



**THE WEBB SCHOOL**

BELL BUCKLE

*The Character of Home<sup>®</sup>*

**Curriculum Guide  
2019-2020**

## **Mission**

The following words by our school founder, Sawney Webb, articulate The Webb School's mission. Our mission is "to turn out young people who are tireless workers, and who know how to work effectively; who are accurate scholars; who know the finer points of morals and practice them in their daily living; who are always courteous." These guiding principles have been in place at Webb for 150 years, and they continue to provide direction and guidance today as we strive to learn and grow on a daily basis.

## **Statement of Purpose**

Faced with the certainty of a rapidly changing world, Webb recognizes its responsibility as a college preparatory school to provide an intellectual, moral, physical, and social framework that will serve students both in college and in the years that follow. The faculty, administration, and board of trustees agree that a strong liberal arts education best prepares students to respond constructively and imaginatively to the challenge of change. Students are, therefore, encouraged in all courses to think and communicate critically, as well as creatively. Webb endeavors to take full advantage of the freedoms afforded by an independent school. Instructors are given considerable latitude within the classroom, provided that thoroughness is not sacrificed and that care is taken to establish an atmosphere in which ideas can be freely expressed and tested. In both the academic and the co-curricular sphere, the Webb School attempts to meet individual needs in a variety of ways. A dedicated faculty and a low ratio of students to teachers ensure that each student receives thorough instruction. Although Webb seeks out students of varying backgrounds, a sense of community is encouraged both during and after the academic day. Webb students are taught to live harmoniously in a student body that reflects global variety in socio-economic status, race, and religion.

While Webb has evolved from a Judeo-Christian heritage and affirms and expects students to uphold the common values of our traditions, Webb embraces and respects differences in religious backgrounds.

## **School-Wide Enduring Understandings**

In the spring of 2008, The Webb School faculty unanimously endorsed the following Enduring Understandings. These beliefs form the foundation for the School's curriculum and other programs.

- Integrity is a cornerstone of a flourishing life and community.
- Learning is an enjoyable and on-going process.
- Respect for self and others is essential to a harmonious society.
- Self-discipline and autonomy are essential to success.
- Each person has unique gifts and capacities and a responsibility to develop them.
- Each person shares the responsibility and honor of serving others.

## **History**

From humble beginnings in the basement of the Culleoka Methodist Church, The Webb School, founded by William R. "Sawney" Webb, has provided graduates each year since 1870. Sawney,

a graduate of the University of North Carolina, made Latin, Greek and mathematics the core of his curriculum and served as a progressive and forceful personality for his young scholars.

In 1886 Sawney moved his school from Culleoka to Bell Buckle, where the school remains today. Sawney's brother John Maurice Webb joined the school in 1874 and served as Co-Principal from 1874 until his death in 1916. Modest and retiring, John, unlike Sawney, did not engage in the public activities of the day. John's broad and accurate scholarship was always a source of wonder to his students. His gentle and persuasive manners were as effective as the stern discipline practiced by his brother.

Sawney was active in educational, religious, political, social and community affairs. Although he never ran for public office, he was elected by The Tennessee General Assembly as a Democrat to the U.S. Senate (Class 2) to fill the vacancy caused by the death of Robert L. Taylor and served from January 24, 1913 to March 3, 1913.

William Robert Webb, Jr., son of "Old Sawney," joined the faculty in 1897. In 1908, he became Co-Principal with his father and uncle, and in 1926 was appointed Principal. During the years of his tenure, the School ceased to board its students in private homes and began to develop its present dormitory system. Also during those years, the original physical plant of frame buildings began to be replaced with brick construction. Son Will became Principal Emeritus in 1952.

The united efforts of these men created the unique Webb Tradition and made The Webb School one of America's most distinguished independent secondary boarding schools.

The School has experienced a great deal of growth and prosperity under the leadership of 12 Heads of School. However, Webb has continued to hold firmly to its central mission. The Webb School strives to develop young people of character and integrity who embrace a strong work ethic and know its important relationship to academic excellence. Webb students graduate from Webb extraordinarily well prepared to pursue a full and successful college experience.

### **Webb's Community Today**

The Webb School is a community of many parts, where learning takes on many forms. Our student body is balanced between males and females, boarding and day students; they range from sixth graders through seniors. Students come primarily from the Southeast, though virtually every region of the country is represented, as well as Asia, Europe, Africa, South America, and the Caribbean. Faculty, administration, and dormitory advisors also bring to the school diverse backgrounds and experiences.

Although there are a number of important components to the educational experience at Webb, none is more central to the total growth process than the Honor Code. In existence since the school's inception, the Honor Code establishes the standards of conduct by which the students are expected to function.

Community service is also an integral part of the Webb experience, and all students and faculty

participate in a variety of projects throughout the year. Daily nondenominational chapel services are also part of life at Webb.

Faculty and administration play a significant role in our concept of community. Not only do they teach, but also they coach, advise clubs, proctor dormitories, and participate in the weekend recreational life of the students. Day in and day out, the relationships between students and faculty forged through these endeavors form the foundation upon which teaching and learning occur. These relationships provide strength, energy, and enthusiasm to everyone at Webb, and they are greatly valued by all.

The Webb School is a community of approximately three hundred fifty individuals, each working toward the creation of an environment in which all members learn, grow, and benefit from one another's company.

### **The Honor System**

"Personal integrity is more important than money, power, or fame." These words, written many years ago by the School's founder, Sawney Webb, are as vital today as they were when first expressed.

The Honor System is The Webb School's own approach to dealing with misconduct that is essentially moral in character. Cheating, stealing, plagiarism (passing off another's work, words, or ideas as one's own), and lying (including willful distortion or misrepresentation) are considered honor offenses.

All students sign the Honor Pledge at the beginning of each academic year. It states, "I pledge my word of honor as a Webb gentleman or lady that I will not lie, cheat or steal." An additional pledge signed on all tests, papers and other assignments states, "I pledge my word of honor as a Webb gentleman or lady that I have neither given nor received any help on this assignment."

### **The Honor Council**

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

### **Service Learning**

The Webb School formally practices service learning through a variety of methods. Chapel programs periodically address service learning. The Middle School sponsors service projects collectively, and upper school advisor groups sponsor service projects at Christmas. Webb also has a variety of service-oriented clubs and the sophomore class field study project is dedicated to service learning. Weekend offering within the residential program include service opportunities. All upper school students must meet a minimum number of hours of community service each year: 9th grade must earn 10 hours; 10th grade, 15; 11th grade, 20; 12th grade, 25. Students do this independently, and all verified service applies, whether through Webb, a student's church, or

a community organization. Any upper school student who completes 100 hours per year while at Webb will earn an honors service recognition on graduation day.

### **Academic Systems**

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

#### *Advisor System*

Each Webb student has a faculty advisor who serves as the student's personal advocate and counselor, as well as the liaison between the student, parents, and administration. Students meet with their advisors during Seminar, and students are encouraged to seek help or counsel at any time.

The advisor works directly with each advisee to plan his or her program of study. Department chairs and other teachers are consulted regarding placement in courses or specific sections (such as Advanced Placement or Honors). During the school year, advisors monitor the academic progress for their advisees. Advisors discuss the academic performance with each advisee and, when appropriate, schedule parent/teacher conferences.

Advisors are organized by grade level. Therefore, 9<sup>th</sup> grade students will have a 9<sup>th</sup> grade advisor, and will then have a 10<sup>th</sup> grade advisor in the following year and so on. This allows the advisor teams to become specialists in the needs for students in a particular grade.

Often a sense of camaraderie develops among the members of an advisee group. Advisors seek to make each student's Webb experience as positive and productive as possible.

#### *Progress Reports*

Parents can monitor their child's academic progress through RenWeb, the on-line grading system used by Webb. A student's strengths and weaknesses are identified early, and they are communicated not only to parents but also to the student's advisor and to the Director of Studies.

In addition, progress reports are sent whenever a teacher feels a student is experiencing difficulty. Conversely, progress reports may also be written when a student shows marked improvement. Appropriate action is taken to reward accomplishment or to correct a problem before it proves too difficult for the student to overcome. It is this type of individual attention that helps students reach their full potential while they are at Webb.

Webb grades are calculated four times a year. Written teacher comments are included with all grade reports. These comments describe the student's progress in individual courses.

#### *Academic Support*

In order to facilitate student achievement at Webb, a trained Webb teacher works individually or in small groups with the limited number of Webb students who have documented learning

differences or widespread academic difficulties. The teacher provides direct instruction in reading, time management, study skills, and composition and works with the students' teachers to create Webb-appropriate accommodations.

### **Academic Achievement and Recognition**

In addition to the daily interaction where teachers commend students for their effort, improvement, and outstanding performance, the School formally recognizes academic excellence in the following ways.

#### *Quarter Honor Rolls*

A Honor Roll: Students must have no grade below A-. Privilege: A one-day holiday from school during the following marking period.

B Honor Roll: Students must have no grade below B-. Privilege: A one-day holiday from school after two successive marking periods of "B" Honor Roll.

#### *Graduation Honors*

A student must be at Webb for two years of high school to be eligible for graduation honors.

Summa Cum Laude - A student whose GPA for all years in high school is 3.9 or higher will graduate Summa Cum Laude.

Magna Cum Laude - A student whose GPA for all years in high school is between 3.7 and 3.9 will graduate Magna Cum Laude.

Cum Laude - A student whose GPA for all years in high school is between 3.5 and 3.7 will graduate Cum Laude.

#### *Honor Societies*

Cum Laude Society - This nationally recognized society was founded in 1906. It is one of the highest distinctions a junior or senior in high school can attain, and no more than ten percent of the students in those classes may be inducted annually.

National Honor Society - Students elected to this society have, in the view of the faculty and administration, exhibited the qualities of citizenship, service, scholarship, and leadership. Students may be elected in their sophomore, junior, or senior years.

## **Grade Values**

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

98-100	A+	4.33
93-97	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	F	0

## **College Counseling**

The college counseling program offers a structured way to provide each student with information, support, and resources throughout the college application process. Students have access to the college counselors on a daily basis, as well as to an updated library of college guidebooks and test preparation materials. An integral part of the process for the Webb community is Naviance, a web-based planning and advising system. Through individual and group meetings, preparing for the college search process will begin as soon as 9th Grade and will provide timely, appropriate communication with students and parents.

The college search and application process requires each member of our faculty to put forth a strong effort to see that our students find the right fit for them. Part of this process is writing letters of recommendation. When a teacher consents to write a recommendation, the student will ask him or her to sign a form which the student then submits to the college counselors. If a teacher does not believe the student deserves a strong recommendation, the student's initial request should be denied.

If a teacher consents to write a recommendation, it is imperative that it be completed before the deadline or by an earlier date indicated by the college counseling staff. All letters of recommendation must be sent electronically via Naviance unless the college requires an alternate format. The college counselors will, in a courteous and professional manner, aid in keeping the faculty aware of these deadlines.

College Counseling will review transcript(s), course selection, and completed coursework periodically to ensure graduation requirements are met.

## **Middle School Program of Study**

### *Middle School Curriculum*

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

### *Standard Middle School Course Selections*

#### **Grade 6**

Humanities 6

Mathematics 6

Science 6

Passport to Language: French 1A, Spanish 1A, Cultural Pottery

Focus 6 – Study Skills, Technology skills, Digital Citizenship, Reading, Writing, Typing

Physical Education

#### **Grade 7**

English 7

Mathematics - Math 7 or Honors Pre-Algebra 7

Science 7

Foreign Language: French 1A or 1B, Spanish 1A or 1B, Chinese IA or IB

World Geography

Computer 7

Art 7

Physical Education

#### **Grade 8**

English 8

Mathematics - Pre-Algebra 8 or Honors Algebra I

Science 8

Foreign Language: French 1B, French 1, French 2, Spanish 1B, Spanish 1, Spanish II, Chinese I, or Latin 1

American History

Wellness

Art 8

Physical Education

### **Middle School Course Descriptions**

It is possible for a student to earn Upper School diploma credits in mathematics, Latin, French, Chinese, or Spanish by the end of the eighth grade.

## **English**

As part of the English program, all middle school students choose, memorize, and declaim before the middle school a selection from a work of literary merit.

### *Humanities 6*

Humanities 6 is an integrated language arts and social studies course focusing on ancient civilizations and the Middle Ages. Mythology and historical fiction are used to build critical reading skills and enhance the study of history. English grammar and composition are taught through the writing process. Vocabulary workshops are included to help students enrich their writing and to prepare for the SAT.

### *English 7*

The course stresses both grammar and vocabulary as valuable prerequisites for effective writing. Students are introduced to writing and encouraged to view writing as a recursive process involving five stages: prewriting, drafting, revising, editing and proofreading, and publishing/presenting. The class reads and studies various classical literary genres: short stories, plays, novels, and poetry. The students develop a vocabulary of specific literary terms for each genre, as well as vocabulary that enhances speaking and writing.

### *English 8*

Both grammar and vocabulary are essential to effective writing and are, therefore, the foci of this course. The five stages of the writing process are reviewed often as students continue their exploration of the narrative, descriptive, expository, and persuasive modes. Students read a sampling of works from various genres, and students continue to enlarge their vocabulary of literary terms in order to create a foundation with which to discuss the various genres. In addition, students learn the fundamental steps in the research process.

## **Mathematics**

### *Mathematics 6*

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

### *Mathematics 7*

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

### *Pre-Algebra 7 (Honors)*

This course is designed for above-average students. It enables the students to move from arithmetic and elementary concepts to algebra. The course emphasizes pre-algebra skills, such as working with variables, equation solving, and problem solving. Other topics covered include pre-geometry (similarity, polygonal shapes, tessellations, graphing of lines) and probability and statistics. Proportional reasoning is emphasized throughout. The course is taught using an integrated approach to the concepts, and cooperative learning is used frequently. All students learn to work with scientific calculators and computer problem solving.

### *Pre-Algebra 8*

Designed to provide a smooth transition from arithmetic to algebra, this course reinforces arithmetic skills while introducing students to algebraic concepts and problems. A substantial amount of geometry is integrated into the arithmetic and algebra. Probability and statistics, equation solving, reading, and problem solving are emphasized throughout, and cooperative learning is used frequently. Students study linear and inverse variations and graphing, work with square roots and the Pythagorean Theorem, and recognize and represent quadratic functions in tables, graphs, words and symbols. Students are introduced to simple quadratic expressions.

### *Algebra I Honors*

This course covers concepts such as equations, inequalities, graphing, informal geometry, data analysis, and matrices. Applications are frequently used to develop topics. Systems, polynomials, and square roots will frequently be related to geometry and be motivated by applications, as well. Technology is used where appropriate.

## **Science**

### *Science 6*

The course is designed to give students foundational and general instruction in a variety of scientific disciplines. A hands-on, lab-oriented approach is used whenever possible to introduce and reinforce the concepts that are covered during the year. Initially, students become familiar with the way that science works and the nature of science. Other major topics covered during the year are (1) earth materials and processes; (2) measurement and conversions; (3) the nature of matter; and (4) waves, sound and light.

### *Science 7*

Seventh graders spend most of the year exploring the main themes of environmental science and ecology by focusing on the planet Earth as a space shared by all living organisms. They study the Earth, ecological interactions, biomes, people in the global ecosystem, energy resources, other resources in the biosphere, and managing human impact. The year concludes with a field habitat study and a survey of the six kingdoms of organisms, which emphasizes invertebrates and vertebrates.

### *Science 8*

Science 8 leads students to a deeper understanding of how science works and of specific information covering various disciplines of science. A hands-on approach is used whenever possible to reinforce concepts in these fields. Topics covered during the year are (1) measurement and conversions; (2) chemistry; (3) motion, forces, and energy; (4) maps and weather; and (5) astronomy.

## **Health and Wellness**

Health and Wellness is a required course for all eighth grade students. Acquiring an understanding and establishment of good health practices and incorporating them into daily life are the key objectives for this semester. Health topics will fall under several various categories: Wellness, Drugs/Alcohol, Life Cycle, Communicable Diseases, First Aid, and Personal Fitness. Issues addressed in-depth will include nutrition, conception and birth, alcohol, steroids, tobacco use, STD's, self-esteem, and stress-management.

## **Foreign Language**

### *French 1A, Spanish 1A, Chinese 1A*

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

attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing.

*French 1B, Spanish 1B, Chinese 1B*

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

*French I, Spanish I, Chinese I (8<sup>th</sup> grade only)*

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

*French II, Spanish II (8<sup>th</sup> grade only)*

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

*Latin I (8<sup>th</sup> grade only)*

This course gives students a solid foundation in Latin grammar and vocabulary, as well as an introduction to Roman civilization and culture. The primary emphasis of the course is to develop reading skills in Latin while learning declensions of nouns, adjectives, and pronouns, and conjugation of verbs in the active voice. Basic spoken Latin is used as a tool for enhancing understanding of the material. Cultural topics include the daily life of a family during the early/middle Empire and early Roman history/mythology.

**History**

*Humanities 6* includes history objectives for 6<sup>th</sup> grade students.

*World Geography (7th Grade)*

This course is an introduction to the world's cultural and physical geography. The continents of Africa, Europe, Antarctica, Asia, Australia, South America, and North America are studied. Focusing on the basic skills of reading and making maps, the course involves special assignments on various topics being studied. Critical thinking, internet-based research, and current events are stressed. Students acquire broad cultural, social, economic, and political perspectives on countries around the world.

*U.S. History (8th Grade)*

This course is an introduction to American history from the Age of Discovery to Reconstruction. Particular emphasis is placed upon the period 1776-1876: the "discovery" of the New World, the American Revolution, the early Federal Period, early reform movements, the Age of Jackson, westward expansion, the Civil War, and Reconstruction. Students learn the impact of key events and figures in the development of the government and society of the United States, and they develop skills in the use of primary and secondary sources, in map reading, in research projects, and in essay writing.

## **Middle School Computer**

For one semester each year 6<sup>th</sup> and 7<sup>th</sup> grade students receive a broad-based orientation to computer applications. With increasing practice and sophistication, they work on keyboarding, word processing, spreadsheets, Internet research, and applications involving multiple formats simultaneously. Each year's work quickly reviews and then builds upon the prior year's instruction. Ultimately, students become adept at using Microsoft Word, Excel, and PowerPoint.

## **Fine Arts**

### *Art 6*

Students are introduced to the works of Nikita Alexandra, learn principles of perspective, and develop skill in color mixing. Students are exposed to the feel and properties of the clay medium through making pinch pots and throwing a cylinder on the wheel.

### *Art 7*

In a semester, students study the French impressionists and learn principles of composition that they apply to original drawings and photographs. In clay, students work on basic slab construction projects and throw on the wheel.

### *Art 8*

In this semester course, an art appreciation unit continues to introduce great still life artists (like Georgia O'Keeffe) and prominent portrait artists (from Rembrandt to Chuck Close). Projects in clay incorporate more advanced skills in building slab boxes and throwing pots on the wheel.

## **Middle School Programs**

Webb's middle school program is designed to enrich the personal development of middle school students. The programs engage students in the following activities: outerlimits, physical education, life skills, music, fitness, quiz bowl, chess, service learning, and teambuilding games and skills.

## **Upper School Curriculum**

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

## **Standard Course Selections**

Sequence of courses may vary depending upon year of admission and credits earned.

### **Grade 9**

English I; Algebra I or Geometry; Physics; Foreign Language I or II; World History I or AP World History; Speech; Fine Arts (Art I, Choir, or Strings).

**Grade 10**

English II; Geometry or Algebra II; Chemistry or Physics; Foreign Language II or III; World History II; Ethics, Fine Arts

**Grade 11**

English III or AP Language and Composition; Algebra II or College Algebra and Trigonometry or Pre-Calculus; Biology, Chemistry, or Physics; Foreign Language III or IV; U.S. History or AP U.S. History; Fine Art; Personal Finance

**Grade 12**

English IV or AP Literature and Composition; Pre-Calculus, AP Statistics, AP Calculus, College Algebra and Trigonometry; Physics, Chemistry, or Anatomy and Physiology; Foreign Language III, IV, or V; AP European History or History elective; Fine Arts; Issues in Democracy or AP Government and Politics

**Graduation Requirements**

- English:** 4 credits (*English I, II, III, and IV required*)
- Fine Arts:** 2 credits (*at least ½ credit each visual arts, theater & music; at least 50% of those credits must be performance-based*)
- Foreign Language:** 3 credits (*Same language in the upper school. A minimum score of 83 in level I or level IB is required to advance to level II in the 9<sup>th</sup> grade.*)
- Mathematics:** 4 credits (*Algebra I, Algebra II, and Geometry required. Algebra I taken in 8<sup>th</sup> grade will count as one of the four credits. Students must be enrolled in math courses at least 3 of their 4 upper school years.*)
- Science:** 3 credits (*Biology, Chemistry, and Physics*)
- History:** 3.5 credits (*World History Parts I and II, US History, and Issues in Democracy*)
- Speech:** One semester in 9<sup>th</sup> grade (or first year for new students)
- Ethics:** One semester in 10<sup>th</sup> grade (or first year for new juniors)
- Electives** as necessary in the senior year to assure a minimum of five courses each semester

### **Advanced Placement Course Expectation**

All students in Advanced Placement courses are required to take the AP exam in the spring. Only students who are in Advanced Placement level courses will be allowed to take the AP exam at Webb for that course. An exception to this rule would be that a student would be allowed to take an AP exam for a course that is not offered at Webb.

Students must take AP exam(s) in May to receive the additional weighted credit.

Students wishing to take more than three AP courses must gain permission from both parents and the Academic Advisor.

*The Webb School accepts course requirements completed at other accredited schools prior to enrolling at Webb, but these credits will not appear on the Webb transcript.*

### **ELL Graduation Requirements**

Graduation requirements for ELL students vary depending on grade level and ELL level at the time of enrollment.

ELL students who begin Webb prior to 10<sup>th</sup> grade and who are classified as ELL III or mainstreamed as freshmen will fulfill the standard graduation requirements for international students.

ELL students classified as ELL II as freshmen will fulfill the standard graduation requirements for international students with the following exemptions:

- 1) ELL II will fulfill the English I requirement.
- 2) ELL History II will fulfill one history requirement.

ELL students classified as ELL II as sophomores\* will fulfill the standard graduation requirements for international students with the following exemptions:

- 1) ELL II will fulfill the English II requirement.
- 2) ELL History I will fulfill one history requirement.

ELL students classified as ELL I as freshmen† will fulfill the standard graduation requirements for international students with the following exemptions:

- 1) ELL I & II will fulfill the English I & II requirements.
- 2) ELL History I will fulfill one history (World History or US History) requirement.
- 3) ELL History II will fulfill a second (World History or US History) requirement.

\*ELL students classified as ELL II upon admission will not be placed higher than tenth grade.

†ELL students classified as ELL I upon admission will not be placed higher than ninth grade.

\*ELL students will be placed in ELL III as a support class for their mainstream English class after successfully completing ELL II.

## **Graduation Requirement Accommodations for Students in Academic Support**

Students with a diagnosed reading deficiency will be required to complete two years of a foreign language. Students with a diagnosed math deficiency will be allowed to count Pre-Algebra as one of their four math credits.

## **Upper School Program and Course Descriptions**

### **Ethics**

This semester course acquaints the student with both theory and application of major ethical systems, schools of thought and human behavior. Through lecture, small group discussions and diverse projects, students are able to define ethical behaviors, solve ethical dilemmas and incorporate ideas into real life events. Included is a unit on Environmental Ethics that culminates in a "Leave No Trace" camping trip and a health and fitness component.

### **Personal Finance**

This semester course engages students by weaving-relevant subject matter into an enriching and entertaining format. The course uses resources from Dave Ramsey and his Foundations in Personal Finance curriculum to meet all the state standards and benchmarks. The following are the four major components of the curriculum: Saving and Investing, Credit and Debt, Financial Responsibility and Money Management, Insurance/Risk Management and Income/Careers.

### **Public Performance Program**

The Public Performance Program is a separate class, unique to Webb, which is designed to foster the emerging voice and academic passions of Webb students. These exhibitions are to be developed and completed under the mentorship of the student's advisor and of other community members as appropriate. The student is given a pass or fail grade in seminar class upon completion of the program. Each student must perform a Public Performance each year: a declamation in the freshman year (recitation of a memorized text that complements one of the disciplines studied); an original oration in the sophomore year; a performance/creation in the junior year; and a formal presentation of the senior project in the final year. As students progress through the program, they learn to develop creative work of their own.

### **Public Performance Program Schedule**

#### *Declamation*

The Declamation is a 2.5-minute minimum recitation of a literature selection that complements one of the disciplines studied.

#### *Oration*

The oration is a 3-minute minimum recitation of a student's original writing.

#### *Junior Performance*

In the Junior Performance, students will choose a performance subject based on their own interests and, along with a member of the Webb community, plan and execute a performance-based public presentation. Students will also write a personal reaction paper over the subject matter and the experience of planning and carrying out the performance.

### *Senior Research Project and Symposium*

In the Senior Research Project and Symposium, students will choose a subject based on their own interests and then undertake independent research / experiential study under the tutelage of a Webb faculty member. The projects will culminate in the spring with a public exhibition, including written and performed components, of what the student learned.

### **Field Studies Program**

Each year, Webb dedicates two days to its field studies program. This program is designed to enhance the authenticity of the curriculum and to broaden the experiences of each student.

The field studies program includes outdoor experiences for middle school, an outdoor trip for the 9<sup>th</sup> grade, a service learning project for the 10<sup>th</sup> grade, college visits for the 11<sup>th</sup> grade, and college experience and research workshops for the 12<sup>th</sup> grade.

### *English*

Webb's English curriculum seeks to develop a student's life-long learning by cultivating the ability to know the experience of others while also understanding their own experiences better. Fluency in critical thinking, engaged reading, analytical writing, and articulate expression enable students to develop an acute appreciation for the intensity and depth of their experiences. Each grade seeks to develop the formal writing, creative writing, vocabulary, reading, oral language, and grammar skills of each student.

### *English I*

Students will study the Foundation of World Literature with emphases on various genres. Students will write to explore, explain, convince, and create by using the five stages in the writing process. Grammar is taught within the writing process. Vocabulary development includes literary terminology and vocabulary workshop units that enhance acquisition and usage of new words in writing and speaking.

### *English II*

This course is designed to familiarize students with world literature. Close readings of the texts are coupled with an appreciation of the contexts within which these writers worked to facilitate students understanding of the universality of the human condition. While a variety of genres are studied, readings in fiction, drama, and verse are emphasized. Through close readings, students are equipped with the vocabulary of the critical reader and student of literature. Analytical reasoning, writing to express, and articulation of beliefs and thoughts are the focus of the course. Writing and grammar skills are emphasized through the writing process. The Honors section requires greater demands upon the student and admission to the Honors section is dependent on department approval.

### *English III*

This survey course examines American Literature from Native American oral traditional songs and writings to present day texts. Close reading and annotating are emphasized along with discovering theme and purpose. Students explore these important components of literature via

class discussion, lecture and scholarly essays and papers. Extensive instruction and practice in writing, as well as a review of usage, enable students to become clear, concise, and correct writers. Development of an expanded vocabulary in preparation for college entrance tests is also emphasized. Through extensive class discussion, students develop an appreciation for and understanding of both their responses to literature and the reasons for those responses. Students read, discuss, and write about classic works of American literature. Analytical thinking and writing are the focus of this course. Grammar and writing skills are taught through the writing process. Students complete an author study based on a self-selected American author.

### *English III AP Language and Composition*

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

### *English IV*

This survey course looks at British literature from its beginnings to the present. Close examination of the works is coupled with historical and linguistic considerations to enable students to develop proficiency and comfort with the range of literature produced in the British Isles over the last thousand years. Student compositions frequently respond to or analyze these masterpieces. Extensive instruction and practice in writing, as well as a review of usage, enable students to become clear, concise, and correct writers. Development of an expanded vocabulary in preparation for college entrance tests is also emphasized. Through extensive class discussion, students develop an appreciation for and understanding of both their responses to literature and the reasons for those responses.

### *English IV AP Literature and Composition*

The course concentrates on major works and authors of British and American literature from the seventeenth century to the present. In preparation for the Advanced Placement Examination, students are taught skills necessary to engage in close analysis of a text through the genres of fiction, drama, poetry, and expository writing. Close and careful readings of texts engender a greater understanding of the uses of language and a keener appreciation for the writer's craft.

Class discussions, in conjunction with writing assignments, allow students to identify and explain rhetorical strategies as writers employ them.

#### *Great Southern Writers*

The course gives learners opportunity to investigate the writings and ideas of authors from the American South, spend time investigating common themes, and read and write critically about sophisticated literary texts.

#### *Creative Writing Workshop*

The course gives the learner opportunity to examine and study quality writing, to write short fiction as a class, and to read and review peer work.

### **English Language Learning Curriculum**

The International English Language Learner (ELL) program at The Webb School is designed to provide intensive English language instruction and skill-building classes so that international students can successfully matriculate into mainstream classes. The goal of the program is to prepare students academically with a high level of proficiency in writing, speaking, reading comprehension, note-taking, and cross-cultural understanding.

The ELL program includes a survey course in United States history from early exploration to the present; and classes in English conversation, vocabulary, grammar, composition, and literature. Students in this program attend regular math classes appropriate to their grade levels. ELL students are mainstreamed into regular Webb classes after one or two years of study in the ELL program. There are three levels in our ELL program. International students are placed in the level appropriate to their abilities.

### **ELL English**

The ELL language classes develop multiple language abilities and teach the necessary skills to succeed in an American high school: the ability to write and speak clearly, to work independently, think critically, act cooperatively, and join discussions effectively. Students must demonstrate proficiency at each level of the program before moving to the next level.

#### *ELL I Grammar*

This course focuses on complex grammar topics and the development of a solid core of intermediate English grammar skills and its application in speaking and writing for learners of English. In particular, students will study past, present and future verb tenses in the simple, progressive and perfect forms. Students will also study gerunds and infinitives, phrasal verbs, comparatives, prepositions, modals, determiners, articles and agreement.

#### *ELL I Literature*

In this course, students will improve their reading comprehension skills and begin to learn how to write well-structured paragraphs. Specifically, students will learn to use a variety of pre-reading strategies to become more effective readers, to identify main and supporting ideas of a text, and to identify pronoun antecedents. In addition, students will conduct basic Internet searches and use word-processing software to write, edit, and format written assignments.

Through the study and discussion of short stories and novels, students will improve their vocabulary, reading, critical thinking, and public presentation skills.

### *ELL II Grammar*

This course includes a review of sentence types and tense forms and introduces the students to a variety of higher-level grammatical constructions, with a particular focus on developing the students' ability to use intermediate knowledge of tense and perfective forms; modal verbs; comparative constructions; and quantifiers. Students will study grammar topics that will provide a foundation for advanced grammar study.

### *ELL II Literature*

This course reviews the principles of paragraph structure and focuses on basic essay organization, formatting, and revision. In addition, the course includes a review of punctuating complex and compound sentences, fixing run-ons and avoiding fragments. Students will work with a variety of academic reading materials to develop basic reading skills (skimming for main ideas and scanning for specific information) as well as higher-level skills (making inferences and distinguishing between fact and opinion). Students will also learn to deduce the meaning of unfamiliar words from contextual and structural clues.

### *ELL III*

This course is designed to meet individual students' needs and provide support to students who have entered the mainstream English classroom. This course also provides intensive review and practice of advanced grammar skills to prepare students for academic study in the regular classroom.

## **Mathematics**

Students must earn 4 credits in Mathematics including credits in Algebra I, Geometry, and Algebra II in order to meet the School's graduation requirements. All students are encouraged to take a mathematics course every year of their high school careers.

### *Algebra I*

This course teaches fundamental algebraic concepts and skills, including solutions of elementary equations and inequalities, the algebra of polynomials and rational expressions, graphs of linear functions, the arithmetic of radicals, system and quadratic functions.

### *Algebra II and Honors Algebra II*

After a review of first-year algebra, this course covers standard second-year topics, such as complex numbers, the quadratic formula, quadratic functions, circles, polynomial equations and graphs, exponents, and logarithms. It also includes the study of matrices and arithmetic and geometric sequences. The Honors section requires greater demands upon the student and includes trigonometry. Admission to the Honors section is dependent on department approval.

### *Geometry and Honors Geometry*

Traditional Euclidian geometry is covered, with an emphasis on logical thinking, proofs, and algebraic applications. Triangle trigonometry, coordinate geometry, and transformational

geometry may also be studied. The Honors section includes an emphasis on proofs and requires greater demands upon the student. Admission to the Honors section is dependent on department approval.

### *College Algebra & Trigonometry*

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

### *Honors Pre-Calculus*

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

### *Honors Calculus*

Honors Calculus is a class designed to reinforce topics and skills from Algebra, introduce fundamental concepts of Calculus, and prepare students for future classes in Math, Engineering, or Science. Algebra topics include graphing functions, simplifying fractions, exponents and logarithms, and using trigonometric identities. Calculus concepts include limits, slope of tangent lines to a function, derivatives, area under curved functions, and applications to higher level problems.

### *AP Calculus AB*

This course covers the topics listed in the Calculus AB syllabus by the Advanced Placement Program of the College Board. These topics include derivatives and integrals and their applications. Students in the class take the Advanced Placement examination in the spring. Prerequisite: Pre-Calculus.

### *AP Calculus BC*

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

### *AP Statistics*

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

spring. Prerequisite: Pre-Calculus or College Algebra and Trigonometry.

### **Advanced Computing**

The Advanced Computing class is a hands-on class that explores hardware, operating systems and server configurations. The course includes the fundamentals of Ethernet and network infrastructure. Students learn how to plan, configure and build a functioning computer. The Microsoft Windows operating system and the Open Source Linux operating system are explored as well as their installation and configuration. Each student is introduced to the configuration of and maintenance for a web server and an e-mail server.

### **Science**

An understanding of the scientific method and scientific concepts is becoming essential as technology progresses rapidly. The Science Department seeks to expose each student to a wide range of science topics and laboratory techniques, as well as to emphasize analytical thinking. The philosophy of the faculty stresses the process of science; consequently, each course is lab-oriented. The required courses of study are Biology, Chemistry and Physics. Honors and Advanced Placement sections are offered when student numbers are available.

#### *Biology*

This lab-oriented class introduces the human body and concepts of scientific methods. Concepts covered are the science of life, chemistry, biochemistry, the cell, homeostasis and transport in the body, cellular reproduction and genetics, nucleic acids and protein synthesis, scientific classification, plant evolution, bacteria, viruses and the immune system, fish, and mammals. The honors section is a more rigorous treatment that requires chemistry background.

#### *AP Biology*

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

#### *Chemistry*

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

#### *Honors Chemistry*

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

and colligative properties.

### *AP Chemistry*

This lab-oriented course is a rigorous treatment of thermodynamics, kinetics, and equilibrium and an introduction to organic chemistry. The course is highly mathematical. Topics covered include enthalpy, entropy, free energy, reaction rates, reaction mechanisms, general chemical equilibria, acid-base equilibria, pH, buffer solutions, titration, organic nomenclature, and introductory biochemistry. In conjunction with Honors Chemistry, this course is designed to be the equivalent of a freshman college general chemistry course for engineering and science majors.

### *Physics*

The Physics course is primarily a conceptual study of mechanics, which is less much less mathematically demanding than the Honors Physics course. We apply the scientific method to study the motion of macroscopic objects and its causes. We develop and then apply scientific models that describe, explain, predict, and control the motion of such objects. Students gain an intuitive and intellectually precise understanding of core physics concepts, such as force, energy, momentum, torque, and angular momentum. The course contains numerous lessons that can be applied to everyday experience. In addition, the student's scientific literacy improves considerably. If time allows, we briefly study other physics topics, such as electromagnetism or modern physics.

### *Honors Physics*

The Honors Physics course is primarily a non-calculus-based study of mechanics at the level of a freshman college course. The course applies the scientific method to study the motion of macroscopic objects and its causes. The course develops and then applies scientific models that describe, explain, predict, and control the motion of such objects. Students gain an intuitive and intellectually precise understanding of core physics concepts, such as force, energy, momentum, torque, and angular momentum. The course contains numerous lessons that can be applied to everyday experience. In addition, the student's scientific literacy improves considerably. If time allows, we may briefly study other physics topics, such as electromagnetism or modern physics. This course depends heavily on algebra, right angle trigonometry, and basic planar geometry.

### *AP Physics (Mechanics)*

The AP Physics – Mechanics course is a calculus-based study of mechanics. We apply the scientific method to study the motion of macroscopic objects and its causes. We develop and then apply scientific models that describe, explain, predict, and control the motion of such objects. The models include mathematical representations, many of which involve calculus. Students gain an intuitive and intellectually precise understanding of core physics concepts, such as force, energy, momentum, torque, and angular momentum. The course contains numerous lessons that can be applied to everyday experience. In addition, the student's scientific literacy improves considerably. Finally, this course prepares the student for the AP Physics – Mechanics Exam.

### *AP Physics (Electromagnetism)*

The AP Physics (Electromagnetism) course is a calculus-based study of electric and magnetic phenomena. The course covers, in a fair amount of mathematical detail, the accepted scientific models for such phenomena. The course prepares the student for the AP Physics – Electricity and Magnetism Exam.

### *Anatomy and Physiology*

This lab-oriented elective is a thorough treatment of the human body. Concepts covered include organization of the human body, chemistry, cells, cellular metabolism, tissues, skin, skeletal system, special senses, blood, circulatory system, immunity, the lymphatic system, male and female reproduction, pregnancy, growth, development, and genetics. It includes the dissection of animals in order to better understand how the body's systems work in concert.

### *AP Environmental Science*

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

### *Astronomy*

Astronomy, taught as two semester courses, surveys multiple topics in the field of astronomy. Beginning with historical models, and advancing through the process of the conceptualization of how our solar system, galaxy, and universe function, the students will analyze the different types of telescopes and how they operate and the mathematics/physics that dictate the motion of planets and other celestial bodies. The students will voyage through the solar system, discuss the many different missions of NASA, and discuss the stars and galaxies.

## **Foreign Languages**

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

### *Latin I*

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

### *Latin II*

This course continues the development of Latin vocabulary and the Latin-English relationship. More complex grammatical concepts, such as the perfect system, the subjunctive, and irregular verbs are studied. Reading Latin becomes more intensive and sophisticated. Culture topics

include heroes of the ancient world, numismatics (coins), and European history up through the Renaissance, specifically as it pertains to Latin and Latin pertains to it.

### *Latin III*

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

### *Honors Latin IV*

This advanced course is for students with a firm background in the foundations of Latin who are interested in further study of the language and literature. Prose composition and other grammatical exercises are used to review the structure of the Latin language, but the majority of study centers on reading the works of Cicero and Vergil. While reading Cicero, students learn the canons of rhetoric and the principles of oratory. While reading Vergil, students study the principles of Latin poetry and rhetorical devices.

### *AP Latin V*

This course prepares students to take the advanced placement exam in Latin and is only for highly qualified students. The course uses Vergil's *Aeneid* as the basis of study; students read large portions of the work in Latin and the entire work in English. The exam tests the students' ability to read Latin at sight, to translate a prepared passage from the syllabus, to explicate the grammar of a passage, to discuss themes and motifs, and to analyze the structure of and interpret a familiar passage.

### *French I, Spanish I, Chinese I*

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

### *French II, Spanish II*

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

### *French III, Spanish III*

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

### *Honors French IV*

Students at this level continue to develop their abilities in the four proficiency areas of listening, speaking, reading, and writing. Fostering fluency in written and oral activities, course materials

include articles, interviews, and video from contemporary sources. Students are encouraged to deepen their knowledge of their own cultures and to develop an understanding of French culture. Students in these courses may prepare for the Advanced Placement tests.

#### *Honors French V*

Students at this level continue to develop their abilities in the four proficiency areas of listening, speaking, reading, and writing. The curriculum is based primarily on French feature and documentary films. Students deepen their knowledge and understanding of French culture. Students in this course may prepare for the Advanced Placement tests.

#### *Honors Spanish IV*

Students continue to develop their abilities in the four proficiency areas – listening, speaking, reading, and writing. Emphasis is placed on a comprehensive grammar review combined with literary and cultural readings. Students are encouraged to deepen their knowledge of their own cultures and to develop an understanding of the cultures of their target languages.

#### *Honors Spanish V*

Students continue to develop their oral and writing abilities through the study, discussion, and interpretation of authentic literary texts. Students are encouraged to deepen their knowledge of Spanish literature and culture. Students in this course may prepare for the Advanced Placement test.

#### *Chinese Culture*

Students are introduced to the Chinese Culture by experiencing the language, food, traditions, and practices.

### **History**

#### *ELL World History*

This is a survey course for English language learners that looks at the great civilizations, philosophies, and faiths across time that have impacted our human society - both Eastern and Western. Students learn the impact of key events and figures in the development of governments and societies. The primary focus is to help students understand pivotal events and people, and their impact on the international community. The secondary focus is to improve English grammar, sentence structure, and comprehension. This is offered in alternating years in conjunction with ELL U.S. History.

#### *World History I and II*

This is a two-year course for ninth and tenth grade students. World History I, required for ninth grade students, traces the development of ancient cultures from prehistory through the European Renaissance, with particular focus on Asia, Africa, and Europe. Students will become familiar with primary and secondary source readings as well as analyzing images and objects as sources. World History II, required for tenth grade students, concentrates on modern world history through the World Wars and to the recent past. Emphasis in both courses is placed upon the development of research and writing skills, critical evaluation of primary and secondary sources, and effective expression of ideas

### *AP World History*

This is a one year course for sophomores which replaces the requirement for World History II. The course spans all of human history, from the beginnings of civilization in approximately 10,000 BCE to roughly the year 2000, covering social, political, social, economic, cultural, and intellectual ideas across the entire world. Content emphasis is on cross-cultural comparison and knowledge of broad patterns of history as they change over time. Since this is the first History AP course that students typically take, emphasis is placed on building close-reading and writing skills as outlined by the College Board for success on the exam. Students will also engage in independent research and presentation projects throughout the year to build deeper historical knowledge and skills. Students are expected to review of the early parts of history in summer reading assignments before beginning the course in August. Because of this, while not a strict prerequisite, nevertheless it is strongly encouraged that students have passed a world history course covering the early periods (to approximately 1400) prior to enrolling. Students enrolled in the course are required to take the Advanced Placement Examination in the spring of the second semester. Departmental approval is required for enrolling in this AP course.

### *ELL U.S. History*

This course is an introduction for English language learners to the history of the United States from the Age of Discovery to the mid-twentieth century. Particular emphasis is placed upon the discovery of and the coming to the Americas, triangular trade, the North American Revolution, westward expansion, the Civil War, and early 20th Century. Students learn the impact of key events and figures in the development of the government and society of the United States. The primary focus is to help students understand pivotal events and people, and their impact on the United States and the international community. The secondary focus is to improve English grammar, sentence structure, and comprehension. This course is offered in alternating years in conjunction with ELL World History.

### *U.S. History*

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

### *AP U.S. History*

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

### *AP European History*

This is a full-year course open to seniors. Students gain in-depth knowledge of the major individuals, events, and ideas in all aspects of European history – political, social, economic, cultural, and intellectual – from the Renaissance to the year 2000. Topics covered include (but are not limited to): the rise of humanism, the Renaissance and Reformation, European wars of religion, the French Revolution and Napoleon, the Enlightenment, labor movements, Marxism, and the development of capitalism, industrialization and imperialism, feminism and suffrage, gender relations, fascism and totalitarianism, the World Wars, the Cold War, decolonization, the European Union, and the state of Europe today. Students are required to do extensive reading in primary and secondary sources, analyze historical questions and documents, and present the products of their individual research periodically to the class. Historical writing is developed through regular outlines, essays, and culminate in a mid-sized (5-8 page) research paper before the exam. Students are required to take the Advanced Placement Examination in the spring of the second semester. Departmental approval is required for enrolling in this AP course.

### *Issues in Democracy*

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

### **History Electives (for seniors and qualified juniors)**

#### *World Religions*

The unique and universal aspects of eight major world religions and belief systems - Hinduism, Confucianism, Buddhism, Taoism, Islam, Judaism, Christianity, and Primal Religions-are the focus of this semester elective.

#### *Social History of Rock and Roll*

This semester course looks at the origins of this musical genre, its influences (rhythm and blues, jazz and swing, country-western, gospel, and pop music) and the cultural climate and social trends of the last seventy years of the twentieth century, which birthed and shaped this music..

#### *World War I*

This semester course is a study of the causes, course, and aftermath of the First World War from 1914-1918. Emphasis will be placed on the political and military aspects of the conflict, especially developments in strategy, tactics, and weapons systems; as well as the role of this conflict in the shaping of the 20th Century.

#### *History of Russian Revolutions*

This semester course is a study of Russian history 1450-1991, tracing the struggle between state and society and the development of the revolutionary process throughout the Tsarist and Soviet periods. Particular emphasis will be given to the causes, course, and aftermath of the Revolutions of 1905 and 1917, as well as the change and continuity between Tsarist and Soviet society.

## **Fine Arts**

In order to develop creative thinking and artistic passions of its students, The Webb School requires each upper school student to take one semester of Fine Art each year. 50% of those credits must take one semester of Fine Art each year. 50% of those credits must be in a performance-based class.

### *Art I*

This introductory hands-on studio course also provides the student with brief historical and social perspectives on the development of art. The first half of the semester includes projects that emphasize the artist/period of study and the fundamental elements of composition. The second half of the semester concentrates on the introduction and development of drawing skills.

### *Art II*

Art II continues and expands upon the skills introduced in Art I. The studio projects incorporate a wider variety of drawing and painting media and the student is introduced to three-dimensional techniques. During the second half of the semester, students create the script, sets, and puppets for a performance of their original productions. Prerequisite: Art I

### *Advanced Art*

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

Prerequisites: Art I and Art II

### *AP Studio Art*

By taking this college level studio art course, you are making an important statement that you are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of your ideas. AP Studio Art is not based on a written exam, but on your personal portfolio of work that expresses a variety of concepts, techniques, and approaches and demonstrates versatility in your creative abilities. Above all else, the work you produce should clearly represent your own personal statement or approach to the interpretation of a given problem. The 2-D Design Portfolio requires a minimum of 24 works of art that reflect issues related to 2-D design. These works may include traditional as well as experimental approaches to 2-D design. Drawing, painting, printmaking, mixed media, and collage are all appropriate means for expressing design principles.

### *Pottery*

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

## **Speech**

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

### **Theatre 1**

From basic theatrical vocabulary to the complexities of scene work and performance, students gain a heightened awareness of all facets of theater and an enhanced confidence in their abilities as performers both onstage and back stage. Prerequisite: Speech. Heavy emphasis is placed on practical, technical theatre work and contribution to production values and construction of mainstage and Black Box productions of Theatre 11 Students. In one semester students will learn or enhance their learning in all aspects of the expectations in professional theatre. Course credit.

### **Theatre 11**

Theatre 11 is the afternoon theatre production program for which Fine Arts Credit is awarded. This afternoon rehearsal time culminates in three to four performances after up to 12 weeks of a rehearsal process whereby students travel through all aspects of character analysis, story analysis, stage blocking, collaborative efforts with fellow students, designers, directors, and visiting professional artists. Performances are in our chapel on the main stage or the Black Box Studio Theatre. These performances are a flagship of our Fine Arts Department. Theatre 11 includes performance and technical opportunities. Course credit.

Prerequisite: Interview and /or audition

### *Mock Trial*

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

### *Theatre I*

From basic theatrical vocabulary to the complexities of scene work and performance, students gain a heightened awareness of all facets of theater and an enhanced confidence in their abilities as performers. Prerequisite: Speech.

### *The Webb Players*

The Webb Players perform two full productions each year. Students who participate with the Webb Players, either as a member of the cast or tech crew, receive a semester of Fine Art credit.

### *Choir*

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

### *Strings I*

Full-year class. No previous musical experience is necessary. Students learn to play either the violin, viola, cello or upright bass.

### *Intermediate Strings (II)*

Full-year class. \*Prerequisite: Webb Strings I and/or an audition with the instructor. Students are recommended to take this class for two years. Advancement is subject to teacher recommendation. Intermediate Strings is offered as a continuation for students with basic playing experience. Students develop more advanced string techniques such as playing in more difficult keys, shifting, and vibrato. This class will further develop music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music and orchestral literature. Students will perform for a variety of in-school and after-school concerts, including, but not limited to: Parents' day, Fall Concert, Grandparents' Day, Holiday Concert and Spring Concert.

### *String Orchestra*

\*Prerequisite: Strings I, II and/or an audition with the instructor. Students will develop more advanced instrumental technique, music reading and comprehension skills, independent musicianship, style, critical thinking skills and orchestral literature. This class will further develop students' vibrato and concentrate on shifting into the higher positions. Students will regularly perform both in small group ensembles and as a large group. The class will perform for a variety of in-school and after-school concerts, including, but not limited to: Lessons and Carols, Parents' Day, Grandparent's Day, Fall, Holiday and Spring Concert and Webb Graduation.

### *Piano I*

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

### *Piano II*

Prerequisite Piano 1 or audition with instructor: Students spend a semester continuing to develop the skills begun in Piano I. This level requires intermediate level of piano repertoire (minuets and other dance forms and sonatinas) A student may continue at this level for more than one semester.

### Advanced Piano

Advanced piano is for students who are performing four octave scales and arpeggios and repertoire at early advanced to advanced level, such as Beethoven sonatas, Chopin nocturnes. This course is offered on teacher recommendation.

### *Guitar*

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

### *Music Theory*

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

### *Music Appreciation*

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

### **Physical Education**

Physical Education credit for the upper school may be earned through interscholastic athletics and physical activity offered through extended period of the Ethics course. Students can be involved in physical activity every semester that they attend Webb. The School encourages all of its students to participate in the School's athletic program.

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

This three-tiered, three-year program is designed to complement the mission of the school by fostering high moral character and leadership, while equipping students with the knowledge and skills necessary to lead others in safe, environmentally friendly outdoor activities. The capstone experience involves a student planning and leading a three-day outdoor experience. A student earns one credit per tier/year completed.

### **International Program**

The Webb School recognizes the responsibility associated with offering an international

program. The School understands that international students and their families will have particular concerns and needs. To this end, Webb offers one-on-one tutoring, holiday home stays, individual advisors, excursions, transportation to and from the airport, local international contacts, and other services to benefit the international student and his or her family. The Dean of Students facilitates much of this effort. Frequent communication between the school and the family is incorporated into the advisor program through progress reports. The school will accept only a limited number of students from any one country to maximize the international student's exposure to American culture and language. As a result, Webb offers one of the finest international programs in the United States.