepts of number theory. Topics include primes, polygonal numbers, divisor-counting functions, amicable pairs, perfect numbers, the Möbius function, quadratic residues, and an introduction to sieve theory. Material is presented in chronological order, beginning with Pythagoras. The Java programming language and the PARI/GP computer algebra system are used in solving number-theoretic problems. Students are expected to use, and develop a proficiency in, LaTeX typesetting software to format their homework. Applications to music and the twelve-tone scale are also discussed. Necessary topics from other areas of mathematics are developed as the course progresses. Previous experience in Java, PARI/GP, LaTeX, and music is not required.

*Prerequisite: Advanced Seminar in Mathematics Honors.*

## **Calculus and Statistics**

**U4605-0**

*Full year — Grade 12 — Meets 4 periods per cycle*

This course introduces students to branches of mathematics that may be studied further in college. The essential themes of calculus (the limit, derivative, and integral) are introduced conceptually and reinforced through discussions, graphical analysis, and real-world problems. Sequences and series are examined algebraically and with spreadsheets. Statistical topics include describing and comparing data, sampling and experimental design, confidence intervals, probability, and normal and binomial distributions.

*Prerequisite: Precalculus: Trigonometry and Functions or Precalculus.*

## **Advanced Placement Calculus AB**

**U4620-0**

*Full year — Grade 12 — Meets 1 double and 3 single periods per cycle*

This is a college-level course in preparation for the AB-level Advanced Placement examination in calculus. Topics include the algebra of functions and advanced graphing techniques, limits and continuity, the derivative and its applications, techniques of differentiation for the elementary functions, area under a curve, integrals and their applications, and the fundamental theorem of calculus. Concepts are presented on an intuitive level without rigorous proof. A graphing calculator is used throughout the year. Tests and quizzes rely heavily on problem-solving ability; graded problems will not always be exactly like homework or in-class problems. Students are expected to apply general concepts in new situations.

*Prerequisite: Precalculus or Introduction to Calculus Honors and permission of current instructor.*

## Advanced Placement Calculus BC 12

U4621-0

*Full year — Grade 12 — Meets 4 periods per cycle*

This course prepares students to take the BC-level Advanced Placement examination. After reviewing material from the prerequisite course, students learn precise definition of limits, numerical methods of integration, advanced integration techniques, analysis of parametric and polar curves, improper integrals, vector-valued functions, infinite series, and elementary differential equations. Additional numerical and calculator methods, including slope fields and Euler's method, are introduced. Tests and quizzes rely heavily on problem-solving ability; graded problems will not always be exactly like homework or in-class problems. Students are expected to apply general concepts in new situations. The approach is more mathematically rigorous and includes more proof than in AB calculus.

*Prerequisite: Introduction to Calculus Honors and permission of current instructor.*

## COMPUTER SCIENCE

### Middle School Robotics

M7148-1 | M7148-2

*Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle*

In this interdisciplinary elective, students use LEGO®'s EV3 and other systems to build robots. ROBOTC, a C-based language, is used to program them. Students practice real-world engineering, computer science, design, mathematics, and applied physics concepts. They learn hands-on building techniques combined with electronics and problem solving. Note that students who join the middle school's robotics team are not required to take this course; conversely, students can take this course without joining the team.

### Introduction to Programming I

M7100-1 | M7100-2

*Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This semester elective helps students develop problem-solving skills and exercise logical abilities. Students learn programming fundamentals in Java. Topics include input, output, variables, conditional control structures, random numbers, and loops. Programming assignments include a Fahrenheit-to-Celsius converter, a multiplication tutoring program, and rock-paper-scissors and Nim number games. Students produce simple graphics on the screen and learn how to output colorful geometric shapes and the fractal Sierpinski's triangle. Students use BlueJ, a visual and interactive Java programming environment. Programming involves mathematical and logical reasoning; therefore, successful completion of, or concurrent enrollment in, Algebra I or higher is recommended.

## **Introduction to Programming II**

**M7110-1 | M7110-2**

*Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This semester elective is a continuation of Introduction to Programming I. Students write Java programs using Karel J. Robot, a robot simulator that introduces students to object-oriented programming concepts. Topics include methods, constructors, classes, objects, and inheritance. Tasks include programming a robot to complete a steeplechase and to escape a maze. Students write programs to determine if a word is a palindrome and to simulate the game of hangman. Students use BlueJ, a visual and interactive Java programming environment. Programming involves mathematical and logical reasoning; therefore, successful completion of Algebra I or higher is recommended.

*Prerequisite: Introduction to Programming I.*

## **Advanced Placement Computer Science Principles**

**U4705-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course introduces seven big ideas in computing: creativity in arts and science, abstraction, problem analysis using data, algorithms, programming, the Internet, and the societal impact of computing. Students develop simulations to explore questions that interest them. They submit two creative works for the College Board examination. These measure: 1) students' exploration of the impact of computing on social, economic, and cultural life and 2) their creation of a computational artifact through the design, development, and testing of software. Students may not take Advanced Placement Computer Science Principles and Advanced Placement Computer Science A concurrently.

## **Advanced Placement Computer Science A**

**U4700-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course introduces students to the principles of computer science. Students learn the guiding principles of object-oriented software design and programming in Java. They apply concepts such as abstraction, encapsulation, inheritance, and arrays to solve problems. Topics include algorithm design, writing classes, programming principles, class hierarchy, inheritance, and interfaces. Material is introduced in presentations that are reinforced through homework. Students are assigned laboratory exercises to develop their ability to create solutions to problems in realistic situations. Students may not take Advanced Placement Computer Science A and Advanced Placement Computer Science Principles concurrently.

*Prerequisite: Introduction to Programming II or Advanced Placement Computer Science Principles and permission of current instructor.*

## **Design and Data Structures Honors**

**U4715-0**

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

Students extend skills learned in the prerequisite course through an investigation of abstract data structures and practical program design. The Java programming language is used, but the course stresses universal programming concepts that can be applied to most languages. The course covers implementations and performance analyses of arrays, lists, stacks, queues, trees, heaps, maps, and graphs, including Java's implementation through the Java collections framework. Practical skills, such as basic graphical user interfaces and I/O, complement these theoretical topics. Critical programming concepts such as abstraction, encapsulation, inheritance, polymorphism, and top-down design are reinforced as students create complete executable programs from start to finish. Students choose the proper data structures to create solutions to tasks such as spell-checking, lossless data compression, and Markov chain-based text generation.

*Prerequisite: Advanced Placement Computer Science A.*

## **Advanced Topics in Computer Science Honors**

**U4720-0**

*Full year — Grade 12 — Meets 4 periods per cycle*

This course for students who wish to extend their knowledge of computer science and sample a variety of advanced topics includes computer security and hacking, artificial intelligence and machine learning, advanced algorithmic techniques (such as dynamic programming and divide-and-conquer), multithreading and concurrency, and the unsolved P vs. NP problem. Throughout the year, students give presentations related to each of these subjects. They are exposed to C and Python programming languages and learn to code in Swift and C#. Students also learn programming for iOS and UNITY, enabling them to develop advanced projects independently. Students are evaluated on the quality and overall design of these projects and present them at the end of the year. Topics may change depending on advances in computer science as well as the interests and needs of the class.

*Prerequisite: Design and Data Structures Honors.*

## ECONOMICS

### **Advanced Placement Microeconomics/**

### **Advanced Placement Macroeconomics**

**U4680-0**

*Full year — Grade 12 — Meets 1 double and 3 single periods per cycle*

This course introduces students to the principles of micro- and macroeconomics. The microeconomic portion of the course focuses on the pervasive problem of scarcity and how individual choices, incentives, and systems of prices affect the allocation of limited resources among competing uses. This includes an analysis of the effect of competition, cartels, monopolies, and government regulation on resource allocation and human welfare. The macroeconomic portion of this course is an introductory study of the domestic and international factors affecting national income, inflation, and unemployment. Among these factors, the role of money and government taxation and expenditure policy is emphasized. Students must take the Advanced Placement examinations in microeconomics and macroeconomics in May.

*Prerequisite: B in Precalculus, A<sup>-</sup> in Precalculus: Trigonometry and Functions, or higher.*

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# SCIENCE

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Science is the body of knowledge and process by which we seek to understand the natural world. The Science department strives to empower students to seek that understanding by:

- providing the background and skills to become scientifically literate;
- actively involving them in problem solving, qualitative and quantitative analyses, and verbal and written communication;
- helping them develop the skills to engage in science as a process in the laboratory and field.

The Science curriculum is a continuous, progressive six-year program. In the seventh through tenth grades, students take two years of integrated (physical) science followed by a year of biology and a year of either chemistry or geology. During the junior and senior years, students take advanced coursework and electives in subject areas of their choosing. The department offers a range of courses in biology, chemistry, earth and space science, physics, and multidisciplinary sciences. The laboratory experience is an integral component of the Science curriculum and is emphasized throughout the six-year program.

Students must complete a full year of study in Science each year through the tenth grade and take at least one additional year-long laboratory science course in either the eleventh or twelfth grade.

## HARVARD-WESTLAKE STEM

STEM (Science, Technology, Engineering, and Mathematics) is an initiative that seeks to increase students' interest in and improve their preparation for careers in STEM-related fields, including teaching. STEM supports a curriculum and programs that give students opportunities to participate in individual and guided research in STEM fields and that familiarize students with the work of scientists, computer scientists, engineers, and mathematicians.



## INTEGRATED SCIENCE

### Integrated Science I

M5000-0

*Full year — Grade 7 — Meets 5 periods per cycle*

This laboratory course introduces basic physical science concepts, including chemistry and physics, through an integrated approach that shows how multiple scientific disciplines are interrelated. Through laboratory experiments, students learn to gather data, interpret results, and formulate conclusions. Students spend time solving problems, performing hands-on activities and laboratory work, and participating in discussions of laboratory results. The course develops important skills while providing a strong foundation for further scientific study.

### Integrated Science II

M5100-0

*Full year — Grade 8 — Meets 5 periods per cycle*

Building on the laboratory and problem-solving skills introduced in seventh grade, this course presents chemical and physical processes and how they apply to observable phenomena through laboratory investigation, class discussions, independent reading, and both individual and group projects. Students learn to organize and process laboratory data to synthesize a deeper understanding of the principles that guide the natural world they inhabit. The central theme of the course is energy. Topics include energy in chemical reactions, heat, power sources, energy transport through waves, and mechanical energy.

## BIOLOGY

### Biology

M5200-0

*Full year — Grade 9 — Meets 1 double and 3 single periods per cycle*

This course is a laboratory-based overview of the fundamentals of biology. Students learn about genetics, the structure and biochemical processes of the cell, ecology, evolutionary trends within and among the various kingdoms, and human-systems physiology. Students improve upon the laboratory skills acquired during Integrated Science I and II as they continue to collect and analyze data. Students gain proficiency with a microscope and are introduced to techniques of dissecting specimens and performing physiological experiments. The course helps students make informed decisions regarding the biological issues that society faces.

## **Biology Honors**

**M5210-0**

*Full year — Grade 9 — Meets 1 double and 3 single periods per cycle*

This course covers similar skills and topics as those taught in Biology, but at a faster pace, in greater detail, and with an emphasis on the molecular approach to biology. The course is designed for, and limited to, those students who have an intense curiosity about the natural world and life as a process. Due to the advanced and accelerated nature of the course, independent student learning and initiative are required. Students are expected to invest the time and energy necessary to synthesize complex and detailed processes.

*Prerequisite: Permission of current instructor.*

## **Genetics and Biotechnology**

**U5422-0**

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This course introduces fundamental techniques of biotechnology; it examines how these techniques have revolutionized our understanding of genetics, medicine, and human evolution, and it considers selected ethical and societal issues stirred by this revolution in biology. During the first semester, students learn how scientists discovered that DNA controls heredity and address issues of scientific priority and competition. Students perform experiments utilizing some of the basic techniques of biotechnology (bacterial transformation, genetic recombination, the polymerase chain reaction, and protein purification) and examine how these techniques are used in connection with protein and DNA sequencing, microarrays, and bioinformatics. In the second semester, students learn how to identify genes and apply that knowledge to raw sequencing data. Students then focus on how disease-related genes are discovered and investigate associated issues such as cloning and stem-cell research. They study how genomics has provided a new perspective on evolutionary processes and relationships within and among species.

*Prerequisite: One year of chemistry and permission of current instructor.*

## **Human Anatomy and Physiology**

**U5420-0**

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This is an advanced course in biology that emphasizes the physiology (function), rather than the anatomy (structure), of the human body. The major systems of the body are studied by viewing graphic films of human surgery, by performing several dissections, through readings from scientific journals and a college-level text, and through lectures and team research projects. Topics include cardiovascular diseases, joint repair and replacement, physical anthropology, nerve and brain function, imaging techniques, sense organs, and the history of medicine. Students study their own anatomy and physiology using noninvasive techniques such as electrocardiography. Laboratory exercises require students to work independently as well as cooperatively.

*Prerequisite: One year of chemistry and permission of current instructor.*

## **Advanced Placement Biology**

**U5430-0**

*Full year — Grades 11 and 12 — Meets 1 double and 4 single periods per cycle*

The subject areas covered by this course include cell and molecular biology, genetics and evolution, ecology, and some organismal biology. These topics are presented at a level similar to a first-year biology course for the college biology major. The quantity of information covered and the pace at which it must be assimilated present the primary challenges to students who enroll. Good reading comprehension is important because much of the homework involves reading in the text, and not all of this information can be presented in lecture. The chemical basis of biological structure and function is a major theme throughout the year. Through lectures, readings, and experimentation, students are expected to understand and apply many of the core nonmathematical concepts that compose the foundation of biology. In addition, students acquire an extensive knowledge of examples and descriptive information associated with each concept. Unit examinations test students' general knowledge in the subject as well as their ability to apply biological concepts, evaluate and critique data from laboratory experiments, and solve selected problems from the unit. The laboratory component focuses on defining biological problems and having students design experiments that quantitatively test hypotheses generated from these problems. The laboratory write-ups and oral reports focus on documenting, processing, and analyzing data as they relate to biological concepts. Information is presented in class through lectures, discussions, and laboratory activities designed to reinforce both the conceptual and applied aspects of the science. All students must take the Advanced Placement Biology examination at the end of the year.

*Prerequisite: Chemistry Honors or B in Chemistry and permission of current instructor.*

## CHEMISTRY

### Chemistry Honors

U5510-0

*Full year — Grade 10 — Meets 1 double and 3 single periods per cycle*

This course is a qualitative and quantitative introduction to the macroscopic chemical behavior of inorganic substances based on molecular structure. Extensive laboratory work introduces, reinforces, and extends theoretical topics covered via reading and lecture. The first semester is devoted to learning to recognize, explain, predict, and express chemical changes. Thermodynamic considerations in predicting chemical change are also covered, and the term concludes with a correlation of molecular structure to the chemical and physical behavior of pure substances. In the second semester, more attention is paid to the molecular level of reactions. Solution properties, reaction kinetics, equilibrium, and electrochemical processes are studied in detail. A short unit on nuclear reactions and related topics is also included. Chemistry Honors assumes a greater comfort level with applied algebra than Chemistry and requires a significant degree of independence. Students who have succeeded in previous science courses by spending significant time doing the maximum amount of work possible with frequent teacher intervention are likely to find the course very difficult and its time commitment excessive. Students will need to determine for themselves how many of the suggested homework problems (not collected) are necessary for them to gain facility with the concepts.

*Prerequisite: Permission of current instructor.*

*Corequisite: Algebra II with Analysis or higher.*

### Chemistry

U5500-0

*Full year — Grades 10, 11, and 12 — Meets 1 double and 3 single periods per cycle*

This course includes lecture, discussion, and integrated laboratory experiments designed to introduce students to the nature of matter. The major topics presented are nomenclature, chemical reactions, stoichiometry, atomic structure, periodicity, bonding, molecular geometry, phases of matter, equilibrium, thermodynamics, and acid–base chemistry. The course presents abstract concepts and emphasizes quantitative problem-solving skills. Analytical thinking, more than memorization, is the key to success in the course. The year-end final focuses on material presented after winter break, but requires application of cumulative skills and knowledge. Students who took Algebra I and earned less than a B- in Biology and those who took Algebra and earned less than a B in Biology will not be granted permission to take this course during sophomore year.

*Prerequisite: Permission of current instructor.*

## **Advanced Placement Chemistry**

**U5530-0**

*Full year — Grades 11 and 12 — Meets 2 double and 2 single periods per cycle*

This course presents topics commonly encountered in the first year of college chemistry chiefly through challenging laboratory investigations. This laboratory work is used to expand concepts beyond their fundamentals and provide students with real chemical situations to study and interpret. Students are exposed to modern analytical techniques (both wet and instrumental) as well as to data analysis and reduction using spreadsheets. The course is designed for the highly motivated student with a strong interest in chemistry who enjoys working in the laboratory and is able to learn new material with guidance rather than via traditional lecture. The pace and depth of the course require a strong background in high school chemistry. Students who have succeeded in the prerequisite course by spending significant time doing the maximum amount of work possible are likely to find this course very difficult and its time commitment excessive. Students must work independently and budget their time wisely. The majority of class time is spent in the laboratory. The rest of the class time is divided between homework problem sessions, infrequent lectures, and examinations. Students take the Advanced Placement Chemistry examination at the conclusion of the course.

*Prerequisite: Chemistry Honors and permission of current instructor.*

## **Directed Study: Molecular Gastronomy**

**U5805-1 | U5805-2**

*Two identical semesters — Grade 12 — Meets 1 double and 1 single period per cycle*

This directed study discusses concepts from the physical sciences that underpin both everyday cooking and haute cuisine. Extending beyond an introduction into the culinary arts, the course is designed to explain the “why” behind food science and the anticipated outcomes of different cooking techniques. Lectures draw connections between various cooking techniques and the physical and chemical concepts students have learned in previous science courses. The course seeks explanations for food behavior at the molecular level and incorporates more advanced chemical theories as well as new topics that have not been covered in previous courses. Students study molecular gastronomy techniques such as spherification, gelification, emulsification, effervescence, and transformations in addition to the food additives involved in these processes. Students who enroll in this course are expected to possess a general knowledge of chemistry and biology upon which the curriculum of Molecular Gastronomy can build.

*Prerequisite: One year of chemistry.*

## EARTH AND SPACE SCIENCES

### Geology

U5700-0

*Full year — Grades 10, 11, and 12 — Meets 1 double and 3 single periods per cycle*

This course introduces the major topics of physical geology. It includes a study of rocks and minerals, water, wind and glacial erosion and deposition, structural geology, volcanism, earthquakes, and plate tectonics. Laboratory work is an important component. Students take a three-day field trip to Death Valley worth five percent of the class grade. The course is designed to appeal to students with a wide range of scientific backgrounds and interests. The workload tends to be light to moderate compared with other Harvard-Westlake science classes.

*Prerequisite: Permission of current instructor.*

### Geology Honors

U5710-0

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This is a college-level laboratory course; students completing Geology Honors may obtain five credit units on a UCLA transcript for Introduction to Earth Science (EPS SCI 1) by paying a fee to UCLA. Students are assigned readings, projects, and laboratory topics that go beyond the scope of the UCLA curriculum. Topics include plate tectonics, rocks and minerals, structural geology, earthquakes, geologic time, geologic hazards, and geomorphology of rivers, glaciers, deserts, and coastlines. Five percent of the course grade is based on student participation while on a three-day field trip to Death Valley. This course is more rigorous than Geology. Students may not take both Geology and Geology Honors.

*Prerequisite: One year of chemistry and permission of current instructor.*

### Astronomy

U5650-1 | U5650-2

*Two identical semesters — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This course introduces students to the fundamentals of astronomy. A wide range of topics is presented, including the history of astronomy, radiation from space, astronomical instruments, the solar system, stars, galaxies, cosmology, and space technology. Class time is allocated to presentations, laboratory exercises (including the use of telescopes for limited solar observations), class discussions, and instructional videos. Weather permitting, the class will include at least one optional field trip for astronomical observing. Although basic algebra is employed, no prior physics knowledge is required. The course is more descriptive than quantitative and is designed for anyone with a general interest in astronomy.

## **Meteorology**

**U5760-1 | U5760-2**

*Two identical semesters — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This course provides an introduction to the principal concepts studied in meteorology. Interactive laboratory exercises are used to complement in-class discussions and lectures. The course begins with an exploration of the structure and dynamics of the atmosphere that leads to an understanding of the behavior and occurrence of severe storms such as tornadoes and hurricanes. It is expected that students will draw upon their previous background in the sciences to gain a better understanding of atmospheric processes. However, some class time is allotted to reviewing principles of chemistry and physics that directly relate to meteorology. The culmination of study is an exploration and application of RADAR and satellite technologies used for forecasting purposes.

*Prerequisite: One year of chemistry.*

## **PHYSICS**

### **Physics**

**U5600-0**

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This course provides an introduction to major topics in physics. The first semester is devoted to the study of mechanics: motion, forces, and energy. The second semester is devoted to the study of electricity, sound, and light. The course covers many of the same topics as Advanced Placement Physics 1, but with less emphasis on mathematical-problem solving and more on real-world application of physical principles. The course is for students who possess an interest in physics, basic algebra skills, and a willingness to think abstractly. Students may enroll in either Physics or Advanced Placement Physics 1, but not both.

*Prerequisite: Algebra II with Analysis or higher.*

## **Advanced Placement Physics 1**

**U5635-0**

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This course introduces the study of mechanics and basic circuits and emphasizes conceptual understanding and qualitative explanations. Students take part in extensive laboratory work and focus on experimental design and written analysis of results. Although not the main focus of the course, mathematical problem-solving will be used throughout the year. This course covers fewer topics than Physics, but it provides more in-depth study and complex problem-solving and serves as a good background for those who wish to continue in science or engineering. It offers a college-level, noncalculus mathematical treatment of physics. Students take the Advanced Placement Physics 1 examination in May. Students may enroll in either Physics or Advanced Placement Physics 1, but not both.

*Prerequisite: Chemistry Honors or B in Chemistry; B- in Mathematical Analysis Honors, B in Algebra II Honors or Algebra II with Analysis, or higher; and permission of current instructor.*

*Corequisite: Precalculus or higher.*

## **Advanced Placement Physics C**

**U5645-0**

*Full year — Grades 11 and 12 — Meets 1 double and 4 single periods per cycle*

This course offers the equivalent of a full year of calculus-based university physics for science and engineering students. It involves advanced problem-solving and requires mathematical competence, including comfort with the application of calculus. Approximately half of the year is focused on the study of vectors, motion, dynamics, work and energy, momentum, rotational motion and dynamics, oscillations, and gravitation. The other half is focused on charge, electric field and potential, capacitance, resistance, inductance, circuits, and electromagnetism (including Maxwell's equations). Students take both of the Advanced Placement Physics C examinations at the conclusion of the course. Students are strongly encouraged, but not required, to take Advanced Placement Physics 1 before enrolling in this course.

*Prerequisite: Advanced Placement Calculus BC 9 or 11 or concurrent enrollment in Advanced Placement Calculus BC 12.*



## **Sound and Acoustics**

**U5660-1**

*First semester — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

This course introduces the science of sound as a broad interdisciplinary field of physics, engineering, physiology, and music. Students learn about the physical properties of sound; its production and transmission through solids, liquids, gases, and plasmas; the scientific study of musical scales; and the characteristics of musical instruments, rooms, and concert halls. The format of the class allows students to pursue topics that interest them in greater depth. The course is not demanding mathematically; it is designed for students of all academic backgrounds.

## **Electronics**

**U5670-2**

*Second semester — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

This course is an introduction to the principles of electronics, which include the principles and applications of electricity, fundamental circuits, electromagnetic induction, alternating voltage and current, inductive and capacitive circuits, semiconductor devices, transistor amplifiers, integrated circuits, and a large variety of other electronic circuits. The course is based on laboratory work—from building simple electronic circuits to constructing a well-regulated power supply, a metronome, an electronic organ, an electronic alarm, a transistor radio, and more. The format of the class allows students to pursue topics that interest them in greater depth. In lieu of a final examination, a final project is required. This project may consist of building an electronic device such as an FM transmitter, IC electronic organ, or another electronic device agreed upon by the instructor and the student.

## **Advanced Placement Physics 2**

**U5636-0**

*Full year — Grade 12 — Meets 1 double and 3 single periods per cycle*

This algebra-based, introductory college-level physics course explores topics including fluid statics and dynamics; thermodynamics and kinetic theory; electrostatics; electrical circuits and capacitors; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Treatment of these topics requires laboratory work, sophisticated problem solving, and substantial conceptual understanding. Experimental design and qualitative explanations are also studied. This course provides a good background for those wishing to continue in science or engineering. Students take the Advanced Placement Physics 2 examination in May.

*Prerequisite: Advanced Placement Physics 1.*

## MULTIDISCIPLINARY SCIENCES

### **Principles of Engineering**

**U5685-0**

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This introductory survey exposes students to some of the major methods of thinking encountered in a postsecondary engineering course. It focuses on habits of mind and problem-solving techniques rather than on computations or analytical content. Students develop an understanding of concepts and hone interpersonal, creative, and problem-solving skills through collaborative completion of challenges. They are exposed to the practices of and specialized fields within several major branches of engineering, including chemical, mechanical, aerospace, and civil. The course is well suited for students considering engineering as a career as well as those curious about what it means to be an engineer or who are interested in learning how to better identify and solve real-world problems. No previous knowledge of engineering is required.

*Prerequisite: Chemistry or Chemistry Honors.*

### **Oceanography and Marine Biology**

**U5750-0**

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This is a general course in ocean science. During the first semester, students learn about the physical, chemical, and geological features of the ocean environment (oceanography) and also about the history of ocean exploration and navigation. The second semester explores the organisms that live in the ocean and their ecological relationships (marine biology). Emphasis is placed on our local marine environment and organisms. The course is designed to appeal to students with a wide range of scientific backgrounds and interests. The workload tends to be light to moderate compared with other science classes at Harvard-Westlake. Activities include lectures, laboratory experiments and observations, watching educational films, and field trips. The costs of the field trips vary depending on the specific activities and number of participants.

## **Advanced Placement Environmental Science**

**U5730-0**

*Full year — Grades 11 and 12 — Meets 1 double and 3 single periods per cycle*

This is a college-level course that incorporates physical and biological sciences in the study of the environment. Topics include the interdependence of Earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, environment and society, and choices for the future. The course includes a considerable reading requirement as well as a laboratory component. Students take the Advanced Placement Environmental Science examination in May.

*Prerequisite: One year of chemistry and permission of current instructor.*

## **Studies in Scientific Research**

**U5680-0**

*Full year — Grade 12 — Meets 1 double and 2 single periods per cycle*

This course introduces students to the process of conducting scientific research. Studies in Scientific Research (SSR) has the structure and expectations of a university research course. It provides an open-ended theoretical and experimental research environment in which students: 1) decide what makes a good problem to investigate; 2) decide whether the problem they have chosen lends itself to investigation within the constraints of the laboratory time and resources available to them; 3) analyze their data to formulate clear and logical conclusions; and 4) present their findings in a format that is acceptable to the scientific community. Students are encouraged to consider and plan for experimental uncertainties and, whenever possible, to design and fabricate their own apparatus. Most SSR research topics are in physics and engineering; however any scientific topic that can generate a variety of questions and be built upon from one year to the next is a viable candidate for investigation provided that the research can be conducted within Harvard-Westlake facilities. Early in the first semester, class time is devoted to determining what equipment, funds, library resources, software, computers, and teachers are available to SSR students. Class time also is used to test the methodologies and experimental procedures that others have already used in the area of interest. Once a suitable investigation has been defined and a higher degree of understanding of the topic has been achieved, students work systematically and consistently toward conducting and completing their research project. Students maintain in-class journals and must submit quarterly papers describing the progress of their research. At the end of the year, students produce a scientific paper on their research findings, which is published in the *Harvard-Westlake Journal of Science*. Enrollment is limited to thirty students.

*Prerequisite: Permission of current instructor.*

*Corequisite: Concurrent enrollment in another full-year Science course except Chemistry.*

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# WORLD LANGUAGES

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Students may study either modern languages (Chinese, French, and Spanish) or Latin to fulfill the World Languages requirement. Through language study, students acquire communication skills and explore languages within the context of their respective cultures. For example, students of Latin learn to read Latin literature and to understand and value Roman contributions to civilization. The program creates opportunities for students to experience and acknowledge different patterns of thought and value systems. Through the department's interdisciplinary approach, students better understand their own language and culture and develop a sense of responsibility and commitment as world citizens.

Modern language courses are conducted as much as possible in the target language. Instructors in both modern and ancient languages integrate a variety of approaches, using technology in the classroom through recordings and films, in the technology center and language laboratory, and, in some cases, at home through the use of language-learning software. The department also offers directed studies in some other languages.

Placement tests are given to students new to Harvard-Westlake to determine the courses in which they qualify to enroll and may also be requested by current students.

Students must complete the study of one language through level III (strongly recommended) or two languages both through level II to satisfy the Harvard-Westlake School diploma requirement for World Languages study.

## CLASSICAL LANGUAGES

### Latin

#### Latin IA

M3300-0

*Full year — Grade 7 — Meets 5 periods per cycle*

This course introduces students to Latin. Topics include the first three noun declensions, case usage, agreement of adjectives, all principal parts of verbs, the present active infinitive, and the present, imperfect, and perfect active indicative of all verb conjugations. Latin is read aloud. Latin syntax and sentence structure are practiced through both written and spoken exercises. Roman culture is addressed through creative projects on ancient geography, mythology, Roman daily life, and other topics.

**Latin IB****M3305-0***Full year — Grades 7 and 8 — Meets 5 periods per cycle*

Students continue their introduction to essential concepts of the language. Topics include pronouns and possession, the perfect-tense system, numerals, time and space constructions, the fourth and fifth declensions, and a comparison of adjectives and adverbs. Reading skills are developed through literary analysis, and foundational vocabulary is practiced through various written and spoken exercises. Students continue to explore Roman culture through hands-on projects.

*Prerequisite: Latin IA.*

**Latin II****M3320-0***Full year — Grades 8 and 9 — Meets 5 periods per cycle***Latin II****U3355-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Students improve their reading and analytical skills by progressing toward authentic Latin texts and doing Latin composition exercises to develop mastery of Latin syntax. Vocabulary skills are improved with emphasis on derivational morphology. Advanced grammatical concepts are covered in detail, including relative clauses, participles and the ablative absolute construction, passive voice, subjunctive mood, and indirect statements. Cultural projects cover Roman politics and literature, preparing students to read the texts assigned in more advanced courses.

*Prerequisite: Latin IB or Latin I.*

**Latin I****M3310-0***Full year — Grade 9 — Meets 5 periods per cycle***Latin I****U3350-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This intensive course for students with no previous world-language experience, and students who want to start a new language, is designed to give a solid introduction to the Latin language and Roman culture. It covers the curricula of Latin IA and Latin IB.

**Latin III Honors****M3331-0***Full year — Grade 9 — Meets 5 periods per cycle***Latin III Honors****U3361-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

During the first semester, this course reviews vocabulary, grammar, and syntax presented in Latin IA, Latin IB, and Latin II using a literary-based approach to sharpen reading skills and the analysis of literary prose. The remaining uses of dependent subjunctive clauses and further uses of participles are introduced. The second semester covers advanced grammatical topics, including *cum* clauses, conditionals, gerunds and gerundives, and independent subjunctives, using Latin poetry in its original context. Authentic texts, including Vergil's *Aeneid*, Latin epigraphy, and other materials, are examined. This course proceeds at a faster pace, covers increasingly complex topics, and demands more reading of Latin texts than does the Latin III course. Students must do more work on their own and with less help from the instructor. Written quizzes on both previously seen and sight material and tests comprise more of the grade in Latin III Honors than in Latin III. *Prerequisite: Grade 9—Latin II; Grades 10, 11, or 12—A<sup>-</sup> in Latin II and permission of current instructor.*

**Latin III****U3360-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Students learn to read and translate literary prose, building on the grammatical foundation laid by previous Latin courses. For the first time, authentic Latin texts are read, translated, and analyzed. Intermediate grammatical topics, such as indirect statement and subjunctive constructions, are reviewed. Students expand their vocabularies and learn advanced grammar, including *cum* clauses, conditionals, gerunds and gerundives, and independent subjunctives. This course aims to further educate students in classical civilization, including topics such as Roman culture, Roman history, classical mythology, and the cultural ramifications of classical civilization beyond the ancient world.

*Prerequisite: Latin II.*

**Latin IV****U3365-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle***Latin V****U3370-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Students in these courses improve their translation skills while reading some of the greatest works by the most celebrated Roman writers. Readings are chosen from authors such as Catullus, Livy, Martial, Ovid, Cicero, Pliny the Younger, Horace, Vergil, and Plautus. Attention is given to the historical background and literary merits of each text. Advanced grammatical constructions and rhetorical figures are reviewed and metrics introduced. In-class activities include reading, comprehension of texts without translation, discussion of the cultural background of the texts, sight translation, and exercises designed to help students increase their Latin proficiency.

*Prerequisite: Latin IV—Latin III or Latin III Honors; Latin V—Latin IV or Advanced Placement Latin.*

**Advanced Placement Latin****U3380-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course focuses on two texts from the core periods of the Late Republic and the Principate: Caesar's *Gallic War* and Vergil's *Aeneid*. Extensive passages from both works are read in Latin. Most class time is spent reading, translating, and discussing the texts. Comprehension skills are developed as students read poetry and prose from previously seen and sight material and reflect critically on each selection. The texts are put into historical and cultural contexts and attention is given to the issues of war and peace, empire, ethnicity, leadership, and historiography. Students also read portions of both works in English. The goal is to read Caesar and Vergil with a critical eye and with historical and literary sensitivity. Students must take the Advanced Placement Latin examination in May.

*Prerequisite: B<sup>+</sup> in Latin V, Latin IV, or Latin III Honors or A in Latin III and permission of current instructor.*

## **Latin Literature Honors**

**U3376-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course is designed for advanced Latin students who have successfully completed Advanced Placement Latin and wish to continue their study of the language and Roman society and culture. Students read challenging and substantial passages of Latin poetry and prose to develop their facility with the language, an appreciation for the variety of Latin styles from one historical period to the next, and an ability to analyze and interpret a text. The legacy of the Latin language and classical literature is of primary interest, and students read Latin outside of the classical time period to appreciate the impact that classical literature has had and continues to have on art, music, and film. Students may take this course in the fifth or sixth year of the Latin program.

*Prerequisite: B in Advanced Placement Latin and permission of current instructor.*

## **Directed Study: Latin**

**U3390-0**

*Full year — Grade 12 — Meets 2 periods per cycle*

This advanced course provides students with the opportunity to read authors and selections that are not a part of the regular Latin program. The class also introduces students to secondary material to help deepen their understanding of the works being studied.

*Prerequisite: Latin V or Latin Literature Honors, taken previously or concurrently, and permission of current instructor.*

## **Greek**

### **Directed Study: Ancient Greek**

**U3920-0**

*Full year — Grade 12 — Meets 2 periods per cycle*

This course provides students with an introduction to Attic Greek, the Greek of Thucydides, Plato, and the Greek tragedians. The class also explores various aspects of ancient Greek culture to place the language within its historical and cultural contexts. A background in classical languages is helpful, but not required.

*Corequisite: Concurrent enrollment in another core World Languages class.*



## MODERN LANGUAGES

### Chinese

#### Chinese IA

M3000-0

*Full year — Grade 7 — Meets 5 periods per cycle*

Chinese IA is an introduction to Mandarin Chinese. It provides students with basic knowledge of Pinyin, daily conversational vocabulary, Chinese characters, and grammar. The course is designed to develop students' listening, speaking, reading, and writing skills, although emphasis is placed on speaking. Pronunciation and writing of Pinyin is taught and practiced throughout the year. Discussion topics relate to daily life as students participate in situational conversations and make presentations. Students also are introduced to the Chinese writing system, including basic strokes, stroke order, radicals, and simple and useful Chinese characters. Chinese printed and audiovisual materials depict aspects of Chinese culture, including festivals, gestures, mannerisms, and schools.

#### Chinese IC

M3007-0

*Full year — Grade 7 — Meets 5 periods per cycle*

Students who have previous experience with spoken Chinese build vocabulary for daily conversation and learn basic characters for reading and writing in this introductory course. All four language skills (listening, speaking, reading, and writing) are developed, but the course emphasizes reading and writing. Topics related to student daily life are covered through communicative activities. Students learn how to type Chinese characters on computers and write them by hand.

*Prerequisite: Placement test.*

#### Chinese IB

M3005-0

*Full year — Grades 7 and 8 — Meets 5 periods per cycle*

Chinese IB is a continuation of Chinese IA. Students build on their knowledge of daily conversational vocabulary, Chinese characters, and grammar. The course develops students' listening, speaking, reading, and writing skills, with emphasis placed on speaking and pronunciation. Topics related to daily life are discussed, and students prepare presentations and engage in situational conversations. Students continue to learn about the Chinese writing system, including stroke order, radicals, and basic Chinese characters. Chinese printed and audiovisual materials depict themes such as Chinese cuisine, community, hobbies, and weather.

*Prerequisite: Chinese IA.*

**Chinese II** **M3020-0**

*Full year — Grades 8 and 9 — Meets 5 periods per cycle*

**Chinese II** **U3055-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course aims to strengthen students' knowledge of basic sentence structures, vocabulary, and speaking, listening, reading, and writing skills. Students learn vocabulary to describe their experiences in daily situations. They also learn about Chinese cultural topics such as art, literature, and social customs. A supplementary book on Chinese culture is used to teach students reading strategies.

*Prerequisite: Chinese IC, Chinese IB, or Chinese I.*

**Chinese I** **M3010-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

This intensive course for students with no previous world-language experience, and students who want to start a new language, is designed to give a solid introduction to Chinese. It covers the curricula of Chinese IA and Chinese IB.

**Chinese III Honors** **M3031-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

**Chinese III Honors** **U3061-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This accelerated course prepares students to take Advanced Placement Chinese Language and Culture. Students learn over 350 new characters and continue to develop listening, speaking, reading, and writing skills. Chinese email, news articles, and videos supplement the textbook to provide a realistic depiction of current Chinese society. Cultural studies of Chinese history, traditions, folk customs, the education system, contemporary economic issues, and politics frame the course content. Daily life and other topics covered in Chinese II are reviewed. By the end of the year, students can understand written and oral messages, develop dialogues, and write short messages and essays.

*Prerequisite: Grade 9—Chinese II; Grades 10, 11, or 12—A<sup>-</sup> in Chinese II and permission of current instructor.*

### **Chinese III**

**U3060-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Expanding on techniques used in Chinese II, this course further develops listening, speaking, reading, and writing skills. Course materials include television news reports, documentaries, and fragments of Chinese films, adding a strong cultural component to the course.

*Prerequisite: Chinese II.*

### **Chinese IV**

**U3065-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Chinese IV strengthens students' language skills with advanced grammar and conversation on contemporary topics related to both Chinese and American cultures. Students should expect frequent reading and writing assignments.

*Prerequisite: Chinese III or Chinese III Honors and permission of current instructor.*

### **Chinese V**

**U3068-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

The goal of this course is to deepen students' understanding of different aspects of China, including family, generational characteristics, traditional Chinese values, and current issues. The course also examines topics related to Chinese culture outside of mainland China. Listening comprehension and oral proficiency are emphasized and audio-visual materials are used extensively. Students are primarily graded on class discussions, class preparation, and understanding of the material.

*Prerequisite: Chinese IV or Advanced Placement Chinese Language and Culture and permission of current instructor.*

### **Advanced Placement Chinese Language and Culture**

**U3070-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course prepares students for the Advanced Placement Chinese Language and Culture examination. Vocabulary and grammar are reviewed, and proficiency in listening, reading, speaking, and writing in Chinese is achieved. Skills are practiced in interpretive, interpersonal, and presentational modes. Listening and reading comprehension are taught using materials from Chinese sources. Writing and speaking focus on communicating via story narrations, email exchanges, conversations on daily topics, and cultural presentations. Chinese cultural events also are reviewed. The class is rigorous, challenging, and proceeds at a fast pace, both in terms of in-class instruction and home/laboratory work.

*Prerequisite: B<sup>+</sup> in Chinese III Honors or A in Chinese III, Chinese IV, or Chinese V and permission of current instructor.*

## **Post-Advanced Placement Chinese Literature and Culture Honors**

**U3075-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course, conducted exclusively in Mandarin, is designed for advanced Chinese-language students who wish to continue their studies in literature and culture. The course covers works of Chinese literature, the history of China, traditional and modern Chinese values, and entertainment. The focus is on enhancing students' listening, speaking, reading, writing, and critical thinking skills through class discussions, presentations, and assignments. Students are graded on class participation, assignments, quizzes, and examinations.

*Prerequisite: B in Advanced Placement Chinese Language and Culture and permission of current instructor.*

## **French**

### **French IA**

**M3100-0**

*Full year — Grade 7 — Meets 5 periods per cycle*

Students begin the formal study of French, developing listening, speaking, reading, and writing skills through multiple teaching approaches geared to their interests. They are introduced to French and French-speaking cultures and vocabulary, expressions, and grammatical structures for conversation and short written pieces through themes related to everyday life. Using sources intended for native speakers, such as video, audio, and web-based materials, students are exposed to French civilization and cross-cultural differences.

### **French IB**

**M3105-0**

*Full year — Grades 7 and 8 — Meets 5 periods per cycle*

This course continues French IA's emphasis on listening, speaking, reading, and writing. Fundamental concepts, grammatical structures, as well as colloquial expressions and their usage are explored through written compositions, spontaneous speaking activities, and the interpretation of materials written in French. Students are exposed to French culture and civilization, including art, daily life, and the cultural diversity of the francophone world, through research projects and sources intended for native speakers such as videos, articles, and web-based materials.

*Prerequisite: French IA.*

**French II** **M3120-0**  
*Full year — Grades 8 and 9 — Meets 5 periods per cycle*

**French II** **U3155-0**  
*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course presents a more extensive study of grammatical structures, vocabulary, and idiomatic expressions of the spoken language. The class is conducted mainly in French, and students engage in conversations to provide and obtain information, express feelings and emotions, and exchange opinions. They understand and interpret spoken and written French on a variety of topics. Readings emphasize and reinforce grammatical concepts as well as explore the different facets of French and francophone culture. Language laboratory sessions and/or online audio and oral activities are an integral part of the course. Written compositions and long readings paired with oral and written questions are required.

*Prerequisite: French IB or French I.*

**French I** **M3110-0**  
*Full year — Grade 9 — Meets 5 periods per cycle*

**French I** **U3150-0**  
*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This intensive course for students with no previous world-language experience, and students who want to start a new language, is designed to give a solid introduction to French. It covers the curricula of French IA and French IB.

**French III Honors** **M3131-0**  
*Full year — Grade 9 — Meets 5 periods per cycle*

**French III Honors** **U3161-0**  
*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course is designed for students demonstrating the interest and motivation to pursue more in-depth French studies. The program proceeds at a faster pace than French III and is conducted almost entirely in French. Students practice the skills of spoken and written French (interpretive, interpersonal, and presentational) using materials from French television, movies, literary masterpieces, news articles, and songs by contemporary artists. Throughout the year, students develop and refine their command of grammar, syntax, and vocabulary. This course is recommended for students interested in enrolling in Advanced Placement French Language and Culture because it provides specific tools needed for that course, such as how to interpret materials intended for native speakers and write essays in the target language.

*Prerequisite: Grade 9—French II; Grades 10, 11, or 12—B in French II Honors or B<sup>+</sup> in French II and permission of current instructor.*

**French II Honors****U3156-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course is designed for students demonstrating the interest and motivation to pursue the study of French at a more accelerated pace. The class is conducted mainly in French. Students develop all modes of communication (interpretive, interpersonal, and presentational) using audio, visual, and written sources intended for native speakers. Students move beyond talking about themselves and their immediate community to talking about ideas and problems that affect society and the world. They develop strategies for communicating exclusively in French and increase their knowledge of the francophone world and its cultures.

*Prerequisite: A in French I or French IB and permission of current instructor.*

**French III****U3160-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Students build on skills learned in previous French courses to establish a firm foundation upon which to develop their language ability. The class is conducted primarily in French. The main goal is to continue developing all modes of communication (interpretive, interpersonal, and presentational) through extensive work with audio, visual, and written sources intended for native speakers that help students learn grammar and vocabulary in context. Students develop strategies for using French to communicate creatively through the use of imaginative, expressive, and increasingly advanced language. They also learn more about cultures of the francophone world.

*Prerequisite: French II or French II Honors.*

**French IV****U3165-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Conducted entirely in the target language, this course develops proficiency in spoken and written French and emphasizes the refinement of conversational and writing skills by building active and passive vocabulary. Analysis of various forms of communication, including movies, songs, magazine articles, Internet sources, and literary pieces intended for native speakers, is the basis for class discussions and compositions. The course also provides an in-depth review of grammar and syntax applicable to the Advanced Placement French Language and Culture curriculum. Second semester is partially devoted to the reading of Albert Camus's novel *L'étranger*.

*Prerequisite: French III or French III Honors.*

## **French V: Contemporary Culture and Communication**

**U3170-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

The goal of this course is to help students develop and refine conversational skills while acquiring a stronger awareness and understanding of French and francophone cultures. Through in-depth study of current events, press, cinema, slang, and contemporary literature, students learn to compare francophone and American cultures. Through extensive exposure to cultural variations, students widen their intellectual horizons and develop respect and appreciation for differences. Writing is not the main objective of this course even though examinations and compositions are given throughout the year. Class discussion, which allows students to improve their fluency, is the predominant activity and serves as the primary means of assessing student performance. The homework load is limited and mainly consists of reading in preparation for class activities. The course is conducted entirely in French.

*Prerequisite: French IV, Advanced Placement French Language and Culture, or French Literature and Arts Honors.*

## **Advanced Placement French Language and Culture**

**U3175-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This is the equivalent of a college course in advanced French language and culture, stressing listening comprehension, oral expression, reading, and writing. The course enables students to understand spoken French in a variety of situations and accents; read articles, prose, and verse excerpts of moderate difficulty and mature content; make presentations about various topics; and express ideas and critical opinions, accurately and with reasonable fluency, both verbally and in writing. Particular attention is devoted to the following interdisciplinary themes: global challenges, science and technology, personal and public identities, contemporary life, families and communities, and beauty and aesthetics. This course may be taken in the fourth or fifth year of study and prepares students to take the Advanced Placement French Language and Culture examination in May.

*Prerequisite: B<sup>+</sup> in French III Honors, A<sup>-</sup> in French IV, or A in French III and permission of current instructor.*

## French Literature and Arts Honors

U3176-0

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

This course is designed for advanced French students who want to continue their French studies and apply their linguistic mastery to French and francophone literature. Students focus on reading comprehension of full-length literary works; text analysis, with appropriate use of literary vocabulary; writing well-structured essays on literary topics; and sophisticated in-class discussion of works. Quarterly oral presentations allow students to explore a discipline of their choice related to a literary period analyzed in class. Students read extensively to analyze literature and to develop and deepen their understanding and perspective through the use of film, music, and art of the period. Students should have a strong background in oral and written French. This course may be taken in the fifth or sixth year of study. *Prerequisite: French V: Contemporary Culture and Communication or B in Advanced Placement French Language and Culture and permission of current instructor.*

## Italian

Only one of the Italian courses is able to be offered each year; enrollment determines which course will run.

### **Directed Study: Beginning Italian Language and Culture**

U3925-0

*Full year — Grades 10, 11, and 12 — Meets 2 periods per cycle*

Students are introduced to Italian culture and begin using the language in a conversational fashion. As students progress, the extent to which classes are conducted in Italian increases.

### **Directed Study: Intermediate/Advanced Italian Language and Culture**

U3926-0

*Full year, repeatable — Grades 10, 11, and 12 — Meets 2 periods per cycle*

Students continue to explore Italian language and culture and use the language to converse. The class, conducted entirely in Italian, includes a gradual incorporation of literature excerpts, press articles, and Italian cinema.

*Prerequisite: Directed Study: Beginning Italian Language and Culture and permission of current instructor or prior enrollment.*



## Spanish

### Spanish IA

M3500-0

*Full year — Grade 7 — Meets 5 periods per cycle*

Students begin a formal study of Spanish. Listening, speaking, reading, and writing skills are presented in real-world context. Students become familiar with standards of courtesy and appropriate greetings. They learn grammar and vocabulary to describe themselves, friends, and family and to discuss school life, sports, and leisure activities. Similarities and differences between U.S. and Hispanic cultures are also discussed. Interactive lessons, including the use of online text, video, audio, and oral activities, as well as materials intended for native Spanish-speaking audiences, familiarize students with the diversity of peoples and cultures that form the Spanish-speaking world.

### Spanish IB

M3505-0

*Full year — Grades 7 and 8 — Meets 5 periods per cycle*

This course is a continuation of Spanish IA. A communicative approach to language learning is used to improve and increase students' listening, speaking, reading, writing, and study skills. Students explore the diverse cultures and peoples of the Spanish-speaking world through videos, articles, and texts. Students complete several projects pertaining to Spain and Latin America. In class, Spanish is the primary language spoken by both teacher and students.

*Prerequisite: Spanish IA.*

### Spanish II

M3520-0

*Full year — Grades 8 and 9 — Meets 5 periods per cycle*

### Spanish II

U3555-0

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Students improve reading, listening, speaking, and writing skills. Moving at a faster pace, students strengthen their command of all topics introduced in Spanish IA and Spanish IB while expanding their vocabulary and exploring abstract concepts. Hispanic cultures, oral conversations, written compositions, and multimedia presentations are the foci of the program. Students practice using contextualized vocabulary and grammatical structures creatively and accurately to complete communicative tasks.

*Prerequisite: Spanish IB or Spanish I.*

**Spanish I** **M3510-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

**Spanish I** **U3550-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This intensive course for students with no previous world-language experience, and students who want to start a new language, is designed to give a solid introduction to Spanish. It covers the curricula of Spanish IA and Spanish IB using a similar approach based on real-world tasks and cultural themes.

**Spanish III Honors** **M3531-0**

*Full year — Grade 9 — Meets 5 periods per cycle*

**Spanish III Honors** **U3561-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course is designed for students demonstrating the interest and motivation to pursue more in-depth Spanish studies. The program proceeds at a faster pace than Spanish III and is conducted almost entirely in Spanish. Students practice the skills of spoken and written Spanish (interpretive, interpersonal, and presentational) using materials from Spanish television, movies, literary works, news articles, and songs by contemporary artists. Students develop and refine their command of grammar, syntax, and vocabulary. This course is recommended for students interested in enrolling in Advanced Placement Spanish Language and Culture because it provides specific tools needed for that course, such as how to interpret authentic sources and write persuasive essays in Spanish.

*Prerequisite: Grade 9—Spanish II; Grades 10, 11, or 12—B in Spanish II Honors or B<sup>+</sup> in Spanish II and permission of current instructor.*

**Spanish II Honors** **U3556-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course is designed for students demonstrating the interest and motivation to pursue the study of Spanish at a more accelerated pace. Students develop all modes of communication (interpretive, interpersonal, and presentational). Student learning centers on audio, visual, and written sources intended for native speakers. Students move beyond talking about themselves and their immediate community to talking about ideas and problems that affect society and the world. They develop strategies for communicating exclusively in Spanish and increase their knowledge of the Spanish-speaking world and its cultures.

*Prerequisite: A in Spanish I or Spanish IB and permission of current instructor.*

### **Spanish III**

**U3560-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Students build on skills acquired in previous Spanish courses to establish a firm foundation upon which to advance their language ability. The main goal is to continue developing all modes of communication (interpretive, interpersonal, and presentational). Students work with audio, visual, and written sources intended for native speakers, reinforcing grammar and vocabulary in context. Students learn strategies to communicate creatively through the use of imaginative, expressive, and increasingly advanced language. They also learn more about cultures of the Spanish-speaking world.

*Prerequisite: Spanish II or Spanish II Honors.*

### **Spanish IV**

**U3565-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course emphasizes an interactive and communicative approach to learning the Spanish language and about Spanish cultures. Students strengthen their language skills by communicating orally and in writing with other Spanish speakers, listening to and reading Spanish texts, viewing and interpreting works of art, and presenting their ideas to an audience. A curriculum emphasizing Hispanic culture reflects issues of interest to today's high-school students, providing them with opportunities to exchange opinions, make connections to content from other courses, and compare cultural elements from different Spanish-speaking societies. The course stimulates creative, critical thinking through activities that require students to argue, persuade, analyze, and interpret other points of view. Practice of grammatical structures and vocabulary focus on communication in meaningful contexts.

*Prerequisite: Spanish III or Spanish III Honors.*

### **Spanish V: Interdisciplinary Hispanic Studies**

**U3570-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

The goal of this course is to help students develop and refine conversational skills while acquiring a stronger awareness and understanding of Spanish and Spanish-speaking cultures. Through in-depth study of current events, cinema, and contemporary literature, students learn to compare Spanish-speaking and American cultures. Through extensive exposure to cultural variations, students widen their intellectual horizons and develop respect and appreciation for differences. Class discussion, which allows students to improve their fluency, is the predominant class activity and serves as the primary means of assessing student performance. The homework load is limited and consists mainly of reading in preparation for class activities. This course is conducted entirely in Spanish.

*Prerequisite: Spanish IV or higher.*

**Advanced Placement Spanish Language and Culture****U3580-0***Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This accelerated course develops creative and critical thinking skills, while studying complex thematic units as outlined by the College Board. There is a comparative cultural component as these themes are explored in twenty-one Spanish-speaking countries throughout the world. The course focuses on speaking, listening, writing, and reading in formal and informal contexts. The reading- and listening-comprehension sections feature materials that include articles from newspapers and magazines and excerpts from books, literary works, and short stories. Formal persuasive essays and oral presentations, short paragraphs responding to emails, and simulated conversations also use materials created by and for native speakers. The goal is to develop students' interpretive, interpersonal, and presentational communication skills in the Spanish language. This course may be taken in the fourth or fifth year of study and prepares students for the Advanced Placement Spanish Language and Culture examination in May.

*Prerequisite: Spanish V: Interdisciplinary Hispanic Studies, A<sup>-</sup> in Spanish IV or Spanish III Honors, or A in Spanish III, and permission of current instructor.*

**Advanced Placement Spanish Literature and Culture****U3581-0***Full year — Grades 11 and 12 — Meets 4 periods per cycle*

This course introduces students to the formal study of Peninsular Spanish, Latin American, and United States Hispanic literature through global, historical, and contemporary cultural contexts. The goal is to provide opportunities for students to develop interpersonal, interpretive, and presentational communication skills. Critical reading, analytical writing, and researching are emphasized. Course objectives also include sharpening critical-thinking and making interdisciplinary connections using media including music, art, documentary films, radio, and television. Students are expected to participate in class discussions, read extensively, and express themselves in correct and idiomatic Spanish. Class activities, conducted entirely in Spanish, include lectures, discussions, and small-group work. This course prepares students to take the Advanced Placement Spanish Literature and Culture examination in May.

*Prerequisite: Advanced Placement Spanish Language and Culture and permission of current instructor.*

## Post-Advanced Placement Spanish Seminar

U3583-0

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

This course offers students the opportunity to use their advanced Spanish-language skills in creative and analytical ways. Those skills may be applied to a wide range of topics, from art and literature to current events, economics, history, politics, and social studies. The seminar focuses on the history of Spain and Latin America as well as on contemporary political and social issues related to both regions. It includes historical analysis from the ancient, or pre-Colombian, period through modern times, including discovery of the New World, independence of the colonies, and contemporary issues. The course is conducted entirely in Spanish and involves daily reading, writing, speaking, and listening. Students are expected to read four to five pages every day. The material is discussed in class, and videos related to the historical events and reading material are viewed. Historical movies are viewed every few units. Two research papers, one within each semester, are due in lieu of examinations.

*Prerequisite: Advanced Placement Spanish Language and Culture or Advanced Placement Spanish Literature.*

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## OTHER PROGRAMS

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### HUMAN DEVELOPMENT

Harvard-Westlake strives to foster the joyful pursuit of academic excellence while nurturing emotional, moral, and character development. Human Development classes are one way in which the school attempts to do so. Students take Human Development 8 in the eighth grade and Choices and Challenges in the tenth grade.

#### **Human Development 8**

**M7938-1 | M7938-2**

*Two identical semesters — Grade 8 — Meets 3 periods per cycle*

This course gives students opportunities to reflect on the changes and choices adolescents experience and face in their daily lives. Students are encouraged to integrate personal values into their decision-making and to develop a sense of responsibility about actions, thoughts, and feelings. The course aims to increase student knowledge of important personal, social, and health issues to enable them to make informed and better choices. Topics addressed include identity development; wellness, stress, and relaxation techniques; integrity in interpersonal relationships; self-esteem, assertiveness, and harassment; stereotypes and appreciation of cultural similarities and differences; drug awareness and prevention of abuse; and body image, puberty, and sexuality. The course consists of scenarios, video clips, role playing, journal writing, and small-group and seminar-style discussions.

#### **Choices and Challenges**

**U7000-0**

*Full year — Grade 10 — Meets 1 period per cycle*

This course is taught in a seminar format and is graded Pass/Fail. It expands on the middle school's human development curriculum and continues beyond the sophomore year in special assemblies for juniors and seniors. The course affords opportunities for the exploration and discussion of issues in human relationships, personal growth, and good decision-making. Students examine and discuss ethical questions, develop self-awareness and self-acceptance, and learn how to help oneself and others through times of stress, pressure, depression, and loss and grieving. The course aims to disseminate clear and accurate information about sexuality, reproduction, birth control, health, communicable diseases, and substance abuse and to encourage respect for others regardless of gender, race, ethnicity, sexual orientation, or other differences.

## **CAMPUS, SCHOOL, AND COMMUNITY SERVICE**

### **Campus Service (“SQUID”)**

SQUID is a middle school campus clean-up program designed to help students take responsibility for their actions, promote pride in the campus, and gain a sense of ownership of Harvard-Westlake. Students perform SQUID service after school. During SQUID service, students pick up trash, clean tables, and maintain campus cleanliness.

### **School Service**

School service is required for one quarter, one period per cycle, each year for students in the eighth and ninth grades and for one semester, one period per week, for students in the tenth grade. Students are assigned to help in a particular office or work in an area on campus. Some of the middle school work sites include the attendance office, library, physical education office, and art studio. Sophomores are randomly assigned to work in the bookstore, library, upper school office, attendance office, or performing arts office. Duties vary and may include selling items at the bookstore, placing books back on shelves in the library, or labeling envelopes for school mailings.

Volunteer school service helps on campus or at school events such as Back-to-School Day or Homecoming, ushering at Performing Arts productions, helping at parent events, or assisting in various on-campus sites, such as the library.

### **Community Service**

The community service program has three major objectives: 1) to provide students with direct knowledge of social problems; 2) to instill in them a sense of responsibility for helping to solve those problems; and 3) to develop a sense of cooperation and community spirit within the school.

#### *Middle School Community Service Program*

Students in the seventh grade complete six outreach hours by participating in a school-planned trip/activity or an approved activity outside of school in addition to attending a community service class that meets once each cycle for one quarter of the school year. Students in eighth and ninth grades must complete twelve outreach hours each year. Students who choose to do a school-organized activity complete their outreach by working with a faculty leader and other students. Information about school-organized outreach activities is available in the community service

office (HC218). Typically, seventh-grade students work on projects involving environmental issues, animal concerns, and people with special needs; eighth-grade students work with young children; and ninth-grade students choose from a variety of activities, including helping elementary-school children and working to improve the environment.

Students in grades 8 and 9 may fulfill their community service obligations during the summer and/or outside of school during the academic year by working with an organization that meets Harvard-Westlake's outreach guidelines. Middle school students who are interested in working with people are required to work for organizations that help people who are physically, emotionally, and/or economically disadvantaged. Students *must* complete their grade-level community service requirement before registering for the next grade.

Middle school students *must* have completed their assigned school service and their grade-level community service outreach before the end of the school year to be eligible for the honor roll. Throughout the year, students are also invited to participate in community service-related projects such as working on *Pathways*, the middle school community service magazine, and drives for food, new toys, and other items.

### *Upper School Community Service Program*

Every upper school student participates in at least twelve outreach hours each year, which may be completed during the summer that precedes a given school year. Projects must include "hands-on" experience through which students interact directly with those served. Upper school community service must directly aid an underserved population or, in the case of environmental causes, involve students in activities that require direct physical interaction with the environment. The community service program is promoted and directed by the upper school community council and overseen by faculty advisors. Students may initiate their own projects or may attend one of the school-sponsored projects scheduled throughout the year by the council. School-sponsored projects vary in focus and include volunteer work with social service agencies, environmental clean-up, after-school tutoring, and other outreach programs.



## **PEER SUPPORT PROGRAM**

Peer Support is a program that offers peer counseling to students on the upper school campus. Students meet in small groups on Monday nights to discuss any issues group members have on their minds. Senior leaders serve as mentors to junior trainees within each group.

At the end of each school year, sophomores may apply to become peer support trainees during their junior year. Approximately twenty-six sophomores are selected to participate in the peer support training program.

Junior trainees and senior leaders get to know one another during a mandatory weekend retreat at the beginning of the school year. Each junior trainee is assigned to a senior leader who acts as a mentor, providing encouragement and guidance, while the trainee learns the skills to become an effective peer leader. Junior trainees spend an entire year, one class period per cycle, learning communication skills to help them succeed as a peer support leader.

Senior-year training is focused on more specific and advanced communication skills that enable peer support leaders to deal with common teen issues that may arise during the course of the year. The training is conducted during one class period per cycle throughout their senior year.



**ARTS**

**ARTS**



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# PERFORMING ARTS

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The Performing Arts program encourages and empowers beginning and experienced students to explore their talents in theater, music, and dance. The department encourages students' appreciation of the arts in society. Through creative expression and the development of technique, and through the study of both classic and contemporary works, students come to understand artistic forms in their own and other cultures. Students also develop the discipline required of all artists. Courses range from the introductory to those that fulfill the needs of highly talented young artists.

Enrollment in any Performing Arts department course does not guarantee casting or selection for extracurricular shows or groups. Students who wish to join an ensemble for which auditions are required should contact the teachers of those courses to obtain audition requirements.

Students must take at least one semester of Performing Arts in the seventh or eighth grade, an additional semester of either Performing Arts or Visual Arts in the eighth or ninth grade, and an additional year (one full-year course or two semester courses) of either Performing Arts or Visual Arts in tenth, eleventh, or twelfth grade.

## CHORAL MUSIC

### Performance Ensembles

#### Boys' Chorus

M1301-0

*Full year — Grade 7 — Meets 3 periods per cycle*

This course is for boys who want to sing and learn to use their voices effectively. The curriculum focuses on the male voice and all aspects of voice change. Boys in any stage of voice maturation are encouraged to join. Typically, the seventh-grade boys' chorus is made up of new baritones, mid-voice tenors, and unchanged voices. A varied repertoire is explored, with an emphasis on vocal technique and music-reading skills. The boys' chorus merges with the girls' chorus periodically to prepare for special performances and events. Additionally, the boys' chorus participates in concert with Harvard-Westlake's men's festival chorus to create a group comprising approximately one hundred seventh-through-twelfth-grade male singers. After-school rehearsals are usually limited to two during first semester and three during second semester.

## **Girls' Chorus**

**M1302-0**

*Full year — Grade 7 — Meets 3 periods per cycle*

This course is for girls who want to sing and learn to use their voices effectively. The curriculum focuses on breathing, tone production, and the balance and coordination of the young voice. Music-reading and listening skills are emphasized. Girls in any stage of voice maturation are encouraged to join. Typically, the seventh-grade girls' chorus comprises a range of young singers who come together to express themselves musically, explore new repertoire, and perform with newfound friends. The girls' chorus merges with the boys' chorus periodically to prepare for special performances and events. Additionally, the girls' chorus participates in concert with Harvard-Westlake's women's festival chorus to create a group comprising approximately 125 seventh-through-twelfth-grade female singers. After-school rehearsals are usually limited to two during first semester and three during second semester.

## **Vocal Ensemble**

**M1310-0**

*Full year, repeatable — Grades 8 and 9 — Meets 5 periods per cycle*

This advanced performance ensemble is for choral singers with previous choral experience, although music-reading skills are not required. The ensemble comprises young women who are intermediate and more advanced singers. The repertoire is varied and includes a cappella, classical, jazz, and "pop" literature. Independent a cappella groups may be derived from this ensemble. Vocal Ensemble represents the school in the community. After-school rehearsals are usually limited to two during first semester and three during second semester.

*Prerequisite: Audition or prior enrollment.*

## **Wolverine Singers**

**M1313-1**

*First semester, repeatable — Grades 8 and 9 — Meets 3 periods per cycle*

This course for boys teaches intermediate music-reading skills and builds on vocal techniques such as breathing, vowel production, range, and intonation. The basic elements of music are covered, with a focus on rhythm and melody. Students develop sight-singing skills through the use of the rhythmic counting system and solfeggio. Students enrolled in this course are eligible to participate in concert with the Boys' Chorus and Madrigals. Extra rehearsals and individual meetings with the instructor are required for participation in these additional performance opportunities.



**Madrigals****M1315-0***Full year, repeatable — Grades 8 and 9 — Meets 5 periods per cycle*

This advanced choral ensemble is for experienced singers who are dedicated to the choral art and possess some sight-singing skills. The ensemble consists of both boys and girls and encourages, equally, the unchanged, changed, and changing voice. The repertoire is drawn from a cappella as well as accompanied styles of all genres, ranging from classical to contemporary. Independent a cappella groups may be derived from this ensemble. Madrigals represent the school in the community. After-school rehearsals are usually limited to two during first semester and three during second semester.

*Prerequisite: Audition or prior enrollment.*

**Bel Canto****U1365-0***Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This non-auditioned class is composed of female voices from the tenth-through-twelfth grades. The class introduces choral techniques such as diction, blend, voicing, intonation, and vowel production. Advanced choral skills, such as multipart singing, stylistic tonal modification, and vibrato, also are addressed. It covers a variety of musical styles from the Renaissance to the twentieth century, as well as some arrangements of popular a cappella and Broadway music. Sight-singing ability is not a prerequisite, but it is helpful. Bel Canto performs in three major concerts during the school year and also participates in festivals during second semester. Extra rehearsals and work outside the classroom, while minimal, are required.

**Wolverine Chorus****U1350-0***Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Wolverine Chorus is composed of non-auditioned male voices from the tenth-through-twelfth grades. It is designed to teach basic vocal techniques such as vowel production, vocal breathing and range, intonation, blend, and diction. It includes an expansive spectrum of musical styles from the Renaissance to the twentieth century, including classical, barbershop, and contemporary a cappella music. Sight-singing ability, while helpful, is not required for this course. Wolverine Chorus performs in three major concerts during the school year and may participate in festivals during second semester. Some extra rehearsals and a small amount of work outside the classroom are required.

## **Chamber Singers**

**U1355-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Chamber Singers is a highly selective soprano/alto/tenor/bass ensemble drawn from yearly auditions. Its membership of twenty-eight to thirty-two students is based upon vocal talent and sight-reading and musicianship skills. Because of its quick pace, sophisticated rehearsal requirements, and additional performing opportunities, Chamber Singers demands a significantly larger amount of outside work than the other choral classes. The advanced repertoire is taken from the full spectrum of the choral art. A particular emphasis is placed upon unique twentieth- and twenty-first-century music, as well as medium-sized works of the great classical composers. The ensemble participates in community events, three major concerts, and many festivals during the school year. Chamber Singers may tour during spring break. Extra rehearsals are required.

*Prerequisite: Audition or prior enrollment.*

## **HW Jazz Singers**

**U1360-0**

*Full year, repeatable — Grades 11 and 12 — Meets 1 period per cycle*

Comprising eight to twelve skilled members, HW Jazz Singers is auditioned out of Chamber Singers. Because the ensemble only rehearses once per week, sight singing, vocal versatility, and musical memorization skills are mandatory. Vocal stylization, harmonic balance, scat-singing technique, and vibrato usage are addressed. The HW Jazz Singers repertoire is based primarily upon standard jazz canon, although “pop” and contemporary a cappella styles are also performed. The ensemble participates in community events, three major concerts, one spring festival, and any planned Chamber Singers spring break tour. Extra rehearsals are required.

*Prerequisite: Audition or prior enrollment.*

*Corequisite: Bel Canto, Wolverine Chorus, or Chamber Singers.*

## **Sight Singing**

### **Sight Singing (Tutorial)**

**U1372-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 1 period per cycle*

Participation in sight-singing class is limited to students enrolled in one of the choral ensembles. The course is for the student who wants to gain a broader knowledge of melodic, harmonic, and rhythmic vocal sight-reading techniques. Sight singing covers the components of intervallic relationships and the construction of major and minor keys, the rhythmic counting system, solfeggio application to actual songs, and modal relationships.

*Corequisite: Bel Canto, Wolverine Chorus, Chamber Singers, or Advanced Placement Music Theory.*

## Voice Classes

### Middle School Voice Class

M-1 | M1320-2

*Two repeatable semesters — Grade 9 — Meets 1 period per cycle*

This class is designed for advanced singers to further explore vocal technique. Individual instruction is given in breathing, vocal production, and interpretation. The repertoire is chosen primarily from classical literature, although other genres are considered. The course meets one period per cycle, as arranged by the instructor. Each member of the class performs at least one time as a soloist during the course of the semester.

*Prerequisite: Application or prior enrollment.*

*Corequisite: Vocal Ensemble or Madrigals.*

### Voice Class (Tutorial)

U1370-1 | U1370-2

*Two repeatable semesters — Grades 10, 11, and 12 — Meets 1 period per cycle*

Participation in voice class is limited to students enrolled in one of the choral ensembles or non-choral students who obtain permission from the choral director. It is designed for the student who wants to gain a broader knowledge of singing technique. There are no more than three students in each section of voice class, which covers the complete range of technical skills, such as breathing and support, vowel production and placement, the International Phonetic Alphabet, and diction. The singer's repertoire is drawn from the classical style and includes literature in English, Italian, French, and German.

*Prerequisite: Audition or prior enrollment.*

*Corequisite: Bel Canto, Wolverine Chorus, or Chamber Singers.*

## INSTRUMENTAL MUSIC

*Pianists:* Because of limited performance opportunities for pianists, students with keyboard skills are encouraged to consider studies in beginning instrumental music, choral music, or music technology. On the middle school campus, advanced pianists may audition at the end of November for the annual chamber music concert that takes place in February; on the upper school campus, auditions determine placement of a limited number of advanced pianists in orchestral and jazz groups. Other appropriate courses for pianists at the upper school include Music Tutorial, Beginning Music Theory, and Advanced Placement Music Theory. Upper school students may also participate in ad hoc chamber ensembles offered throughout the year.

## Classical Performance Ensembles

### Beginning Band

M1500-0

*Full year — Grade 7 — Meets 5 periods per cycle*

Beginning Band provides an opportunity for students with *no prior experience* to learn how to play a woodwind or brass instrument, including the flute, oboe, clarinet, bassoon, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, euphonium, or tuba. Students learn to care for their instruments. They also learn the fundamentals of music theory and how to read music. Students enrolled in this class are provided with a school instrument, texts for the class, and daily group instruction. By the end of the year, students become proficient readers of music and acquire the proper technique to ensure a lifelong appreciation of and involvement in the discipline of instrumental music. After-school rehearsals, usually one each in the winter and spring, prepare students for the biannual concerts in which they perform.

### Beginning Strings

M1400-0

*Full year, repeatable — Grades 7, 8, and 9 — Meets 5 periods per cycle*

Beginning Strings introduces students to the violin, viola, cello, or double bass. This class is for students who have *no prior experience* playing a stringed instrument. Students are provided with a school instrument and daily group instruction. By the end of the year, students will read music written in a variety of styles. Intensive study of music literature, technique, ear training, and music theory make possible a lifelong involvement and appreciation for the discipline of instrumental music. After-school rehearsals, usually one each in the winter and spring, prepare students for the biannual concerts in which they perform.

### Middle School Concert Strings

M1405-0

*Full year, repeatable — Grades 7, 8, and 9 — Meets 5 periods per cycle*

Middle School Concert Strings provides an opportunity for students with previous playing experience on a stringed instrument to further develop technical and musicianship skills. Students concentrate on more advanced technique, including shifting, tuning instruments, vibrato, ensemble playing, altered fingerings, bowing styles, and expressive playing. Technique is taught through carefully sequenced orchestral repertoire. Students learn about different eras and styles of music. Professional conduct and careful listening are stressed to prepare students for future participation in more advanced orchestras. After-school rehearsals, usually one each in the winter and spring, prepare students for the biannual concerts in which they perform.

*Prerequisite: Audition or prior enrollment.*

## **Concert Band**

**M1505-0**

*Full year, repeatable — Grades 7, 8, and 9 — Meets 5 periods per cycle*

Concert Band provides an opportunity for students with between one and four years of playing experience on a wind, brass, or percussion instrument to further develop technical and musicianship skills. Auditions for this ensemble are held in the spring, and placement is at the discretion of the conductor. Students learn how to play an instrument in a large ensemble, how to follow a conductor, and what it means to be part of a musical team. Students are exposed to a variety of musical styles, ranging from classical to popular. The repertoire is sequenced so that concepts learned in class are continually reinforced, and students are engaged and challenged. After-school rehearsals, usually one each in the winter and spring, prepare students for the biannual concerts in which they perform.

*Prerequisite: Audition or prior enrollment.*

## **Symphonic Band**

**M1510-0**

*Full year, repeatable — Grades 7, 8, and 9 — Meets 5 periods per cycle*

Symphonic Band is open to advanced wind, brass, and percussion players whose skill level is beyond the intermediate stages of learning how to play an instrument. Students must have at least two years of playing experience as a member of a large ensemble. Auditions for this ensemble are held in the spring, and placement is at the discretion of the conductor. There is an emphasis on learning how to adjust one's intonation in relationship to others, as well as on interpreting the music beyond the notes printed on the page. Musical expression, phrasing, tone quality, challenging technical passages, and the opportunity to become familiar with classic symphonic-band repertoire are all elements covered in this performing ensemble. After-school rehearsals, usually one each in the winter and spring, prepare students for the biannual concerts in which they perform.

*Prerequisite: Audition or prior enrollment.*

## **Middle School Symphony**

**M1420-0**

*Full year, repeatable — Grades 7, 8, and 9 — Meets 5 periods per cycle*

Middle School Symphony is the most advanced symphonic music ensemble on the middle school campus. In this course, students with advanced playing experience rehearse and perform music of various styles and periods. Auditions for this ensemble are held in the spring. Students are exposed to string, wind, and symphonic literature throughout the course, and the classwork provides appropriate challenges and technical difficulties to all members. This orchestra performs in three concerts and participates in a nationally recognized competition or festival. Extra rehearsals outside the classroom, while minimal, are required.

*Prerequisite: Audition or prior enrollment.*

## **Camerata Strings**

**U1462-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This is a performance-oriented course for string players with at least one year of instrumental training. Students who wish to eventually place into Symphony should take this course. Most members of the group will have had at least three years of ensemble experience. Basic performance skills include tone production, intonation, style, technique, and ensemble balance. The ensemble works frequently in sectional rehearsals, but students also receive individual coaching. A few after-school rehearsals before concerts are required.

## **Wind Ensemble**

**U1463-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course is for wind and brass players with at least one year of instrumental training. Most members of the group will have had at least three years of ensemble experience. Basic performance skills include tone production, intonation, style, technique, and ensemble balance. The ensemble works frequently in sectional rehearsals, but students also receive individual coaching. A few after-school rehearsals before concerts are required.

## **Symphony**

**U1460-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Symphony is an advanced class for string, woodwind, brass, and percussion players with their own instruments (exceptions are granted for cello, bass, low brass, and percussion). The repertoire is drawn from a wide range of styles and periods, and original (i.e., nonsimplified) editions are used. Symphony students perform in three concerts during the school year. A few after-school rehearsals are added the week before concerts. Because of ensemble balance requirements, students who audition for Symphony must be prepared to honor the commitment that participation in this program entails.

*Prerequisite: Audition or prior enrollment.*

## **Jazz Performance Ensembles**

### **Rhythm Section Workshop**

**M1530-0**

*Full year, repeatable — Grades 8 and 9 — Meets 3 periods per cycle*

This class teaches guitarists, electric bassists, and drummers the fundamental techniques of ensemble rehearsal. Curriculum topics include basic instrument maintenance, intonation, rehearsal techniques, music theory, and playing from written arrangements, as well as learning music by listening to recordings.

*Prerequisite: Audition or prior enrollment.*

### **Middle School Jazz Band**

**M1515-0**

*Full year, repeatable — Grades 8 and 9 — Meets 5 periods per cycle*

This course provides an opportunity for students to rehearse and perform jazz and blues in big band and jazz combo settings. The instrumentation for this class includes piano, guitar, bass, drums, saxophone, trumpet, and trombone. The coursework also covers some music theory and basic improvisation skills. Because class time is spent on ensemble work, a strong commitment to individual practice outside of class is essential for all students. There are approximately four after-school rehearsals each semester.

*Prerequisite: Audition or prior enrollment.*

### **Jazz Ensemble**

**U1555-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Designed for the less-experienced jazz player, this is a performance-oriented class for brass, woodwind, keyboard, and rhythm-section players who have had at least two years of instrumental training. Students who wish to eventually place into Studio Jazz Band or Jazz Band should audition for this course. Classwork focuses upon performance skills, ensemble techniques, reading, improvisation, and specific jazz techniques and styles. The materials are chosen from standard jazz repertoire and classic big band arrangements. The class provides an opportunity for students to develop their overall playing skills while working in a small jazz band. Advanced members of this class may audition for smaller combos that rehearse during class time. Jazz Ensemble performs in several concerts during the school year and additional after-school rehearsals are scheduled as needed.

*Prerequisite: Audition or prior enrollment.*

## **Jazz Rhythm Section**

**U1560-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This class is for students who play rhythm-section instruments (piano, bass, drums, or guitar). It is a beginning-level course on the fundamentals of good rhythm-section playing. Issues such as timekeeping, functional musical literacy, transcription, and modern performance practices are emphasized. Much of the class is dedicated to learning scales, jazz harmony, and improvisational techniques. Enrollment may be limited.

## **Studio Jazz Band**

**U1552-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Designed for the intermediate-to-advanced jazz player, this is a performance-oriented class for brass, woodwind, keyboard, and rhythm-section players who desire an intensive experience studying jazz music. Students who wish to eventually place into Jazz Band should audition for this course. Classwork focuses upon performance skills, ensemble techniques, reading, improvisation, and specific jazz techniques and styles. The materials are chosen from standard big-band arrangements and combo charts. The class provides a unique opportunity for individuals to develop their overall playing skills while working in alternating settings of a twenty-two piece jazz band and jazz combos. Advanced members of this class may audition for the smaller combos that rehearse during class time. Selection for placement in these smaller groups can be competitive. Studio Jazz Band and its small combos perform in several concerts during the school year. Additional after-school rehearsals are scheduled before concerts and as needed. *Prerequisite: Audition or prior enrollment.*



## **Jazz Band**

**U1550-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course is for experienced to advanced players. Each spring, students may audition for this class—a band molded from a traditional big-band set-up (five trumpets, four trombones, five saxophones, piano, bass, drums, and guitar). Students who feel qualified on nontraditional instruments (e.g., strings, mallets, Latin percussion, etc.) may also audition for placement consideration. The course of study for the ensemble includes advanced high school and college repertoire, student-written pieces, and commissions from professional jazz writers. In-depth areas of jazz and “commercial music” performance skills (tone quality, intonation, sectional balance, improvisational techniques, and style) are the major focus of the coursework. The class studies big-band charts and classic recordings representing various historical periods and styles of jazz. Additional after-school rehearsals may be scheduled for concerts, recording sessions, and extra performances. The Harvard-Westlake Jazz Explorers, the school’s top jazz combo, is selected from members of the Jazz Band. Additional small combos may be formed at the instructor’s discretion.

*Prerequisite: Audition or prior enrollment.*

## **THEORY, COMPOSITION, AND HISTORY**

### **Music Technology for Musicians I**

**M1620-1 | M1620-2**

*Two identical semesters — Grade 9 — Meets 3 periods per cycle*

This course enables the already-practicing student musician to grasp aspects of music that they may not be able to focus on in their individual musical studies. This includes areas of music theory, such as rhythm, harmony, melody, scales, orchestration, and form. Students are introduced to basic elements of music history and to music traditions from diverse cultures. Music technology equipment, including Apple Mac Pro computers, Kurzweil stage pianos, and Logic Pro software, is used on a daily basis. Students should have at least one year of formal music instruction prior to enrolling in this course. Students who complete Music Technology for Musicians I in the first semester have the option to enroll in Music Technology for Musicians II in the second semester. Students who complete this course may also be eligible to enroll in the upper school’s Music Tutorial course the following school year.

*Prerequisite: A middle school instrumental or choral music course.*

## **Music Technology for Musicians II**

**M1625-2**

*Second semester — Grade 9 — Meets 3 periods per cycle*

Students advance to more complex studies in music theory, composition, orchestration, and music history and cultural traditions. Students are also introduced to ear training and film scoring. Music technology equipment, including Apple Mac Pro computers, Kurzweil stage pianos, and Logic Pro software, is used on a daily basis. Students who complete this course may be eligible to enroll in the upper school's Music Tutorial course the following school year.

*Prerequisite: Music Technology for Musicians I.*

## **Music Tutorial**

**U1750-1 | U1750-2**

*Two repeatable semesters — Grades 10, 11, and 12 — Meets 1 period per cycle*

The tutorial focuses on one or two music disciplines (composition, arranging, counterpoint, conducting, orchestration, improvisation, early music, music history, etc.) decided upon in a meeting with the instructor before selecting the course. Students must be motivated and capable of independent work throughout the semester. Only three music tutorials are offered each semester, but opportunities may exist for several students to enroll in a tutorial if they share the same interest. The class meets one period per cycle, as arranged by the instructor, with a substantial amount of work assigned between meetings.

*Prerequisite: Application.*

## **Beginning Music Theory**

**U1720-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course gives students the basic skills and knowledge required for enrollment in Advanced Placement Music Theory. It covers material such as major and minor key signatures; all forms of major and minor scales and modes; and intervals, triads, and their inversions. The curriculum is dedicated to ear training, sight singing, and dictation and includes intensive exercises for the individual and the class.

## **Advanced Placement Music Theory**

**U1740-0**

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

This course prepares students for the Advanced Placement examination administered in May. Elements of theory, harmony, and form—including scales and keys, intervals, chords, structural analysis and manipulation of Common Practice harmony, as well as melodic and harmonic dictation—are thoroughly explored.

*Prerequisite: Beginning Music Theory.*

## DANCE

*Physical Education Credit for Dance Courses:* Students in eighth or ninth grade can fulfill at least some of their Physical Education requirement by taking dance classes. To find out more about this option, please refer to the Athletics section (see Dance Program under the Physical Education subsection) of this guide. Physical Education credit for dance classes is granted to students in the tenth, eleventh, and twelfth grades.

### **Introduction to Contemporary Dance**

**M1200-0**

*Full year — Grades 7, 8, and 9 — Meets 3 periods per cycle*

This course introduces students to the technical and creative elements of contemporary dance. Prior dance experience is not required. Basic studies in modern, jazz, and ballet familiarize students with contemporary movement vocabulary as they develop coordination, agility, flexibility, and proper alignment and gain confidence in self-expression. Students are introduced to the choreographic process in a collaborative setting. The end-of-year informal showcase provides students with an opportunity to present original works.

### **Contemporary Dance Workshop I**

**M1210-1 | M1210-2**

*Two repeatable semesters — Grades 7, 8, and 9 — Meets 4 periods per cycle*

This beginner/intermediate course is for dancers with previous training and performance experience. Students develop their technical and analytical skills by creating choreography. Students perform in a showcase at the end of the semester and participate in after-school rehearsals during the week prior to that event.

*Prerequisite: Introduction to Contemporary Dance, audition, or prior enrollment.*

### **Contemporary Dance Workshop II**

**M1212-1 | M1212-2**

*Two repeatable semesters — Grades 8 and 9 — Meets 4 periods per cycle*

This intermediate/advanced course enables dancers to hone their technical and creative skills at a faster pace. Strength and flexibility are further developed through studies in jazz, ballet, and modern techniques. Creativity and self-expression are emphasized through guided improvisations and choreographic assignments. Students expand their critical-thinking capabilities by viewing, analyzing, and discussing dance. The class explores the group creative process as students choreograph, rehearse, and perform as an ensemble. They present their work in a showcase at the end of the semester and participate in after-school rehearsals during the week prior to that event.

*Prerequisite: Two semesters of Contemporary Dance Workshop I, audition, or prior enrollment.*

## **Dance Production**

**M1220-0**

*Full year, repeatable — Grades 8 and 9 — Meets 5 periods per cycle*

This course for technically and creatively advanced dancers develops choreographic skills. It focuses on creative movement explorations and improvisations; choreographic design, shape, form, and development; critical and analytical thinking about choreography; and practical experience in rehearsal and performance. Dancers work within a collaborative ensemble to choreograph, rehearse, and perform their works in a professionally produced dance concert. The time commitment required for this class includes after-school rehearsals from November until the concert in March.

*Prerequisite: Audition or prior enrollment.*

## **Advanced Dance I: Choreography**

**U1265-0**

*Full year, repeatable — Grade 10 — Meets 4 periods per cycle*

This advanced-level course offers an in-depth study of choreography and the creative process. Genres that may be explored include modern, contemporary, jazz, hip-hop/street, musical theater, and ethnic dance forms. Technique and performance are also examined. Students enrolled in this course become members of the outreach dance company, which focuses on creating community service-based performances. Students perform as an ensemble throughout the year and are given the choice to perform in the annual dance concert. The class provides the opportunity to appreciate dance as an art form and a space to experience expression through movement.

*Prerequisite: Dance Production or prior enrollment.*

## **The Art of Dance I**

**U1250-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This beginning-level course offers an in-depth exploration of dance technique, choreography, improvisation, and performance. Genres that may be explored include modern, contemporary, jazz, hip-hop/street, musical theater, and ethnic dance forms. Students learn to assemble, compose, and perform their own dances through a series of collaborative choreographic assignments and showcases. The class provides the opportunity to appreciate dance as an art form and a space to experience expression through movement.

## **The Art of Dance II**

**U-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This intermediate-level course offers an in-depth exploration of dance technique, choreography, improvisation, and performance. Genres that may be explored include modern, contemporary, jazz, hip-hop/street, musical theater, and ethnic dance forms. Students collaborate on choreographic assignments that help develop their creative voices, and they perform their work throughout the year. The class provides the opportunity to appreciate dance as an art form and a space to experience expression through movement.

*Prerequisite: Contemporary Dance Workshop II or The Art of Dance I.*

## **Ballet**

**U1275-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 1 period per cycle*

This course is for beginner- through advanced-level students interested in studying ballet. Barre technique, body alignment, and proper movement mechanics are emphasized and serve as a strong foundation for dancers, athletes, and actors. Classes are accompanied by a pianist. Students taking this course may earn one trimester of Physical Education credit.

## **Advanced Dance II: Performance and Production**

**U1270-0**

*Full year, repeatable — Grades 11 and 12 — Meets 4 periods per cycle*

This advanced-level course is designed for the serious dance student. Students choreograph and perform in the annual dance concert and various dance presentations throughout the year. Working as an ensemble is stressed; commitment and discipline are essential. As members of the Advanced Dance II company, students develop as dance artists. The class provides an opportunity to appreciate dance as an art form and a space to experience expression through movement.

*Prerequisite: Audition or prior enrollment.*

## **Advanced Dance Seminar**

**U1260-1 | U1260-2**

*Two repeatable semesters — Grades 11 and 12 — Meets 1 period per cycle*

This course is designed for students who have actively participated in the Harvard-Westlake dance curriculum and want to work in depth on a project. The subject and nature of the project is determined by each student with the consent of the instructor. Students present one dance project per semester. A written paper and an oral or performance presentation are required. Meeting times are arranged between the student and teacher.

*Prerequisite: Application.*

## THEATER ARTS

*Course Sequence:* At the upper school, courses in Theater Arts are offered in a specific sequence: The Actor and the Stage I–II, Advanced Acting and Directing, and Advanced Performance Studies. The Actor and the Stage I–II is an introductory course and may not be waived.

### Acting Classes

#### Drama Workshop

**M1100-1 | M1100-2**

*Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course concentrates on developing the stage presence, imagination, and self-confidence of the beginning- and intermediate-level student. The workshop focuses on basic stage skills, body awareness, and vocal technique. Students develop their instincts through improvisation, storytelling, cold readings, and prepared scenes.

#### Acting

**M1000-1 | M1000-2**

*Two identical semesters — Grade 9 — Meets 3 periods per cycle*

This course teaches students the mechanics of acting. It provides opportunities to explore script analysis and performance techniques through a variety of scenes and monologues ranging from ancient Greek to contemporary stage and film literature. Memorization of monologues and scene work is required. The course culminates with a showcase. Showcase rehearsals take place during class, but one or two after-school dress rehearsals may be scheduled.

#### The Actor and the Stage I–II

**U1030-0**

*Full year — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course combines The Actor and the Stage I in the first semester with The Actor and the Stage II in the second semester. This course must be taken by students who wish to take any other upper school drama course.

## **The Actor and the Stage I**

**U1020-1**

*First semester — Grades 10, 11, and 12 — Meets 4 periods per cycle*

This course is for the beginning student of theater and for the student who wants a one-time-only theater course. It provides a brief overview of acting techniques for the curious nonactor and the experienced younger actor. The course begins with a series of theater games and exercises to give students a basic knowledge of stagecraft, ensemble work, character development, and movement for the stage. Over the course of the semester, guest artists are brought in to teach workshops on the use of neutral masks as a training tool, comedy improvisation, and movement. Students perform monologues from modern and classical dramatic literature, including a Shakespearean sonnet, for an audience.

## **The Actor and the Stage II**

**U1025-2**

*Second semester — Grades 10, 11, and 12 — Meets 4 periods per cycle*

Students in this course study, act in, and direct various dramatic scenes from full-length plays that are examined in their entirety. The course is fundamental to subsequent Theater Arts offerings. It provides students with a thorough understanding of dramatic structure and character delineation and with a sense of the visual and aural music of a play, its rhythms and design. After a play has been studied as a whole, scenes from the play are assigned to students as both actors and directors, as well as technicians for lighting, sound, and costume. The play is prepared for presentation at a scene night held during the semester.

*Prerequisite: The Actor and the Stage I.*

## **Advanced Acting and Directing**

**U1040-1 | U1040-2**

*Two repeatable semesters — Grades 11 and 12 — Meets 4 periods per cycle*

This course offers detailed, rehearsal-and-process-oriented work in the crafts of acting and directing. Students engage in both activities, but some students focus on their work as actors and others on their work as directors. Work on voice and diction, movement, character analysis, preparation of a role for performance, and techniques in developing a play for production are included in this course. The class produces scenes and short plays throughout the semester. Student directors present concepts for a production to the school's resident set, costume, and lighting designers and receive professional feedback. In the second semester, in collaboration with the Visual Arts department, student actors may act for the camera in student films. Students perform for an invited guest audience in two scheduled after-school scene nights.

*Prerequisite: The Actor and the Stage I–II or The Actor and the Stage II.*

## **Advanced Performance Studies**

**U1050-2**

*Second semester — Grade 12 — Meets 4 periods per cycle*

This course develops the ability to fully realize performances in the works of Aeschylus, Sophocles, Euripides, William Shakespeare, and Anton Chekhov. Advanced Performance Studies features detailed, comprehensive preparation of classic texts for performance, especially those written in verse. Using Cecily Berry's *The Actor and the Text*, this course involves extensive, close work with the texts of the plays being studied.

*Prerequisite: Advanced Acting and Directing.*

## **Technical Theater**

### **Stagecraft**

**M1110-1 | M1110-2**

*Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course introduces the basics of theatrical design and production. Students study the fundamentals of lighting, sound, sets, costumes, and theatrical properties as both designers and technicians through lectures, hands-on workshops, demonstrations, and films. In addition to learning to use advanced technical equipment in class, students become a part of a production team and participate as crew members for a Performing Arts department production or complete an equivalent project. This course requires attendance at performances and after-school rehearsals typically scheduled the week prior to the performance.

### **Advanced Stagecraft**

**M1112-2**

*Second semester, repeatable — Grades 8 and 9 — Meets 3 periods per cycle*

This course builds upon the principles learned in Stagecraft. Students study advanced concepts in theatrical design with a particular emphasis on the role of design and technology in the storytelling process. Students also gain an understanding of high-end lighting and sound equipment. The course culminates in a comprehensive design project that is presented to the class. Students enrolled in this course are actively involved in school productions from start to finish and are expected to lead student crews for Performing Arts events. Attendance at performances and after-school rehearsals typically scheduled the week prior to the performance are required.

*Prerequisite: Stagecraft.*



## **Technical Theater**

**U1165-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 1 period per cycle*

This course provides an introduction to technical theater: stagecraft (design and building), lighting, theatrical property manufacturing, sound, set painting, and computerized show control. The work is primarily hands-on and familiarizes students with the tools of the theater technician's craft. Each student is required to work on the crew of at least one Performing Arts production during the year.

## **Theatrical Costume Design and Construction I**

**U1170-0**

*Full year — Grades 10, 11, and 12 — Meets 1 double and 1 single period per cycle*

This course introduces the art and craft of theatrical costume design and construction. In the first semester, students gain familiarity with costume shop tools, machinery, materials, and techniques through the patterning and construction of simple garments and costume accessories. In the second semester, students develop their design skills by analyzing and researching plays and sketching and creating costume designs for theoretical productions. Enrollment is limited.

## **Theatrical Costume Design and Construction II**

**U1175-0**

*Full year — Grades 10, 11, and 12 — Meets 1 double and 1 single period per cycle*

Students build on skills learned in Theatrical Costume Design and Construction I by working on appropriately challenging projects in costume design and illustration, patternmaking, sewing, costume crafts, and millinery. Enrollment is limited.

*Prerequisite: Theatrical Costume Design and Construction I or application.*

## **Theatrical Costume Design and Construction III**

**U1177-0**

*Full year — Grades 10, 11, and 12 — Meets 1 double and 1 single period per cycle*

This course is for students who have previous experience and are ready to take on intermediate and advanced projects in costume design and/or costume-making. Topics may include, but are not limited to: costume design and illustration, patternmaking, sewing, costume crafts, and millinery. Enrollment is limited.

*Prerequisite: Theatrical Costume Design and Construction II or application.*

## DIRECTED STUDY

### **Directed Study: Performing Arts**

**U1800-0**

*Full year, repeatable — Grades 10, 11, and 12 — Meets 1 or more periods per cycle*

### **Directed Study: Performing Arts**

**U1801-1 | U1801-2**

*Two repeatable semesters — Grades 10, 11, and 12 — Meets 1 or more periods per cycle*

A student may seek permission from the chair of the department to study a Performing Arts subject not offered as an official class or to pursue a particular area of interest in greater depth. Opportunities for directed study are determined by the number of students who apply and an instructor's current course load. These courses require the commitment of a Harvard Westlake School Performing Arts department faculty member who agrees to teach the subject of choice during regularly scheduled meeting periods. Directed studies include normal coursework and projects and usually are conducted in the context of a current department production or project. Previous directed studies have included stage management, lighting design, costume design, and musical theater pit orchestra performance for department-directed productions as well as studies in music and dramatic literature. Students should be aware that a directed study may not be available in all disciplines and that these courses cannot be used to fulfill the University of California (UC) system's VPA (visual and performing arts) requirement. For further information, contact the chair of the department.

*Prerequisite: Application.*

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# VISUAL ARTS

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The Visual Arts department welcomes and empowers students to explore their creative expression. Studio classes allow each participant to develop technical proficiency and an understanding of the art-making process. Students gain confidence in their ability to create and communicate with visual images. The curriculum's emphasis on visual literacy, critical thinking, and historical context enables students to appreciate the art images they produce and the role that art plays in society.

Students must take at least one semester of Visual Arts in the seventh grade, an additional semester of either Visual Arts or Performing Arts in the eighth or ninth grade, and an additional year (one full-year course or two semester courses) of either Visual Arts or Performing Arts in tenth, eleventh, or twelfth grade.

## FOUNDATIONS

Enrollment in either one of these two seventh-grade Visual Arts courses is required for seventh-grade students. Visual Arts 7 is a semester course; Foundations in Visual Arts is a full-year course.

### Visual Arts 7

**M0001-1 | M0001-2**

*Two identical semesters — Grade 7 — Meets 3 periods per cycle*

This studio course introduces students to the fundamental principles of composition and design and the objective elements of visual language. Students explore art activities via a variety of media and techniques including drawing, painting, printmaking, and sculpture. They develop visual language skills through classroom practice, guided experimentation, and sketchbook exercises. Students exhibit their work throughout the semester.

### Foundations in Visual Arts

**M0005-0**

*Full year — Grade 7 — Meets 3 periods per cycle*

This studio class is for students who prefer a yearlong arts experience. Modeled after foundation art courses offered by contemporary art and design schools, it provides a broad palette of essential visual-arts skills, concepts, and experiences through the practice of animation, ceramics, drawing, mixed media, painting, and photography.

## TWO-DIMENSIONAL ART

### **Drawing and Painting: Technique**

**M0215-1 | M0215-2**

*Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course expands students' drawing and painting skills and develops their realistic two-dimensional rendering prowess. Students work with wet and dry media: graphite, charcoal, ink, gouache, acrylic, and oil on paper, canvas, and panel. Integrating a focus on formal and technical development with a naturalistic and observational approach, students explore figuration, portraiture, still-life, landscape, and interior drawing and painting. Work is drawn from life, photographs, and masterworks. Students learn advanced techniques such as scumbling, glazing, grisaille, and painting "fat over lean." They are exposed to an introductory survey of Western art history and use historic sources and materials to study and reconstruct masterworks.

### **Drawing and Painting: Expression**

**M0216-1 | M0216-2**

*Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course is about drawing and painting from one's inner world. Students are exposed to modern and contemporary art techniques and concepts. They work with two-dimensional materials to engage in artistic exploration of human expression. Students investigate expressionism, abstraction, surrealism, narrative, and the avant-garde. They work from observation and imagination to create art more concerned with expressing conceptual depth than displaying technical ability. Through creation, group discussion, analysis, and critique, students develop their studio practice.

### **Drawing and Painting I/The History and Art of Modern Europe and the World**

**U0280-0**

*Full year — Grade 10 — Meets 4 periods per cycle*

This interdisciplinary course combines a tenth-grade history course (see description for course number U6410-0, The History and Art of Modern Europe and the World, located in the Academics section of this guide under the History and Social Studies course offerings) with a drawing and painting course. For students who love art history and/or studio art, it offers the opportunity to study history through art and to develop and hone artistic techniques and talents. This course is required for students wishing to take Advanced Placement Studio Art offerings in the Visual Arts department.

*Corequisite: The History and Art of Modern Europe and the World.*

## **Drawing and Painting I**

**U0255-0**

*Full year — Grades 11 and 12 — Meets 4 periods per cycle*

This introductory drawing and painting course is open to students who did not take Drawing and Painting I/The History and Art of Modern Europe and the World in the tenth grade and are interested in honing the skills of making two-dimensional art. The first semester focuses on foundational drawing and visual literacy; the second semester builds upon those skills by exploring representational and abstract wet-media techniques. Areas of study include line, contour, perspective, light logic, and color theory using professional artist's materials such as charcoal, graphite, ink and wash, watercolors, and acrylics. Historical and contemporary art examples illustrate the use of technique and ideological content. Students keep a sketchbook to which they contribute weekly. Students are evaluated based upon their enthusiasm for learning, full attention and effort, and active participation in class activities, including discussions, slide presentations, studio critiques, visiting-artist lectures, and field trips.

## **Drawing and Painting II**

**U0260-0**

*Full year — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

This is a prerequisite course for Drawing and Painting III, Advanced Placement Studio Art: 2-D Design, and Advanced Placement Studio Art: Drawing. The course focuses on twentieth-century art and its concepts and themes.

*Prerequisite: Drawing and Painting I/The History and Art of Modern Europe and the World or Drawing and Painting I.*

## **Drawing and Painting III**

**U0265-0**

*Full year — Grade 12 — Meets 1 double and 2 single periods per cycle*

This class is for seniors who want to experiment with a broad range of visual concepts and concentrate on developing a body of work around one of those concepts (similar to the Breadth and Concentration sections of the Advanced Placement courses) without incurring as strenuous a load as demanded by an Advanced Placement course of study. Students produce three “breadth” pieces during the first semester and five “concentration” pieces during the second semester.

*Prerequisite: Drawing and Painting II.*

## **Advanced Placement Studio Art: 2-D Design**

**U0270-0**

*Full year — Grade 12 — Meets 1 double and 2 single periods per cycle*

Students complete a portfolio of twenty-four pieces, applying design principles in a project-based setting to create solutions to problems in two dimensions. For the portfolio's Breadth section, the course features the use of multiple tools of production, including digital media, to create unique responses to twelve design problems. Students then declare an area of concentration and, during the second and third quarters, produce twelve pieces for the portfolio's Concentration section. The complete design portfolio is presented for Advanced Placement Studio Art: 2-D Design portfolio assessment.

*Prerequisite: Drawing and Painting II and application.*

## **Advanced Placement Studio Art: Drawing**

**U0275-0**

*Full year — Grade 12 — Meets 1 double and 2 single periods per cycle*

This drawing and painting course provides an in-depth studio experience in which students create portfolios of quality artwork with an emphasis on concept as well as perception. The scope of the work is equivalent to that of a foundation art course in college for those students interested in fine art. Course content fulfills the guidelines set by the College Board. Students complete a portfolio of twenty-four works and submit it to be scored by the College Board. The portfolio includes eight advanced placement-level works completed in the tenth and eleventh grades in addition to seven new works completed during the first semester and nine additional works completed between January and mid-April.

*Prerequisite: Drawing and Painting II and application.*

## **THREE-DIMENSIONAL ART**

### **Introduction to Clay and Glass**

**M0010-1 | M0010-2**

*Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle*

In this hands-on, project-based studio art class, students learn techniques for engaging clay and glass as sculptural materials. Through hand-building techniques—such as coil-forming, slab-construction, and additive and reductive sculpture—students begin to understand the material qualities and capabilities of clay. Through cutting, fusing, slumping, mold-making, and casting, they learn how to work with glass to actualize their creative ideas. Students experiment with new processes while honoring craft as a discipline in the arts. Each project is taught with benchmark pieces of historical and contemporary art to guide student learning.

## **Introduction to the Potter's Wheel**

**M0100-1 | M0100-2**

*Two repeatable semesters — Grade 9 — Meets 3 periods per cycle*

Students learn to center, open, shape, and trim clay on the potter's wheel. They gain the skills to make cups, bowls, and plates. The class experiments with a variety of ways to decorate and glaze ceramic pieces.

## **Three-Dimensional Art: Ceramics/Sculpture**

**U0710-0**

*Full year — Grades 10, 11, and 12 — Meets 1 double and 2 single periods per cycle*

This course combines Three-Dimensional Art: Ceramics (U0050-1/2) and Three-Dimensional Art: Sculpture (U0150-1/2) to create a yearlong sequence that fulfills the University of California system's VPA (visual and performing arts) requirement.

## **Three-Dimensional Art: Ceramics**

**U0050-1 | U0050-2**

*Two identical semesters — Grades 10, 11, and 12 — Meets 1 double and 2 single periods per cycle*

Students in this course concentrate on using the potter's wheel to develop basic competency in working with clays and glazes.

## **Three-Dimensional Art: Sculpture**

**U0150-1 | U0150-2**

*Two identical semesters — Grades 10, 11, and 12 — Meets 1 double and 2 single periods per cycle*

This course introduces students to some technical vocabulary in several of the basic three-dimensional media. Each project is directed at teaching skills required to manipulate each medium. Media and techniques include: clay—modeling and use of an armature; glass—cutting, polishing, taping, sandblasting, and gluing with UV light-sensitive adhesive; metal—oxy/acetylene brazing; and plaster—creating forms with an armature (layering, carving, sanding, and refining). Slides, videos, demonstrations, and discussions clarify and enhance the aesthetic and technical aspects of the course.

## **Ceramics II**

**U0060-0**

*Full year — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

Wheel-forming and other clay-forming and joining techniques are explored in depth. Glaze mixing and experimentation are covered, and kiln loading is introduced. A digital-image portfolio of student work may be produced.

*Prerequisite: Three-Dimensional Art: Ceramics or Three-Dimensional Art: Ceramics/Sculpture.*

**Glass****U0080-0***Full year — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

In this course, students explore a variety of processes for creating two- and three-dimensional images using float, machine-rolled, and handmade-colored glass. Techniques taught include carving multiple levels using aluminum oxide and resists, cutting, polishing, cold working, fusing, slumping, bending, *pate de verre*, casting, UV laminating, and kiln forming using ceramic, stainless steel, and casting molds. A digital-image portfolio of student work may be produced.

*Prerequisite: Three-Dimensional Art: Ceramics, Three-Dimensional Art: Ceramics/Sculpture, or Three-Dimensional Art: Sculpture.*

**Sculpture II****U0160-0***Full year — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

In this course, students explore a variety of processes for creating three-dimensional objects. Through the techniques of carving, modeling, constructing, welding, casting, heating, and digital fabrication (including 3-D printing), students realize forms in metal, wood, plaster, clay, wire, and glass. A digital-image portfolio of student work may be produced.

*Prerequisite: Three-Dimensional Art: Ceramics/Sculpture or Three-Dimensional Art: Sculpture.*

**Three-Dimensional Art III****U0750-0***Full year — Grade 12 — Meets 1 double and 2 single periods per cycle*

This course provides an opportunity for seniors to pursue their interests in three-dimensional media (ceramics, glass, or sculpture) after they have exhausted the courses offered in a single three-dimensional visual-art discipline. Students work with the instructor to structure a substantial self-directed learning experience in place of traditional instructor-directed coursework. Students are required to submit a proposal prior to the start of the course.

*Prerequisite: Ceramics II, Glass, or Sculpture II.*



## **MEDIA ARTS**

### **Graphic Design**

#### **Introduction to Graphic Design**

**M7122-1 | M7122-2**

*Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course is for students who want to communicate through words, images, and ideas on paper, tee shirts, the Web, or anywhere else. Students learn to think like designers while conceptualizing and creating real-world projects. Fundamentals include shape, scale, pattern, color, composition, logotypes, typography, product design, brand identity, and poster, magazine, and book-cover design. Students learn to use Adobe® Creative Suite® 6 software (Photoshop® and Illustrator®) to create projects that define their personal design aesthetic and promote events within the Harvard-Westlake community.

### **Photography**

#### **Introduction to Digital Photography**

**M0305-1 | M0305-2**

*Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course introduces dynamic composition and expressive exposure techniques that apply to digital and film photography. Students create portfolios of printed photographs, and their work is exhibited on a regular basis. Coursework is performed with Nikon® digital single-lens reflex (SLR) cameras provided by the school and common “point-and-shoot” digital cameras provided by the student. Students learn to organize, edit, and print their photographs using Adobe® Photoshop® and Epson ink-jet printers.

#### **Introduction to PhotoGraphics**

**M0310-1 | M0310-2**

*Two repeatable semesters — Grade 9 — Meets 3 periods per cycle*

This course introduces Adobe® Photoshop® as well as digital darkroom techniques and special effects. Course projects are designed and selected by current and previous students as well as by the instructor. Students are encouraged to explore as they develop sensitivity to craft, composition, picture design, and graphic impact. Students create portfolios containing printed photographs and graphics, and their work is exhibited on a regular basis. Coursework is performed with Nikon® digital single-lens reflex (SLR) cameras provided by the school and common “point-and-shoot” digital cameras provided by the student.

## **Photography I**

**U0355-0**

*Full year — Grades 10, 11, and 12 — Meets 1 double and 2 single periods per cycle*

Photography I reviews fundamental camera and composition skills and introduces black-and-white 35mm film and silver gelatin printing using a traditional wet darkroom. In the second half of the course, students apply what they have learned in the darkroom to create projects using both film and digital media. Alternative processes are also explored, including pinhole-camera, photograms, cyanotype, and handcoloring techniques. Students use photography as a medium for self-expression, documentation, and social commentary. They participate in trips and exhibit their work in the school gallery. A 35mm single-lens reflex (SLR) film camera with manual controls is required.

## **Photography II**

**U0360-0**

*Full year — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

In this course, students develop advanced technical photography skills that enable them to produce finished prints that faithfully reflect their intentions. Students identify issues, ideas, and emotions that have the most personal meaning to them and then effectively translate these into prints. Exhibitions of student work help to gauge whether these personal meanings translate into collective meanings. The students are introduced to the role that photography plays in our visual heritage, to a historical as well as personal approach to creative expression, and to the basic theories of aesthetic perception. A 35mm single-lens reflex (SLR) film or digital camera with manual controls is required.

*Prerequisite: Photography I.*

## **Photography III**

**U0365-0**

*Full year — Grade 12 — Meets 1 double and 2 single periods per cycle*

This course is for photographers who wish to improve their technical skills, further develop their individual styles, study the history and aesthetics of photography, and work with digital photographic manipulation. A digital-image portfolio, suitable for inclusion with college portfolios, is produced in the first semester. During the second semester, students present their work for review by the photography department and mount a final exhibition.

*Prerequisite: Photography II.*

## Video Art

### Video Storytelling I

M0400-1 | M0400-2

*Two repeatable semesters — Grades 8 and 9 — Meets 3 periods per cycle*

Students explore a variety of animation and live-action techniques to bring stories of their own creation to life in digital time-based media. They write, storyboard, shoot, edit, and screen film art individually and collaboratively. Soundtracks and special effects using video-editing software may be added to complete the work.

### Video Storytelling II

M0410-1 | M0410-2

*Two repeatable semesters — Grade 9 — Meets 3 periods per cycle*

This course expands on the exploratory nature of Video Storytelling I. Students develop more personal long-term projects to hone their time-based storytelling skills. Further refinement of animation-making skills, combined with an emphasis on three-dimensional space as seen through the camera, allows for an increasingly cinematic approach to video storytelling.

*Prerequisite: Video Storytelling I.*

### Video Art I

U0550-0

*Full year — Grades 10, 11, and 12 — Meets 1 double and 2 single periods per cycle*

This full-year course teaches the basic techniques used in making experimental and short films, including how to create professional camera shots, edit, and add soundtracks, special effects, and credits. No previous experience is necessary. Students also learn about the history of film, television, and video so they can use that knowledge to interpret the world from their own points of view and tell their own stories. Assignments include experimental videos, dramatic stories, and media manipulations. Students exhibit their works on campus in screenings, installations, and gallery shows, and selected works are submitted to film festivals.

**Video Art II****U0560-0***Full year — Grades 11 and 12 — Meets 1 double and 2 single periods per cycle*

Using the technical skills learned in Video Art I, students spend the year writing, producing, directing, filming, and editing their own projects. Students become more familiar with the “language of film” through class presentations and screenings in conjunction with filming in the studio and in the field. The first semester is devoted to writing scripts and filming short exercises, such as staged dialogue and montage scenes and dolly and hand-held shots. The second semester is devoted to working on a film crew (usually six students) and producing—from scratch—an original film. Each student has the opportunity to work in the various roles on a film crew: director, assistant director, director of photography, grip, boom operator, and editor. Students learn about technical and aesthetic aspects of the film medium in the process of creating their own work.

*Prerequisite: Video Art I.*

**Video Art III****U0570-0***Full year — Grade 12 — Meets 1 double and 2 single periods per cycle*

This class is for self-motivated students with a passion for pursuing their filmmaking goals. Student filmmakers take the technical skills they have learned over the preceding two years and apply them to the production of original short films. The yearlong series of projects are written, produced, directed, filmed, and edited completely by the students. Work is screened on campus, but there are also opportunities for students to submit films to a variety of festivals and competitions around the country. It is recommended, but not required, that students in this class concurrently enroll in Cinema Studies.

*Prerequisite: Video Art II.*

## Cinema Studies

### Cinema Studies

U0580-0

*Full year — Grade 12 — Meets 1 double and 2 single periods per cycle*

Designed for film appreciation, criticism, and analysis, this course teaches students the art of “reading” film. Students are taken step-by-step through the vocabulary of film with the goal of gaining a command of “the grammar of film” and an understanding of how films tell their stories. *Bonnie and Clyde* is used as a benchmark to look at the movements and directors preceding and following that seminal film, including, among others, *film noir*, the French New Wave (particularly François Truffaut and Jean-Luc Godard), Peter Bogdanovich, and Alfonso Cuarón. Over one-hundred films are viewed, several of them in their entirety. Films highlighted include *A Clockwork Orange*, *Battleship Potemkin*, *Casablanca*, *Citizen Kane*, David Lean’s *Oliver Twist*, *The 400 Blows*, *The Birth of a Nation*, *There Will Be Blood*, and *Y tu mamá también*. Directors studied in-depth include Lean and Stanley Kubrick. Texts include a notebook prepared by the instructor entitled *CinStuds* and Sidney Lumet’s *Making Movies*. Over the course of the year, students prepare two term projects and review four films. The first project is on the topic of “The Language of Film.” Students choose their topic for the second project. Several tests and a mid-year examination are also given.

## ART HISTORY

### Art History Honors

U6490-0

*Full year — Grade 12 — Meets 4 periods per cycle*

This course presents world architecture, painting, and sculpture from prehistoric times to the present. The emphasis is on Western European art and its cultural context. Students learn to interpret works of art in terms of the formal elements of composition and the aesthetic principles of each period. This is primarily a college-style lecture course.

## DIRECTED STUDY

### Directed Study: Visual Arts

U0900-1 | U0900-2

*Two repeatable semesters — Grade 12 — Meets 2 periods per cycle*

This course is for students who have exhausted the possibilities within the existing curriculum. The course content is created by the students in collaboration with an instructor. Students may explore any media within the department, such as ceramics, drawing, glass, painting, photography, sculpture, or video, or a different media if a qualified instructor can be found. A directed study may also be thematic instead of media-based.

*Prerequisite: Application.*

ATHLETICS

ATHLETICS





## ATHLETICS

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# ATHLETICS

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Physical activity, exercise, and wellness are essential to the Harvard-Westlake School experience. Whether through physical education or participation in sport, the goal is for each student to develop an appreciation for an active lifestyle, good character, and a positive self-image. While teaching skills and strategies specific to each sport or activity, an emphasis is placed on:

- lifelong habits that contribute to being a well-rounded person;
- team building and sportsmanship;
- development of leadership skills;
- cooperation among peers.

The program also challenges students to raise their fitness levels and develop an understanding of the relationship between fitness and lifelong wellness. Some students will choose to participate in interscholastic sports. Others will choose to fulfill their requirement through physical education and/or dance classes. Students who wish to earn credit for participation in more than one physical education activity in a single trimester must obtain approval from the Physical Education department chair prior to enrollment.

## REQUIREMENTS

- Physical Education 7, grade 7—one year
- Physical Education, grade 8—one year
- Physical Education or Interscholastic Sports, grades 9–12—six trimesters; three trimesters in grade 9 strongly recommended

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# PHYSICAL EDUCATION

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Physical education classes are available to students in every grade and include a variety of sports and fitness activities.

## SEVENTH- AND EIGHTH-GRADE PROGRAM

Every seventh- and eighth-grade student must sign up for a full-year of physical education. Students in the seventh grade must enroll in Physical Education 7, a full-year course. Physical Education 8 is divided into semesters so that students in the eighth grade have the option to fulfill one semester of their Physical Education requirement by taking a dance class (see Dance Program later in this section).

### Physical Education 7

**M8007-0**

*Full year — Grade 7 — Meets 5 periods per cycle*

This course introduces students to individual sports, team sports, fitness, and aquatics. The program challenges students to raise their fitness levels and develop motor and leadership skills, good character, and a positive self-image. During first semester, students rotate through activities of varying intensity. Second semester, students are assigned to one of two tracks. Placement in the sports-performance track is determined by student desire and staff approval. This track alternates each week between weight-room workouts and playing sports. The fitness track continues to build athletic skills and improve fitness through sports and games.

### Physical Education 8

**M8008-1 | M8008-2**

*Two repeatable semesters — Grade 8 — Meets 5 periods per cycle*

The eighth-grade program continues to develop the knowledge and skills introduced in Physical Education 7. Students who enroll for the entire year have the opportunity to sign up for the sports-performance track designed to prepare middle school athletes for high school sports. This track alternates each week between weight-room workouts and playing sports. If space is available, students who enroll for one semester may also sign up. The fitness track continues to teach students to develop lifelong habits and build character through teamwork, communication, and cooperation while playing sports.

## HIGH SCHOOL PROGRAM

Courses offered by the Physical Education department to high school students are divided into trimesters. This allows for a smooth interaction between physical education and interscholastic sports. High school students may earn Physical Education credit by participating on interscholastic sports teams. For each completed trimester on an interscholastic sports team, students earn one trimester of Physical Education credit. Physical education classes are offered each trimester to students who choose not to participate on a sports team. Dance classes may also be taken to satisfy the Physical Education requirement (see Dance Program later in this section). Students must complete six trimesters of physical education while in the ninth through twelfth grades; students are encouraged to complete three of these trimesters in grade 9. The trimesters are designated as fall (3), winter (4), and spring (5).

<b>Physical Education 9</b>	<b>M8009-3</b>	<b> </b>	<b>M8009-4</b>	<b> </b>	<b>M8009-5</b>
<i>Three repeatable trimesters — Grade 9 — Meets 5 periods per cycle</i>					
<b>Physical Education 10</b>	<b>U8400-3</b>	<b> </b>	<b>U8400-4</b>	<b> </b>	<b>U8400-5</b>
<i>Three repeatable trimesters — Grade 10 — Meets 3 periods per cycle</i>					
<b>Physical Education 11</b>	<b>U8401-3</b>	<b> </b>	<b>U8401-4</b>	<b> </b>	<b>U8401-5</b>
<i>Three repeatable trimesters — Grade 11 — Meets 3 periods per cycle</i>					
<b>Physical Education 12</b>	<b>U8402-3</b>	<b> </b>	<b>U8402-4</b>	<b> </b>	<b>U8402-5</b>
<i>Three repeatable trimesters — Grade 12 — Meets 3 periods per cycle</i>					

Students participate in a variety of activities each trimester. These activities may include badminton, basketball, fitness, football, soccer, softball, team handball, ultimate Frisbee, volleyball, weight training, and others deemed appropriate by the Physical Education department.

<b>Fencing I</b>	<b>U8423-3</b>	<b> </b>	<b>U8423-4</b>	<b> </b>	<b>U8423-5</b>
<i>Three repeatable trimesters — Grades 10, 11, and 12 — Meets 3 periods per cycle</i>					

Fencing I is a beginning class that explores mobility, attack, defense, tactics, and technique in modern fencing. The course primarily focuses on foil, though saber and épée are also explored.

## Yoga I

U8450-3 | U8450-4 | U8450-5

*Three repeatable trimesters — Grades 10, 11, and 12 — Meets 3 periods per cycle*

## Yoga I—After School

U8456-3 | U8456-4 | U8456-5

*Three repeatable trimesters — Grades 10, 11, and 12 — Meets 3 days per week*

This class provides an introduction to basic yoga. Postures, breath control, and meditation are emphasized. Students learn these practices in the context of a larger mind/body discipline through which they can acquire greater self-awareness. Students work toward an independent daily practice of yoga. This class is open to students of all levels and may be taken either during or after school.

## DANCE PROGRAM

Dance classes are offered through the Performing Arts department.

Eighth-grade students can fulfill one semester of their Physical Education requirement by taking a dance class.

Students in ninth, tenth, eleventh, and twelfth grades can fulfill some or all of their Physical Education requirement by taking dance classes. Students may earn one trimester of Physical Education credit for taking a semester dance class and up to three trimesters of credit for completing a full-year dance class.

Dance classes offered on the upper school campus also satisfy the Arts requirement.

### Middle School Dance Classes

Eighth- and ninth-grade students may take the dance classes listed below to earn Physical Education credit. Descriptions of each course can be found in the Arts section, Performing Arts subsection, of this guide, under Dance.

#### Introduction to Contemporary Dance

M1200-0

*Full year — Grades 8 and 9\* — Meets 3 periods per cycle*

\*When taken in ninth grade, this class fulfills *two trimesters* of the Physical Education requirement.

**Contemporary Dance Workshop I** **M1210-1 | M1210-2**  
*Two repeatable semesters — Grades 8 and 9 — Meets 4 periods per cycle*

**Contemporary Dance Workshop II** **M1212-1 | M1212-2**  
*Two repeatable semesters — Grades 8 and 9 — Meets 4 periods per cycle*

**Dance Production** **M1220-0**  
*Full year, repeatable — Grades 8 and 9 — Meets 5 periods per cycle*

### **Upper School Dance Classes**

The dance courses offered on the upper school campus are listed below. Descriptions of each course can be found in the Arts section, Performing Arts subsection, of this guide, under Dance.

**Advanced Dance I: Choreography** **U1265-0**  
*Full year, repeatable — Grade 10 — Meets 4 periods per cycle*

**The Art of Dance I** **U1250-0**  
*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

**The Art of Dance II** **U1255-0**  
*Full year, repeatable — Grades 10, 11, and 12 — Meets 4 periods per cycle*

**Ballet** **U1275-0**  
*Full year, repeatable — Grades 10, 11, and 12 — Meets 1 period per cycle*

**Advanced Dance II: Performance and Production** **U1270-0**  
*Full year, repeatable — Grades 11 and 12 — Meets 4 periods per cycle*

**Advanced Dance Seminar** **U1260-1 | U1260-2**  
*Two repeatable semesters — Grades 11 and 12 — Meets 1 period per cycle*

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# INTERSCHOLASTIC SPORTS

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Harvard-Westlake students are encouraged to participate on an interscholastic sports team. Seventh- and eighth-grade students cannot earn Physical Education credit for this participation. Students in ninth through twelfth grades receive Physical Education credit for participating on interscholastic sports teams.

Most middle school teams are members of the Junior High Delphic League. Most freshman, junior varsity, and varsity teams are members of the Mission League (boys) or Los Angeles Athletic Association (girls). If a team requires tryouts, they are held before each season. Middle school students are informed about tryout times through the Harvard-Westlake Daily Bulletin. This information is also available on the school's website (<http://www.hw.com/athletics>). High school students (grades 9–12) interested in participating on an interscholastic athletic team should contact the head of that program for try-out information.

Students must receive approval from the coach before signing up for an interscholastic athletic team. Leaving or being dismissed from an athletic team may result in Physical Education credit not being given for that trimester.

Generally, middle school teams practice three days per week for approximately two hours. In season and during the school year, high school athletic team practice times shall not exceed two-and-a-half hours on weekdays and three hours on Saturdays. Fall athletes are expected to attend practices during August; winter and spring athletes are expected to attend practices and games scheduled during school breaks in their seasons. Athletes should note that, in many cases, full participation includes a commitment to the sport beyond the trimester of the regular season. Students are expected to participate in these off-season activities unless they have a conflicting Harvard-Westlake commitment.

## ATHLETIC PHILOSOPHY

### **Harvard-Westlake Athletic Philosophy**

*Harvard-Westlake Athletics strives to embody the mission of the School by building community through teamwork, pursuing athletic excellence, and promoting integrity through sportsmanship while enthusiastically representing the School with purpose and pride.*



## **ATHLETIC PROGRAMS BY SEASON**

Below is a list of the interscholastic sports teams offered by the seasons during which their athletic contests are played.

### **Yearlong**

Cheerleading  
Drumline (grades 9–12)  
Equestrian  
Fencing (grades 9–12)

### **Fall**

Cross Country (boys and girls)  
Field Hockey (grades 9–12)  
Football  
Golf (girls, grades 9–12)  
Swimming (boys and girls, grades 7 and 8)  
Tennis (girls)  
Volleyball (girls)  
Water Polo (boys, grades 9–12)

### **Winter**

Basketball (boys and girls)  
Fencing (grades 7 and 8, program extends into both the fall and spring seasons)  
Soccer (boys and girls)  
Water Polo (girls, grades 9–12)  
Wrestling

### **Spring**

Baseball  
Field Hockey (grades 7 and 8)  
Golf (grades 7 and 8)  
Golf (boys, grades 9–12)  
Lacrosse  
Softball  
Swimming and Diving (boys and girls, grades 9–12)  
Tennis (boys)  
Track and Field (boys and girls)  
Volleyball (boys)

## COURSE NUMBERS BY ATHLETIC PROGRAM

Use the following course numbers to sign up for Harvard-Westlake interscholastic sports teams. Only students who have previously participated on the varsity team will be able to sign up for a varsity-level course. Placement on all teams is at the discretion of the coach. Course numbers in **bold** print denote the competitive season.

Only students in the seventh and eighth grades are eligible to enroll in Middle School sports teams.

<b>Athletic Service</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Athletic Team Student Manager (grades 9–12)	8997-3	8997-4	8997-5
HWTV (grades 9–12)	8993-3	8993-4	8993-5
Sports Science (ISSSM) (grades 9–12)	8994-3	8994-4	8994-5
<b>Baseball</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Baseball—Middle School			<b>8217-5</b>
Baseball (grades 9–12)	8762-3	8762-4	
Baseball—Freshman			<b>8764-5</b>
Baseball—JV			<b>8761-5</b>
Baseball—Varsity			<b>8760-5</b>
<b>Basketball</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Basketball—Middle School Boys		<b>8205-4</b>	
Basketball—Middle School Girls		<b>8110-4</b>	
Basketball—Boys (grades 9–12)	8732-3		8732-5
Basketball—Girls (grades 9–12)	8532-3		8532-5
Basketball—Freshman Boys		<b>8734-4</b>	
Basketball—JV Boys		<b>8731-4</b>	
Basketball—JV Girls		<b>8531-4</b>	
Basketball—Varsity Boys		<b>8730-4</b>	
Basketball—Varsity Girls		<b>8530-4</b>	
<b>Cheerleading</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Cheerleading—Middle School	<b>8330-3</b>	<b>8330-4</b>	<b>8330-5</b>
Cheerleading (grades 9–12)	<b>8930-3</b>	<b>8930-4</b>	<b>8930-5</b>

<b>Cross Country</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Cross Country—Middle School	<b>8302-3</b>		
Cross Country—JV Boys	<b>8711-3</b>		
Cross Country—JV Girls	<b>8501-3</b>		
Cross Country—Varsity Boys	<b>8710-3</b>		
Cross Country—Varsity Girls	<b>8500-3</b>		
<b>Drumline</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Drumline (grades 9–12)	<b>8940-3</b>	<b>8940-4</b>	<b>8940-5</b>
<b>Equestrian</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Equestrian—Middle School	<b>8335-3</b>	<b>8335-4</b>	<b>8335-5</b>
Equestrian (grades 9–12)	<b>8920-3</b>	<b>8920-4</b>	<b>8920-5</b>
<b>Fencing</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Fencing—Middle School	<b>8300-3</b>	<b>8300-4</b>	<b>8300-5</b>
Fencing (grades 9–12)	<b>8902-3</b>	<b>8902-4</b>	<b>8902-5</b>
<b>Field Hockey</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Field Hockey—Middle School			<b>8307-5</b>
Field Hockey (grades 9–12)			8612-5
Field Hockey—Freshman	<b>8614-3</b>		
Field Hockey—JV	<b>8611-3</b>		
Field Hockey—Varsity	<b>8610-3</b>		
<b>Football</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Football—Middle School	<b>8202-3</b>		
Football (grades 9–12)		8702-4	8702-5
Football—JV	<b>8701-3</b>		
Football—Varsity	<b>8700-3</b>		
<b>Golf</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Golf—Middle School			<b>8312-5</b>
Golf—Boys (grades 9–12)		8772-4	
Golf—Girls (grades 9–12)			8622-5
Golf—JV Boys			<b>8771-5</b>
Golf—Varsity Boys			<b>8770-5</b>
Golf—JV Girls	<b>8621-3</b>		
Golf—Varsity Girls	<b>8620-3</b>		

<b>Lacrosse</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Lacrosse—Middle School			<b>8208-5</b>
Lacrosse (grades 9–12)		8822-4	
Lacrosse—JV			<b>8821-5</b>
Lacrosse—Varsity			<b>8820-5</b>
<b>Soccer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Soccer—Middle School Boys		<b>8210-4</b>	
Soccer—Middle School Girls		<b>8115-4</b>	
Soccer—Boys (grades 9–12)	8742-3		8742-5
Soccer—Girls (grades 9–12)	8552-3		8552-5
Soccer—JV Boys		<b>8741-4</b>	
Soccer—JV Girls		<b>8551-4</b>	
Soccer—Varsity Boys		<b>8740-4</b>	
Soccer—Varsity Girls		<b>8550-4</b>	
<b>Softball</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Softball—Middle School			<b>8127-5</b>
Softball (grades 9–12)	8572-3	8572-4	
Softball—JV			<b>8571-5</b>
Softball—Varsity			<b>8570-5</b>
<b>Swimming and Diving</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Swimming—Middle School	<b>8317-3</b>		
Swimming and Diving—Boys (grades 9–12)	8782-3	8782-4	
Swimming and Diving—Girls (grades 9–12)	8582-3	8582-4	
Swimming and Diving—JV Boys			<b>8781-5</b>
Swimming and Diving—JV Girls			<b>8581-5</b>
Swimming and Diving—Varsity Boys			<b>8780-5</b>
Swimming and Diving—Varsity Girls			<b>8580-5</b>

<b>Tennis</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Tennis—Middle School Boys			<b>8222-5</b>
Tennis—Middle School Girls	<b>8130-3</b>		
Tennis—Boys (grades 9–12)		8792-4	
Tennis—Girls (grades 9–12)		8512-4	8512-5
Tennis—JV Boys			<b>8791-5</b>
Tennis—JV Girls	<b>8511-3</b>		
Tennis—Varsity Boys			<b>8790-5</b>
Tennis—Varsity Girls	<b>8510-3</b>		
<b>Track and Field</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Track and Field—Middle School			<b>8322-5</b>
Track and Field—Boys (grades 9–12)		8802-4	
Track and Field—Girls (grades 9–12)		8602-4	
Track and Field—Frosh/Soph Boys			<b>8803-5</b>
Track and Field—JV Boys			<b>8801-5</b>
Track and Field—JV Girls			<b>8601-5</b>
Track and Field—Varsity Boys			<b>8800-5</b>
Track and Field—Varsity Girls			<b>8600-5</b>
<b>Volleyball</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Volleyball—Middle School Boys			<b>8225-5</b>
Volleyball—Middle School Girls	<b>8100-3</b>		
Volleyball—Boys (grades 9–12)		8812-4	
Volleyball—Girls (grades 9–12)			8522-5
Volleyball—Freshman Boys			<b>8814-5</b>
Volleyball—Freshman Girls	<b>8524-3</b>		
Volleyball—JV Boys			<b>8811-5</b>
Volleyball—JV Girls	<b>8521-3</b>		
Volleyball—Varsity Boys			<b>8810-5</b>
Volleyball—Varsity Girls	<b>8520-3</b>		

<b>Water Polo</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Water Polo—Boys (grades 9–12)			8722-5
Water Polo—Girls (grades 9–12)	8542-3		
Water Polo—Frosh/Soph Boys	<b>8723-3</b>		
Water Polo—JV Boys	<b>8721-3</b>		
Water Polo—JV Girls		<b>8541-4</b>	
Water Polo—Varsity Boys	<b>8720-3</b>		
Water Polo—Varsity Girls		<b>8540-4</b>	
<b>Wrestling</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Wrestling—Middle School		<b>8332-4</b>	
Wrestling (grades 9–12)	8752-3		8752-5
Wrestling—JV		<b>8751-4</b>	
Wrestling—Varsity		<b>8750-4</b>	



