

WESTRIDGE SCHOOL



2024-2025
Catalogue of Courses



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2024-2025

Catalogue of Courses

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Westridge School admits students of any race, color, religion, national or ethnic origin, or sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national or ethnic origin, or sexual orientation in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Graduation Requirements

GRADES 9 THROUGH 12

| | | |
|--|---|--|
| English | 4 years | |
| Cultural Studies and History | 3 years: | World Views; Crisis & Courage in Global History; We The People |
| Mathematics | 3 years | |
| Science | 3 years: | Biology; Chemistry; one additional laboratory science course |
| World Languages and Cultures | 3 years: | One modern or classical language |
| Visual Arts, Music, and/or Theatre | 2 years | |
| Physical Education | 9 units | |
| Human Development & The College Process | Annual participation is required | |
| Discovery Week Program | Annual participation is required | |
| Service and Community Engagement | Culminating and comprehensive service project | |

Courses by Grade

MIDDLE SCHOOL

7th Grade

Cultural Studies (English/History 7)
Pre-Algebra
Honors Pre-Algebra
Life Science
Latin 7, Mandarin Chinese 7, Spanish 7
Computer Science & Engineering 7
Middle School Orchestra or
Middle School Choir
Visual Arts 7
Physical Education
Human Development 7

8th Grade

American Studies (English/History 8)
Algebra I
Honors Algebra I
Concepts in Earth and Physical Science
Latin 8, Mandarin Chinese 8, or Spanish 8
Computer Science & Engineering 8
Middle School Orchestra or
Middle School Choir
Visual Arts 8
Physical Education
Human Development 8

ELECTIVE CLASSES:

Speech & Debate
Coding & Game Design
Theatre 7
Theatre 8
STEAM and the Ocean
STEAM: Permaculture
Rocketry

UPPER SCHOOL

The following is a list of required and recommended courses at each grade level. Students may take electives at each grade level.

Independent Study:

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study in any discipline. The student must have a faculty sponsor and her proposed course of study must be approved by the appropriate department and reviewed by the Curriculum and Academic Standards Committee.

One Schoolhouse:

Westridge School is a member of the One Schoolhouse consortium. Under certain circumstances, the school may recommend that a student take a course from One Schoolhouse. Students may not substitute a One Schoolhouse course for a course offered at Westridge, and courses taken from One School House do not typically count toward the five-course minimum enrollment. Please contact the Director of Upper School if you have questions about courses from One Schoolhouse.

9th Grade

REQUIRED:

English I
World Views: Ancient & Modern
Geometry or Honors Geometry
Biology I
World Languages and Cultures
Physical Education
Human Development 9

RECOMMENDED:

Visual Arts, Music, and/or Theatre

11th Grade

REQUIRED:

English III or Advanced English III or
Perspectives in Literature
We the People: The Search for
Freedom in the United States
Pre-Calculus or Honors Pre-Calculus
World Languages and Cultures
Physical Education
The College Process 11
Laboratory science elective

RECOMMENDED:

Visual Arts, Music, and/or Theatre
(if not completed)

10th Grade

REQUIRED:

English II
Crisis and Courage in Global History
Algebra II or Honors Algebra II
Chemistry I or Honors Chemistry I
World Languages and Cultures
Physical Education
Human Development 10

RECOMMENDED:

Visual Arts, Music, and/or Theatre

12th Grade

REQUIRED*:

Advanced Topics in Literature or
Perspectives in Literature
Physical Education
(if not completed in grades 9-11)
The College Process 12

RECOMMENDED:

History elective
Mathematics
Science elective
World Languages and Cultures
Visual Arts, Music, and/or Theatre
(if not completed)

***Seniors are required to enroll in five academic courses.**

Upper School GRADES 9 THROUGH 12

In Upper School, the focus of learning is for students to think individually and critically and to view themselves not merely as beneficiaries, but as contributors to the body of human knowledge.

As a student advances from the 9th to the 12th Grade, classes are designed to give her increasing responsibility for her own intellectual progress and to provide her with the academic and personal skills to succeed in Upper School, college, and beyond.

The program offers balance among humanities, mathematics and sciences, visual and performing arts, technology, physical education, and athletics. In every discipline, electives and advanced courses of study allow each girl to thrive within her areas of interest and strength.

Westridge School expects students to: communicate effectively orally and in writing; analyze, solve problems, and think critically; take risks and learn from both success and failure; value intellectual passion and creativity; learn and work both independently and collaboratively. The Upper School program enables students to reach these expectations through a rich curriculum that is based in the developmental and intellectual capacities of girls at different grade levels.

Sufficient enrollment is required for a course to be offered.

**Courses designated with an asterisk denote a Westridge Advanced Course*

Minimum graduation requirement,
Grades 9-12:

4 years

The English department is dedicated to creating the learning conditions and environment in which students become resilient and critical thinkers and re-thinkers, develop and pursue their own intellectual questions and voice, embrace mistakes as opportunities, develop empathy while also learning to disagree effectively, and commit to intellectual integrity. Through the study of literature and the development of a writing process, the department challenges students to both value and disrupt the literary canon, to assume increased leadership roles in the classroom, and to embrace process as opposed to focusing on the end-product. We value genuine academic discourse and the free exchange of the ideas, believe that students should always feel safe in our classrooms but need not always feel comfortable, and embrace “problematic” texts so students can learn to confront the problems in them and find commonalities through these interrogations. Our mission is to engender in students a willingness and ability to see outside of themselves by reading and writing about experiences and perspectives other than their own.

***Westridge Advanced Course**

#110 English I

Grade 9

one unit, one year

This course aims to develop students ability to recognize and appreciate the power of language through careful engagement with novels, plays, poetry, and short stories. Reading works by classical and contemporary writers, students consider important themes; make meaningful connections through close reading, critical thinking, and careful writing; and begin to recognize the interconnectedness of texts. The class incorporates both discussion to encourage students exploration of ideas and writing to support their expression of those ideas. Students learn fundamental structures, devices, and conventions of fiction, drama, and poetry; they also practice different forms of composition with an emphasis on analytical writing. Texts may include selected short stories, *The House on Mango Street*, *The Odyssey*, *Antigone*, *Penelopiad*, and *Romeo and Juliet*.

#115 English II

Grade 10

one unit, one year

Incorporating literature from a variety of genres, cultures, historical periods, and points of view, and building on the skills students learn in English I, the English II curriculum provides the foundation and context for both intellectual and personal development. Organized into related groups, the readings address issues through a variety of voices and perspectives. Readings may include *The Awakening*, *The Great Gatsby*, *A Raisin in the Sun*, *The Buddha in the Attic*, *Frankenstein*, and *Macbeth*. Through close reading, structured discussion, focused writing, and guided study of vocabulary in context, students develop their ideas through written and verbal expression.

#119 English III: WWI & Literature

Grade 11

one unit, one year

English III is a writing intensive course that naturally builds on the work of English II. This course is designed to support students who want to refine and strengthen their writing and discussion skills with the option to take advanced courses or Perspectives in their senior year if they so choose. Focusing on short works like poetry, short stories, and novellas, the bulk of reading, writing, and discussion for this course will take place within the school day. Occasional homework is possible, but the goal is to keep everything contained to the classroom. For 2024-2025, in Semester 1, the course will examine the role of war in poetry and short stories, with special attention paid to WWI. In Semester 2, the focus will shift from Europe to the US and explore the Harlem Renaissance, with special emphasis on the novellas and short story of Nella Larsen.

#120 Advanced English III*

Grade 11

one unit, one year

Incorporating literature from a variety of genres, cultures, historical periods, and points of view, the Honors English III curriculum furthers the foundation and context for both intellectual and personal development set in English II. Organized into related groups, the readings offer the opportunity to build a complex understanding of issues through a variety of voices and perspectives. Related readings may include *The Scarlet Letter* and *In the Time of the Butterflies*; *The Handmaids Tale* and *Sula*; *Othello*, *Things Fall Apart*, *Homegoing*, *Fun Home*, *A Tale for the Time Being*, and *M. Butterfly*. Through close analysis, student-centered discussion and frequent self-assessments, students assume greater responsibility for their written and oral expression. Working with faculty, students will also help select second semester texts.

#171 Perspectives in Literature: Animals***Grades 11-12****one unit, one year**

In an interview, South African writer J.M. Coetzee remarked that, “if it is indeed impossible – or at least very difficult – to inhabit the consciousness of an animal, then in writing about animals there is a temptation to project upon them feelings and thoughts that may belong only to our own human mind and heart.” Writers, and humans more generally, are limited in their ability to accurately portray the inner-mind of an animal. And while animals appear in almost every work of literature, we tend to read their presence as simply symbolic or metaphorical. This class aims to work against that framework, as we will position animals as not only part of the discussion, but as entirely central to it. We will engage with literature, poetry, critical theory, children’s books, film, and visual art as we consider the following questions: What is the relationship between human and animal? How do given works either enforce or disrupt the human/animal divide? How do animals intersect with conversations of class, race, and gender? What do animals reveal about human conceptions of morality and ethics? And how does the question of the animal in literature connect to other academic disciplines (queer theory, environmental studies, cyborg theory, etc.)? This team-taught, literature-based interdisciplinary course will give students the opportunity to approach literary texts from multiple perspectives. Students will engage in readings, projects, and assignments that pull from multiple disciplines as they learn and consider the ways in which these various areas of study can inform each other. By making connections and learning to “read” literary texts from multiple viewpoints, students will develop their ability to engage in inquiry-based interdisciplinary learning. Authors may include: J.M. Coetzee, Franz Kafka, Ruth Ozeki, Jesmyn Ward, Karen Joy Fowler, Zadie Smith, H.G. Wells, Jonathan Safran Foer, and Virginia Woolf. Additionally, this course will provide content and context for the annual Voices in Literature conference, in which students in this course are required to participate.

#172 Banned Books and Censorship: A Study of the Challenges to Intellectual Freedom***Grade 12****one unit, one year**

As we witness an alarming and significant uptick in calls to remove “dangerous” books from schools and libraries, this course will give students the opportunity to develop their own perspectives about academic censorship through the study of challenged or banned literary texts. We will read these texts to reflect on their literary merit, to consider why they might be deemed a “threat” to the well-being of students, and to engage in our own act of resistance against the suppression of meaningful and open academic discourse. Additionally, we will look carefully at the right to free speech and explore our own biases about the texts that do and do not deserve protection. We’ll read the first known text to be banned in the United States (a pamphlet criticizing Puritan beliefs) and expand our study from there to include potential authors such as Toni Morrison, Walt Whitman, Alison Bechdel, Luis Rodriguez, Kelly Yang, Julia Alvarez, Alice Walker, Sherman Alexie, Leslie Marmon Silko, Paulo Freire, Ismat Chughtai, David Levithan, and Maia Kobabe. We will also work together as a class to decide on our final text of the year.

#173 Madness in Literature***Grade 12****one unit, one year**

Emily Dickinson writes, “Much Madness is divinest Sense - / To a discerning Eye.” In this advanced course, students will read with such a “discerning Eye” to make sense of various representations of mental health in literature; in particular, students will explore how transformations and divided identities can serve as a lens to challenge established political, social, and cultural norms. The reading material, spanning a range of literary periods and global perspectives, may include *The Metamorphosis*, *The Vegetarian*, *King Lear*, *Heart of Darkness*, *Season of Migration to the North*, *Mrs. Dalloway*, and *One Flew Over the Cuckoo’s Nest*.

#174 Women of the Novel***Grade 12****one unit, one year**

This course explores a range of major works by women writers who have contributed to the development and advancement of the literary genre of the novel, as well as academic literature and philosophy related to aesthetics and formulations of this enduringly popular and important art form. The course will offer American, European, and international perspectives and examine how women particularly harness traditionally domestic concerns—home, family, romantic relationships—to conceive and advance broadly humanistic and philosophical insights. Authors may include Jane Austen, Edith Wharton, Zora Neale Hurston, Toni Morrison, Arundahti Roy, and Barbara Kingsolver. Homework assignments will be focused on reading and responsive journaling as well as student-led class presentations. Major course essays will be written at school: in class and in the Westridge Writing Center.

#175 English IV: Drama & Interpretation**Grade 12****one unit, one year**

Drama & Interpretation is a course aimed at students who are interested in theater, drama, and/or public speaking and are desirous of an English course with creative projects alongside more traditional, analytical work. With an aim to reduce the homework load, course reading will be done together, aloud, in the classroom and assignments will be done during class time or in the Westridge Writing Center, though students will be responsible for nightly responsive journaling at home. This class will provide special focus in dramatic interpretation, both in mind and in vocal articulation, as we survey the development of stage drama from the British Renaissance through contemporary American and global communities, exploring traditional, contemporary, and marginalized voices. Authors may include: William Shakespeare, George Bernard Shaw, Henrik Ibsen, Oscar Wilde, Samuel Beckett, Tennessee Williams, Lorraine Hansberry, Caryl Churchill, David Henry Hwang, Suzan-Lori Parks, Jiehae Park, James Ijames, Anna Deveare Smith, and Sylvia Khoury.

#140 Independent Study**¼ or ½ unit per semester**

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

Minimum graduation requirement,
Grades 9-12:
3 years

Course offerings in History are intended to provide students with a clear understanding of the history of world cultures and civilizations. Emphasis is placed on seeing the connections between history and contemporary questions and issues, and students are introduced to a wide range of viewpoints in an effort to understand the richness of diverse cultural traditions, both in the United States and across the globe. Primary sources are emphasized, not only to complement the historical narrative, but as a way to promote critical and analytical thinking. In addition, students will develop their research and writing skills.

***Westridge Advanced Course**

****Students may elect into Challenge by Choice option for advanced designation**

#211 World Views: Connections Between the Ancient and Modern

Grade 9

one unit, one year

This course covers the political, social and intellectual development of the ancient world. Particular emphasis is on Pre-History, India, China, Greece, Rome and the rise of Islam. Students focus on essay writing, research, and interpretation of primary sources. The course focuses on themes throughout our study that relate the material to modern day. Emphasis is on skill development in writing, graph and chart interpretation, primary source analysis, media literacy, research and oral presentation.

#258 Crisis and Courage in Global History**

Grade 10

one unit, one year

Crisis and Courage in Global History is a modern history course divided into six units, covering topics including colonialism, revolution, industrialization, war, genocide and human rights, and decolonization, all from a global perspective. Students study the larger structures of the modern and contemporary world through multiple lenses to gain perspective on the world we live in today. A goal of the course is understanding how individual people throughout the time period have confronted and navigated the complexities of their historical circumstances. Emphasis is placed on interpreting primary historical documents, developing analytical skills, and expressing historical understanding both orally and in writing. All students enrolled in Crisis and Courage in Global History have the potential to earn an Advanced course credit (and indicated as such on their transcript) through a Challenge-by-Choice model. Students wishing to earn Advanced course credit must complete requirements such as supplemental reading and advanced-level writing assignments in order to be eligible for this designation.

#217 We the People: The Search for Freedom in the United States**

Grade 11

one unit, one year

This US History course is designed to explore the theme of the search for freedom in the United States by examining key moments in history using primary and secondary sources. Through readings, discussion, and writing assignments, students will gain an understanding of how freedom has been defined and pursued throughout US history, as well as the limits to freedom, and the consequences of its pursuit. Topics will include the Colonial Era, the American Revolution, the Constitution, Manifest Destiny, the Civil War and Reconstruction, Industrialization, Imperialism, the Progressive Era, the Great Depression, WWII and Civil Rights. By the end of the course, students will be able to analyze how the search for freedom has shaped US history and how it continues to shape the present. Primary sources, including original documents, political speeches, and artwork, will be used throughout the course to inform students' understanding. All students enrolled in We the People: The Search for Freedom in the United States have the potential to earn an Advanced course credit (and indicated as such on their transcript) through a Challenge-by-Choice model. Students wishing to earn Advanced course credit must complete requirements such as supplemental reading and advanced-level writing assignments in order to be eligible for this designation.

#238 Global Studies****Grades 11-12****one unit, one year**

In this class we will look at some of the “mega-issues” of our time— the globalization of the economy, climate change, the rise of political populism around the globe, migration and immigration, systemic racism, poverty vs. growth and development, and the connections between these issues (and more) globally. In order to provide a connected thread for the course, we will zero in on a particular geographic region or theme each year, and the literature for the course will help us understand how that theme is challenged by these mega-issues as well as unique political and social issues. 2024-2025’s theme will focus on disease. We will examine the origins, transmission, and evolution of significant diseases across different time periods. From ancient plagues to modern pandemics, students will gain insights into how diseases have influenced historical events, societal structures, and even cultural practices. By bridging the realms of history and science, this class aims to foster a holistic understanding of diseases as dynamic entities that transcend disciplinary boundaries. Through discussions, case studies, and interactive sessions, students will develop critical thinking skills and gain a nuanced perspective on the complex relationship between diseases and human civilization. All students enrolled in Global Studies have the potential to earn an Advanced course credit (and indicated as such on their transcript) through a Challenge-by-Choice model.

#247 Histories of Art: Sparkle and Scandal****Grades 11-12****one unit, one year**

The central organizing premise of this introductory art history course is the claim that art and art history are an excellent window into examining the best and worst qualities of humanity across time and cultures. Further, art and art-making themselves play an active role in this process. Art does not just reflect human behavior but is, at times, the behavior itself. For example, art history as a discipline has illuminated, curated, and preserved some of the most important and inspiring treasures of the world. However, much of that treasure was stolen from the people who made it. How do we reconcile these two facts? Overall, art shows us the best and the worst, the highs and the lows, the sparkle and the scandal. This framework (which can also be thought of as the “essential tension” of art history as a discipline) is a thread connecting units that look at varied visual cultures across the world. This gives us the opportunity not only to appreciate the rich variety of artistic production, including painting, sculpture, photography, printmaking, ceramics, and architecture, but to make cross-cultural comparisons, see historical influences, and consider thematic parallels. All students enrolled in Histories of Art have the potential to earn an Advanced course credit (and indicated as such on their transcript) through a Challenge-by-Choice model.

#255 Comparative Religions****Grades 11-12****one unit, one year**

Note: This course is not running during the 2024-2025 school year.

This course will explore several of the world’s major religions. In the first semester, students will examine Judaism, Christianity, and Islam and in the second, Hinduism, Buddhism, and Taoism. This class will mainly involve discussion of primary and secondary sources as well as essay writing and a research project in the second semester. This is also a highly reflective course, so as students progress through the different religions, they will grapple with the personal and communal consequences of believing in God, the soul, evil, and what constitutes an ethical life. All students enrolled in Comparative Religions have the potential to earn an Advanced course credit (and indicated as such on their transcript) through a Challenge-by-Choice model.

#257 The Modern Middle East****Grades 11-12****one unit, one year**

This course examines the Middle East from the 19th century to the present in order to develop an understanding of the context and historical roots of current struggles and conflicts (e.g., the growth of political Islam, the Israel-Palestine conflict, war in Iraq, and the recent uprisings in the Arab World). First semester is devoted to politics and economics. Second semester is devoted to culture and society, with an emphases on gender, literature, film, and popular culture. Students can expect their perceptions of the Middle East to be challenged as they read multiple perspectives. All students enrolled in Modern Middle East have the potential to earn an Advanced course credit (and indicated as such on their transcript) through a Challenge-by-Choice model.

#264 Research in History****Grades 11-12****one unit, one year**

• Requisite: Concurrent enrollment in another History class (either We the People: The Search for Freedom in the United States or any 12th grade History offering)

Research in History will offer students the opportunity to learn and engage with research practices in history. The course includes direct instruction in historiography (including differences in fields such as social history, cultural history, gender history, and more), forming a research question, research methods, use of archives, special collections, and databases, and use of interdisciplinary tools (such as qualitative and quantitative methods from fields such as sociology, demography, gender studies, and critical race theory). Class time will include discussions, short lectures from the teacher, guest lectures from historians, and workshopping of students’ research projects. Students will produce a significant research project on a topic of their choice with the guidance of their teacher, mentors in the field, and Westridge library staff. All students enrolled in Research in History have the potential to earn an Advanced course credit (and indicated as such on their transcript) through a Challenge-by-Choice model.

#266 Advanced Ethics***Grades 11-12*****one unit, one year***

This course will be taught at an advanced level, incorporating independent research and analysis of sources, as well as a high level of personal responsibility on the part of students. It will be taught through a transdisciplinary lens with a central focus on philosophy and how ethical beliefs impact decisions in science, the arts, life and beyond. The course addresses both historical ethical theories and applied ethics. Readings include Plato, Aristotle, Kant, Machiavelli, Siddhartha, and Confucius. Areas of inquiry include social ethics, peace and justice, ethics and science, and personal ethical commitments. Having acquired a solid background in ethical thinking during the first semester, students will use the second semester to research current ethical issues, debate the larger ethical questions of the day, and hone their skills of analysis and discussion. The course materials will incorporate daily news stories, films, and outside speakers who will address ethical issues that occur in their professions and lives. Based on class discussions and regular written critiques of ethical issues, the course seeks to develop the ability to think critically about emotional issues and to write concisely and persuasively about topics that are legitimately controversial.

#260 Independent Study***¼ or ½ unit per semester***

A student wishing to pursue a level of study beyond that which is offered in the curriculum may do so in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

UPPER SCHOOL *Mathematics*

*Minimum graduation requirement,
Grades 9-12:
3 years*

The mission of the Westridge Math Department is to foster students' ability to think critically through a mathematical lens about information in the world as they develop into confident and competent high-level problem-solvers. Students hone their abilities to formulate internal questions that probe their own understanding of new problems and to connect multiple modes of reasoning, allowing them to persevere in problem solving and transfer learned skills to new contexts. Students grow comfortable in making mistakes, develop their own positive mathematical identities, and take as much joy in delving into a challenging problem or puzzle as they do in the epiphany of solving it.

Placement in mathematics courses will be determined by the department and the division director.

****Westridge Advanced Course***

#321 Geometry Grade 9

one unit, one year

This course presents concepts of Euclidean geometry, including measurement, proofs, congruence, similarity, areas, and volumes. Students develop their problem-solving and spatial reasoning skills, with a focus on numerical applications and reinforcement of algebraic techniques. Students are also exposed to new technology through the use of computer programs.

#324 Honors Geometry Grade 9

one unit, one year

This course covers all of the topics included in Geometry at a quicker pace, with more extended and abstract problems. Students will frequently synthesize multiple concepts to solve a problem and apply learned concepts to related yet unfamiliar types of situations. Additional topics may include constructions, dimensional analysis, and non-right triangle trigonometry.

#330 Algebra II Grade 10

one unit, one year

This is a second-year algebra course in which algebraic and geometric concepts are extended with the development of functions through graphical approaches aided by technology. Emphasis is placed on linear, quadratic, absolute value, exponential, logarithmic, and power functions. There is also an introduction to discrete mathematics. Students are actively involved in developing their abilities to reason numerically and spatially, solving problems through reading, writing, speaking, and modeling. Students are exposed to technology including graphing calculators throughout the course.

#335 Honors Algebra II and Trigonometry Grade 10

one unit, one year

This is a rigorous course in second-year algebra in which algebraic and geometric concepts are extended and connected to topics in trigonometry and discrete mathematics with detailed development of functions through graphical approaches aided by technology. Emphasis is placed on the nature of change as it is embodied in linear, polynomial, exponential, logarithmic, and trigonometric functions. Students are actively involved in developing their abilities to reason numerically and spatially through reading, writing, speaking and modeling, and to solve problems using a variety of approaches.

#342 Pre-Calculus Grade 11

one unit, one year

This course enables students to display, describe, transform, and interpret numerical information represented as data, graphs, or equations. It synthesizes algebraic concepts and previews calculus in its work on transforming functions and in its development of intuitive notions of limit. Specific topics include algebraic functions, trigonometric functions, graphs, and exponential and logarithmic functions.

#345 Honors Pre-Calculus Grade 11

one unit, one year

Honors Pre-Calculus includes the study of trigonometry, analytic geometry and vectors in two and three dimensions, polar graphs and equations, parametric equations, probability, sequences, and series. Emphasis is placed on theoretical concepts, deductive reasoning, mathematical modeling, and an introduction to several Calculus topics.

#348 Statistics**Grade 12****one unit, one year**

This course introduces four broad themes in the study of statistics: collecting data, analyzing data, probability, and an introduction to statistical inference for single-variable data. Applications to other fields of study such as business, medicine, politics, and the sciences are emphasized. Graphing calculators and hands-on simulations are used extensively throughout the course.

#355 Advanced Statistics***Grade 12, or Grade 11 by application****one unit, one year**

This course covers the same themes as Statistics but in greater depth. Additional topics include binomial probability, statistical inference for two-variable data, Chi-squared procedures, and inference for linear regression. The course emphasizes selection of appropriate statistical procedures and the simultaneous use of multiple procedures in statistical analysis. As in Statistics, graphing calculators and hands-on simulations are used extensively throughout the course. In addition, students will apply the statistical concepts through projects and investigations using real-world data.

#349 Calculus I**Grade 12****one unit, one year**

This course will include limits and continuity, most of differential calculus (derivatives), and an introduction to integral calculus. There is an emphasis on conceptual understanding, with some review of Pre-Calculus topics, particularly visualization of functions, to support the algebraic work. Primary topics include limits, continuity, the definition of a derivative and differentiability, differentiation rules (including differentiation of many function classes), motion along a line, implicit differentiation, extrema and concavity, optimization, and areas between two curves and between a curve and axis. There will be significant emphasis on understanding the connections between the graphs of the original function, the first derivative, and the second derivative. The introduction to integrals includes definite integrals, antiderivatives, Riemann sums, and the Fundamental Theorem of Calculus.

#350 Advanced Placement Calculus (AB)***Grade 12****one unit, one year**

This course covers the topics of a first semester college calculus course. Content includes functions, limits, derivatives, differentiable equations, integrals of algebraic and transcendental functions, methods of integration, and applications of the derivative and the integral.

#351 Advanced Placement Calculus (BC)**Grade 12****one unit, one year****• Prerequisite: Honors Pre-Calculus**

This is a rigorous and fast-paced course which covers all of the topics of AP Calculus AB (#350) in addition to many others. Additional concepts include evaluating logistic growth, finding curve length, constructing Taylor series, testing for convergence, solving improper integrals, and applying calculus to parametric, vector, and polar functions. Advanced integration techniques such as integration by parts and partial fraction decomposition are also included.

#360 Independent Study $\frac{1}{4}$ or $\frac{1}{2}$ unit per semester

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

UPPER SCHOOL***Economics*****#359 Economics****Grades 11-12****one unit, one year**

Economics is the study of how people manage resources. One of the foundations for economic theory is that these resources are limited, and mechanisms are needed to allocate them. This course will emphasize microeconomic topics, exploring decisions made by individuals and companies, including supply, demand, trade, and market efficiency, as well as deeper philosophical questions about the purpose of money. The latter portion of the course will be a study of macroeconomics, or how scarce resources are allocated at the national and international level, including current issues such as unemployment, inflation, taxation, and exchange rates. A personal finance component will also be threaded through the course.

Minimum graduation requirement,
Grades 9-12:

3 years

**Biology I, Chemistry I, and
one additional laboratory science
course.**

The Westridge Science Department prepares students for lives of meaning, contribution, and impact as scientifically literate citizens. Our students critically analyze data and evaluate sources to make reasoned decisions and conclusions backed by evidence. They articulate the interdependence of living and nonliving systems and the human impact on our dynamic world so they can envision a role for themselves in moving society forward responsibly. The study of science provides students with the ability to explore their innate curiosity of the natural world. Using tools of inquiry and collaborative problem-solving, they experience the joy, wonder, and inspiration of scientific discovery and the satisfaction of persevering through difficulties and challenges.

***Westridge Advanced Course**

#433 Biology I

[Laboratory science]

Grade 9

one unit, one year

This introductory course in biology examines evolution, cell and molecular biology, human genetics, and ecology. Emphasis is placed on refining study skills and preparing students for science in the Upper School. Students complete all work in a comprehensive notebook which serves as an organizational and informative tool for the year. Laboratory work develops skills of inquiry, observation, problem solving, and analysis.

#417 Chemistry I

[Laboratory science]

Grade 10

one unit, one year

This introductory course in chemistry emphasizes important topics in general chemistry, including atomic structure, the periodic table, chemical bonding, states of matter, reaction types, stoichiometry, gas laws, acids and bases, and behavior of solutions. Laboratory work and quantitative problem-solving are important components of the course.

#430 Honors Chemistry I

[Laboratory science]

Grade 10

one unit, one year

• Required: Concurrent enrollment in Honors Algebra II

This is a challenging course in general chemistry. Topics include those covered in Chemistry #417 plus quantitative aspects of reaction rates, equilibrium, thermochemistry, acid-base equilibrium, electrochemical systems, molecular architecture, and molecular properties. Laboratory work and problem solving are important components of the course.

#434 Advanced Chemistry II*

[Laboratory science]

Grades 11-12

one unit, one year

• Prerequisite: Chemistry or Honors Chemistry

• Required: Concurrent enrollment in Honors Pre-Calculus or completion of Pre-Calculus

This is a very challenging course, equivalent to a first-year college course, that teaches advanced principles of chemistry and laboratory skills. Topics introduced in Chemistry I are studied in more detail and emphasis is placed on laboratory work. This class requires students to be self-motivated and able to work a significant number of challenging problems requiring strong logical and mathematical skills.

#436 Advanced Biology II*

[Laboratory science]

Grades 11-12

one unit, one year

• Prerequisite: Biology

Advanced Biology II is a rigorous course that is equivalent to a two-semester college introductory biology sequence. Students enrolled in Advanced Biology II will build upon their foundational knowledge acquired in Biology I, engaging with topics such as cellular biology, molecular genetics, and evolution. The course emphasizes critical thinking, scientific inquiry, and laboratory experiences. Students will develop advanced laboratory skills through technical experimentation, data analysis, and experimental design.

#440 Physics I

[Laboratory science]

Grades 11-12**one unit, one year**

In this course, students will explore the mathematical underpinnings of the world around them. Emphasis will be placed on conceptual reasoning, logical thinking, and algebra-based problem-solving. Laboratory experiments will be conducted regularly to allow students to connect the conceptual ideas with the physical world. Topics covered will include Newtonian Mechanics, Energy, Momentum, and Electricity and Magnetism. Time permitting, additional topics in Thermodynamics, Waves, Relativity, and/or Particle Physics may also be covered.

#441 Advanced Physics I*

[Laboratory science]

Grades 11-12**one unit, one year**

• Required: Concurrent enrollment in Honors Pre-Calculus or completion of Pre-Calculus

This course will cover the same topics as Physics I but in greater depth and with increased complexity. Problem-solving will be algebra-based but will include multi-variable systems of equations, advanced trigonometric applications, and symbolic manipulation. Additionally, students in this advanced course will learn the techniques for designing reliable experiments with further emphasis placed on in-depth analysis and proper reporting of scientific results.

#446 Advanced Physics II***Grade 12****one unit, one year****Prerequisite: Physics I or Advanced Physics I**

Required: Concurrent enrollment in or completion of Calculus AB or BC

This is a rigorous, college-level, calculus-based physics course that will expand upon the topics covered in Physics I and introduce additional advanced topics in introductory physics. Significant emphasis will be placed on experimental design with students learning how to plan, conduct, and report out on high-accuracy, high-precision experiments. Calculus-based problem-solving will be introduced into all of the topics covered in Physics I. Additional topics will include rotational motion, calculations with extended mass and/or charge distributions, waves and oscillations, ac circuits, advanced circuit analysis, Maxwells equations, and electromagnetic waves.

#445 Anatomy and Physiology

[Laboratory science]

Grades 11-12**one unit, one year**

This year-long course focuses on human anatomy and physiology. Applications of course topics in the fields of medicine and scientific research are explored. Organ systems are studied by relating the nature of anatomical structures to their physiological functions. Lab work includes dissection of representative vertebrates including cats, frogs, and fetal pigs.

#458 Environmental Science and Sustainability*

[Laboratory science]

Grades 11-12**one unit, one year**

This course will help students understand the fundamental role the environment has in all aspects of human survival and the impacts that humans have had on the Earth. Climate change and sustainability will be discussed throughout the course, as we look at the topics of ecosystems, biodiversity, land and water use, populations, pollution and both renewable and non-renewable energy resources. Each semester will be accessed through extended research investigations and will provide project-based learning experiences. In first semester we will create micro-environments in the form of self-sustaining eco-columns, where data will be collected weekly and findings presented at the end of semester. In second semester students will use what they have learned during the course to research and analyze data on an environmental issue of their choice.

#463 Ecology and Evolution

[Laboratory science]

Grades 11-12**one unit, one year**

This course focuses on the processes of evolution and the patterns generated by these processes. We will seek explanations for such patterns of diversity and for the apparent "good fit" of organisms to their environment. Topics covered include elementary population genetics, the theory of evolution by natural selection, concepts of fitness and adaptation, genetic and developmental bases of evolutionary change, modes of speciation, molecular evolution, principles of systematic biology, paleontology, and macroevolutionary trends in evolution, extinction, and human evolution.

#447 Research in Science**Grade 12****one unit, one year**

• Prerequisite: Completion of three years of laboratory science and completion of, or concurrent enrollment in, a fourth laboratory science course.

This is a senior level course that combines independent research in a laboratory setting with the fundamental skills involved in selecting a research topic, conducting a literature search, carrying out scientific experimentation, and analyzing and reporting scientific results. Students will be paired with a professional researcher and will be expected to carry out a significant piece of independent work in the context of that laboratory. Students are expected to spend 6-8 hours per week involved in work in the laboratory in addition to one formal class meeting at school. A formal presentation of the research project will occur in the spring.

#450 Independent Study**¼ or ½ unit per semester**

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. This study must have a laboratory or field study component. The student must have a faculty sponsor and the proposed course of study must be reviewed by the department and CASC.

Minimum graduation requirement,
Grades 9-12:

3 years in one language

The Department of World Languages and Cultures helps students develop the necessary linguistic skills and intercultural knowledge to communicate proficiently and interact effectively in a globalized world. Through the integrated study of language, history, literature, culture, architecture, and the arts, students make comparisons and connections across cultures and time periods to develop a deeper appreciation of the complexity of their community and world. In language classes, students reflect about themselves, their own language(s) and culture(s) and the importance of diversity. The diverse perspectives gained through our coursework help them become compassionate, open minded, and empathetic leaders who are ready to contribute effectively to society as 21st century global citizens. Our curricula encourage students to use language as a tool to effect social change and disrupt inequities in society. They develop skills that enhance performance across the curriculum and improve cognitive function such as problem-solving skills, and flexible and creative thinking. We believe that a well-rounded education that prepares students for life and the future must include the study of world languages and cultures.

Placement in language classes will be determined by the department and the division director, and will be based on a combination of the student's choice, her work habits as demonstrated in earlier classes, her intellectual readiness, her proficiency, and her interest in the subject.

Students may enroll in a second foreign language upon departmental approval.

***Westridge Advanced Course**

Latin

#537 Latin I

Grades 9-12

one unit, one year

Latin I is designed to introduce students to the basics of Latin grammar, vocabulary, syntax and structure. Throughout the year, we will examine English derivatives from Latin roots, discuss English and Latin grammar and syntax, and learn about Roman history, daily life and culture. Much time is devoted to the process of translating from Latin into English and in developing analytical skills. Students will gain membership into the California Junior Classical League and Westridge Latin Club.

#550 Latin II

Grades 9-12

one unit, one year

• Prerequisite: Latin I or departmental placement

Students continue their study of Latin grammar, vocabulary and syntax. By the end of the course, students will have completed their formal introduction to all of the major grammatical constructions. They then transition to reading Latin prose selections. Through a close reading of Latin text, points of grammar and syntax are reviewed and students hone their analytical skills. Students will gain membership into the California Junior Classical League and Westridge Latin Club.

#553 Latin III

Grades 9-12

one unit, one year

• Prerequisite: Latin II or departmental placement

After completing a thorough review of all Latin grammar and syntax, students delve into primary source reading selections from Julius Caesar (commentaries), Cicero (Catiline) and Ovid (Metamorphoses). The readings and their genres (historical commentary, oratory and epic poetry in meter) are discussed within their literary and historical contexts. Additional topics will be explored throughout the year, such as ancient Greek language, botany, astronomical terminology, anatomy and Latin's influence on popular culture.

#554 Latin IV Vergil - From Olympus to the Underworld*

Grades 11-12

one unit, one year

• Prerequisite: Latin III or departmental placement

Latin IV Vergil will concentrate on Vergil's Latin masterpiece, the Aeneid. As the state poem solidifying Rome's power, originating from its founding, the Aeneid (which is considered the height of "Golden Age" Latin) is mythological in content. This course will read significant segments of the text, focusing on content used for political and patriotic motives for the emperor Augustus. In addition to translation, vocabulary, meter (dactylic hexameter), and rhetorical devices (which students see in English classes), this course will offer students in-depth study of epic in the original language, historical literary propaganda, Vergil's influence on later authors, visual (e.g., paintings) depictions of the myths, and exposure to academic articles, research, and recent developments in Latin. Students will read approximately 20 lines of the Aeneid per assignment (about 60 minutes), read an English translation (supplied by instructor) for sections not read in Latin, and engage in a possible range of projects, research, and presentations.

#556 Honors Latin V: LARES

Grade 12

one unit, one year

• Prerequisite: Latin IV Vergil or departmental placement

A comprehensive course in Latin that surveys several genres, authors and time periods from early Latin, Imperial, Medieval and Renaissance Latin periods. Works may include Roman comedy, lyric poetry, mythology, philosophy, history, and both scientific and political treatises. As in Latin IV, students thoroughly examine each work via language structure, word choice, figures of speech, and meter. In addition, students will consider the literary, historical and scientific influence these documents have had on our world.

Spanish

#560 Spanish I

Grades 9-12

one unit, one year

Spanish I provides a solid foundation for the study of Spanish language and culture. The course introduces students to basic communication skills in real life situations by providing them with vocabulary, cultural information, and basic grammatical structures. Students also learn about the origins of Hispanic and Latin American culture. The class is conducted in Spanish. It is a skills-based course that requires independent practice on the part of the student at home and that emphasizes oral communication in class. Students are provided with ample practice in pronunciation, conversation, and composition, with an emphasis on communicative skills.

#565 Spanish II

Grades 9-12

one unit, one year

• Prerequisite: Spanish I or departmental placement

In Spanish 2, students will continue to build on and reinforce their knowledge of Spanish grammar, refine their pronunciation, expand their vocabulary and cultural awareness, and increase their confidence in speaking and writing. The class is conducted in Spanish. Projects and presentations involving Hispanic culture help develop insight and awareness. This course requires independent practice on the on the part of the student at home, as well as complete engagement in the classroom in order to understand the material provided (short stories, videos, directions on products, etc.) and to apply it when using the language, making connections across communities.

#570 Spanish III

Grades 9-12

one unit, one year

• Prerequisite: Spanish II or departmental placement

In Spanish III, students learn to communicate about the environment, daily errands and city life, health and wellbeing, the workplace, current events, arts, and the media at the intermediate level. Through study of the subjunctive and compound tenses, students increase the complexity of their Spanish skills and have opportunities to apply their learning in a broad range of cultural lessons. Students will also research and present about a range of issues related to the course themes in Spanish-speaking world and in their own communities. This class depends upon students developing their independence, exploring topics of interest beyond the textbook, and integrating use of Spanish into their daily lives.

#576 El mundo hispanohablante

Grades 10-12

one unit, one year

• Prerequisite: Spanish III or departmental placement

This course offers a comprehensive exploration of the Spanish-speaking world, encompassing its history, culture, traditions, arts—including painting, dance, and film—literature, political systems, and religion. It encourages students to adopt a global perspective on contemporary events within Spanish-speaking regions. Students will enhance their reading comprehension, oral fluency, and written proficiency in Spanish through interactive discussions with peers and community members. The course adopts an interdisciplinary approach, reinforcing skills acquired in Spanish I, II, and III. Key thematic areas include Indigenous cultures in the Americas, colonialism, AfroLatinism, American imperialism, and their portrayal in various forms of art and literature. Additionally, students will delve into pressing issues affecting Hispanic and Latinx communities, both in the United States and globally, such as immigration, economic development, education, displacement of Indigenous groups, classism, racial discrimination, socioeconomic, gender studies, and environmental concerns. Instruction will be conducted exclusively in Spanish, fostering an immersive language experience. This is an intermediate-high course that serves as a preparatory step for the Advanced Cultural Studies in Spanish and Spanish Literature courses and can be taken concurrently with these courses.

#573 Advanced Cultural Studies in Spanish*

Grades 10-12

one unit, one year

• Prerequisite: El mundo hispanohablante

This class is framed as a historic journey through the Spanish-speaking world. As we document and reflect upon our “travels” through South American and continue northward, students engage with major historical and contemporary issues through film and other media. Each stop on our itinerary offers opportunities to interpret and analyze a variety of cultural representations of real-world themes and contexts with the goal of developing a deep understanding of major issues in the Americas. Students will learn how historic challenges and social, political, economic, and environmental conditions have shaped Latin America to this day, examine the relationship between these challenges and diverse social movements in the 20th and 21st centuries, compare and critically analyze how values and perspectives are represented in Latin American film and literature, and distinguish conceptualizations of social justice from the Spanish-speaking world. This is an advanced, discussion-based class. Students demonstrate their learning and critical thinking through a variety of projects and presentations. This course is taught entirely in Spanish, and students use Spanish throughout the class.

#572 Advanced Studies in Literature in Spanish*
Grades 10-12 **one unit, one year**

• Prerequisite: Spanish: El mundo hispanohablante
Advanced Studies in Literature in Spanish provides students with the opportunity to improve their advanced analytical and literary skills in Spanish while increasing their deep knowledge of cultures, history and current events from Spain and the Latin American region. Students examine cross-cultural contrasts as they emerge through the readings, engage deeply with literary themes and literary devices, and develop critical thinking skills in the target language. Through this class students engage with diverse perspectives from across the Spanish-speaking world and from different communities therein (authors with diverse identities and from diverse backgrounds), which provides opportunities to develop empathy and global awareness. Students hone their advanced reading and writing skills in Spanish, while also further developing their speaking, analytical and listening skills. This advanced course is taught entirely in Spanish: students read authentic primary literary texts in Spanish and engage in deep critical thinking and analysis in their course discussions, analytical writing, and creative projects.

Mandarin Chinese

#585 Mandarin Chinese I
Grades 9-12 **one unit, one year**

Mandarin Chinese I introduces students to basic communication skills. Students build a vocabulary that reflects daily contact with the world around them and are introduced to basic grammatical structure, the pinyin phonetic system, tones, the concept of radicals, basic strokes, and proper stroke order. In addition, students are provided ample practice in pronunciation, conversation, and writing of characters. Awareness of Chinese culture is emphasized.

#587 Mandarin Chinese II
Grades 9-12 **one unit, one year**

• Prerequisite: Mandarin Chinese I or departmental placement
Mandarin Chinese II provides students with the skills to continue to develop communication skills by acquiring more grammar, vocabulary words, radicals and character writing. Students are provided with ample practice in pronunciation, conversation and composition to increase their proficiency in the language. Awareness of Chinese culture is emphasized.

#589 Mandarin Chinese III
Grades 9-12 **one unit, one year**

• Prerequisite: Mandarin Chinese II or departmental placement
In Mandarin Chinese III, students continue to learn more complex grammatical structures. In addition, students continue to expand their vocabulary. Class instructions are entirely in simplified characters. Textbooks are printed in both simplified and traditional characters to allow students the opportunity to read in both forms. Listening and speaking skills are emphasized. This course is also supplemented with discussion of Chinese culture and Chinese films.

#591 Mandarin Chinese IV
Grades 9-12 **one unit, one year**

• Prerequisite: Mandarin Chinese III or departmental placement
Mandarin Chinese IV is a continuation of Mandarin Chinese III with emphasis on listening, speaking, reading and writing short essays. Students continue to expand their vocabulary. Class instructions are entirely in simplified characters. Textbooks are printed in both simplified and traditional characters to allow students the opportunity to read in both forms. This course is supplemented with Chinese readers, Chinese contemporary literature, and Chinese films.

#593 Advanced Studies in Chinese Language & Culture*
Grades 10-12 **one unit, one year**

• Prerequisite: Mandarin Chinese IV or departmental placement
Advanced Studies in Chinese Language and Culture course is a full-year course which is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills. Students enrolled in this course will also have the maximum exposure to Chinese cultural elements that are integrated in the process of learning the language.

#595 Advanced Studies in Chinese Literature*
Grades 11-12 **one unit, one year**

• Prerequisite: Mandarin Chinese IV or departmental placement
Advanced Studies in Chinese Literature is a one-year advanced course focusing on literature to deepen cultural connections. This course emphasizes collaborative language use and addresses advanced students' needs, preparing them for college and beyond with an engaging and profound learning approach. It implements selected topics on different aspects of China. The thematic units covered in this course involve the progression, evolution, and alterations from ancient China to modern China. In addition, this course also provides students with the opportunity to learn poetry, prose, legends, novels, movies, and contemporary culture. Chinese literature is one of the major literary heritages of the world, with an uninterrupted history of more than 3,000 years, dating back at least to the 14th century BCE.

#580 Independent Study
¼ or ½ unit per semester

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

The mission of the Westridge Computer Science and Engineering Department is to prepare our students to live, work, adapt, and thrive in today's constantly evolving technological landscape. Our students will be able to leverage technology to create solutions to problems both personal and universal. Our students will simultaneously be able to successfully critique and appraise the moral and ethical ramifications of implementing those same solutions. Students will see the world through the lens of technology and see that same technology through the lens of their own humanity. We will give them the tools and let them go create.

#880 Aerospace Engineering**Grades 9-12****one unit, one year**

Aerospace Engineering is a comprehensive course designed to deepen and broaden students' understanding of aerospace engineering. This immersive program enables students to explore a diverse array of topics such as aircraft, satellites, landing vehicles, extraterrestrial exploration, and more. Through rigorous and deliberate sequencing of concepts, students engage in a self-directed and hands-on approach to learning, mastering core engineering skills like Design Thinking, CAD, prototyping, data collection and analysis, troubleshooting, and collaboration. The course is structured around proposing and executing major projects that address real-world aerospace challenges. Students will also have the unique opportunity to interact with professional engineers, enriching their learning experience. By focusing on the complete engineering process, the course fosters creativity, critical thinking, and a strong sense of ownership over learning.

#881 Advanced Aerospace Engineering***Grades 10-12****one unit, one year**

• **Prerequisite: Aerospace Engineering or departmental approval**

Advanced Aerospace Engineering is an advanced and comprehensive course designed to deepen and broaden students' understanding of aerospace engineering. This immersive program enables students to explore a diverse array of topics such as aircraft, satellites, landing vehicles, extraterrestrial exploration, and more. Through rigorous and deliberate sequencing of concepts, students engage in a self-directed and hands-on approach to learning, mastering core engineering skills like Design Thinking, CAD, prototyping, data collection and analysis, troubleshooting, and collaboration. The course is structured around proposing and executing major projects that address real-world aerospace challenges. Students will also have the unique opportunity to interact with professional engineers, enriching their learning experience. By focusing on the complete engineering process, the course fosters creativity, critical thinking, and a strong sense of ownership over learning. Students in Advanced Aerospace Engineering will be expected to take on more leadership roles. This includes mentoring new students, taking the initiative in problem-solving, and being more autonomous when completing tasks for projects.

#840 Foundations of Computer Science and Engineering (CSE)**Grades 9-12****one unit, one year**

This is a foundational course well suited for both students who are interested in building their computer science knowledge and those students new to computer science. This course will prepare students for advanced CSE courses, providing students with the necessary skills to leverage technology to create solutions in both the digital and physical realms. Topics covered include but are not limited to design thinking, STEAMwork tools, binary numbers, data types, variables, conditionals, iteration, functions, algorithms, and cybersecurity. This course serves as a prerequisite to both AP Computer Science A and Advanced Computer Science: Full Stack Web Development. This course is open to any students in grades 9-12.

#883 Advanced Aerospace Engineering Systems Engineering*

Grades 11-12

one unit, one year

• Prerequisite: Advanced Aerospace Engineering

Aerospace Engineering Systems Engineering is an advanced course for students who have completed Advanced Aerospace Engineering, with a focus on project design and leadership. Building on their understanding of various engineering topics, students in this course are challenged to propose and design practical aerospace projects with real-world relevance for implementation by their peers. These projects should be practical and have real-world relevance. Students will integrate advanced skills in Design Thinking, CAD, prototyping, and data analysis, which are essential for tackling such complex tasks. This course extends beyond enhancement of technical skills, focusing heavily on mentorship and fostering a strong sense of ownership and autonomy in learning. Students will also be required to interact with professional engineers, gaining invaluable insights and advice. By concentrating on the entire engineering process, from conception to execution, the course not only bolsters technical prowess but also nurtures critical thinking, creativity, and leadership qualities."

#897 Advanced Placement Computer Science A

Grades 10-12

one unit, one year

AP Computer Science A (APCSA) introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. While there is no requirement to do so, most student will take AP Computer Science Principles before taking this course.

#857 Full Stack Web Development*

Grades 11-12

one unit, one year

• Prerequisite: Foundations of CSE and departmental approval or AP Computer Science A

This course will provide students with the resources, support, and confidence to become full stack web developers. A full stack developer is someone who works with the back end, or server side, of the application as well as the front end, or client side. Full stack developers need to possess skills in a wide variety of coding niches, from databases to graphic design and UI/UX management to do their job well. This course will focus on the MEAN stack, which is comprised of MongoDB, Express, AngularJS, and Node.js, technologies which power companies such as Microsoft, Google, Paypal, and Walmart. The MEAN stack allows for the use of a single language, JavaScript, throughout the entire development process. At the conclusion of the course, students will have the ability to solve just about any general-purpose computing task.

#889 CSE Capstone*

Grades 11-12

one unit, one year

• Prerequisite: Full Stack Web Development

Students in this course will be building enterprise-grade software. The students will be required to draw upon their existing knowledge to seek out new solutions, designing and developing work that expands both the breadth and depth of their prior understanding. Students will be working as a team to develop either a software product or a physical device that is powered by software that they create. To do so, they will have to research, delegate, collaborate, and implement their collective decisions. Topics covered include but are not limited to source control, large-scale project workflow structure, collaboration and specialization, self-direction of knowledge acquisition, prioritization, Pareto's Principle (80/20 analysis), project management, and bug tracking. Completion of Full Stack or APCS A with teacher recommendation, is required for enrollment.

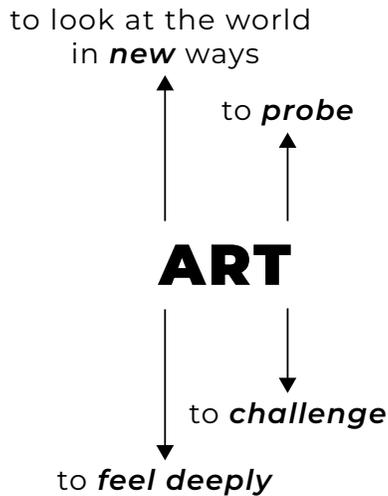
#898 Independent Study

¼ or ½ unit per semester

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor, and her proposed course of study must be reviewed by the department and CASC.

UPPER SCHOOL Visual Arts

Minimum graduation requirement,
Grades 9-12:
**2 years (in visual arts, music, and/
or theatre)**



The Art Department creates space for students to learn to effectively communicate through art, with creative risk taking and problem-solving transcending disciplines. Our aim is to stimulate fresh perspectives, magnify subdued voices, and infuse our community with energy and inspiration.

We relish our proximity to Los Angeles' robust cultural landscape and tap into the diverse human experience of the world beyond. We hope to inspire our students to go beyond being dedicated makers and thinkers to become impassioned participants, transforming themselves, their peers, and the world.

***Westridge Advanced Course**

#621 Painting / Drawing I Grades 9-12

one unit, one year

This course is designed to provide students the ability to express their ideas through traditional art materials with elements of design, composition, color and perceptual drawing. Students are tasked with working to develop observational as well as imaginative creative skills, and lessons are designed to emphasize diverse skill building while offering artistic expression. Students begin building their skills with an emphasis on drawing and building tonal range. Drawings are used as the basis for, or in combination with, paintings in acrylic and watercolor. Materials explored include, but are not limited to, ink, pencil, watercolor, pastels, printmaking, acrylic and more. The class format includes studio activity, lectures, demonstrations, discussions, group critiques, and field trips. Students also keep a sketchbook. Assignments reinforce concepts covered in class and provide an opportunity for more independent work.

#622 Painting / Drawing II Grades 10-12

one unit, one year

• Prerequisite: *Painting / Drawing I*

Concepts and skills introduced in Painting/Drawing I are explored in greater depth and complexity in Painting/Drawing II. While working within structured projects, students begin to build and hone their artistic skill while emphasizing their creative expression and point of view more independently. The class format includes studio activity, lectures, demonstrations, discussions, group critiques, and are designed to develop recognition of quality and critical thinking skills in written and oral work, as well as in the student's own projects.

#630 Photography I Grades 9-12

one unit, one year

This course covers the technical aspects and aesthetic principles of black and white photography while accentuating elements of composition as the guiding principles from which to grow. The class starts with digital photography and is designed to help build visual language within the digital SLR platform before moving into manual photography and darkroom printing. Increased aesthetic awareness of the visual qualities in nature, works of art, events, and objects within the environment are emphasized. Students work towards developing the ability to sustain a concept, and clearly communicate through visual language. Class consists of lab time, class lectures, critiques and group photo shoots.

#631 Photography II Grades 10-12

one unit, one year

• Prerequisite: *Photography I*

This course emphasizes defining a visual vocabulary and strengthening fluency in aesthetic expression through the use of a variety of photographic technologies. Students first refine their skills and then head into group projects where they create extended bodies of work that explore a unifying theme and sustain a vision that communicates complex concepts. Class consists of independent lab time, class lectures, critiques, group projects and field trips.

#636 Time-Based Art Grades 9-12

one unit, one year

This course introduces a range of art practices where the manipulation of time is an essential element. Students explore the durational aspect of film and video, animation, sound and performance. The course will provide hands-on experience with cell phones as a recording device, DSLRs, audio recording, lighting equipment, stop motion paper and object animation, and using editing software Adobe Photoshop, Adobe Premiere, as well as open-source tools IStopMotion and Audacity. The class incorporates lectures, demonstrations, exercises, readings, screenings, research, critiques, and discussion.

#639 3D Design I**Grades 9-12****one unit, one year**

In 3D Design I, students explore making art in three-dimensions. Working with wood, clay, found objects, metal, and a wide range of other 3D materials, students work by hand and with hand-tools, augmented by the use of power tools as well as 3D technology like laser cutting. The creation of a functional object such as a lamp or chair, is a centerpiece of the course. A series of smaller, self-contained 3D investigations, each exploring a particular approach or technique to sculpting and designing are merged in the development of this functional object. Conceptual considerations, examinations of contemporary artists, field trips, visiting artists, and the design elements of form, structure, and surface, help to guide creative work in this course.

#638 3D Design II**Grades 10-12****one unit, one year****• Prerequisite: 3D Design I**

The 3D Design II course builds upon foundational concepts and skills developed in 3D Design I, allowing for greater depth and complexity in three dimensions. Included is an expectation of a higher level of resolution to their work, with honed craftsmanship and more complex conceptual investigations. Students work more independently in this course and explore non-traditional materials and techniques. Increased freedom allows students to choose materials that best support their own conceptual goals. A wide range of materials are available for experimentation, including concrete, wood, cardboard, clay, plaster, resin, found objects and metal.

#640 Journeys in Film**Grades 9-12****one unit, one year**

This interdisciplinary course teaches film through both making and study. Students develop an understanding of film with greater depth and appreciation, as well as create work informed by the varied perspectives from which media can be examined. A deep dive investigation into 5 films throughout the year provide the framework, combined with auxiliary media including tv, short stories, animation, experimental shorts, music and commercial videos. Students' work is equally as diverse as animation, poetry, film score, painting, photo montage, critical reviews, scene creation, and performance. Guest speakers are a large part of this interdisciplinary and collaborative format—everyone loves film! Students will develop a visual literacy and competence, beyond mere consumers of imagery, becoming critical viewers, thinkers and makers with their own distinct viewpoints. The course format includes screenings, guest lecturers and artist presentations, readings, field trips, group study, critical discussions, all guiding students to develop work constructed from a range of perspectives.

#646 Ceramics I**Grades 9-12****one unit, one year**

Ceramics I introduces students to the techniques of handbuilding clay for both sculptural and functional forms. They explore pinch, coil, and slab building techniques, experiment with varied surface decoration methods, and learn the basics of glaze application to both low fire and mid-fire temperatures. We stress the elements of design and composition and essentially approach the use of clay with a sense of curiosity, experimentation, and expression. The class format includes studio activity, lectures, demonstrations, discussions, self-reflections, research, group critiques, field trips and guest artists' lectures.

#651 Clay Design and Engineering I**Grades 9-12****one unit, one year**

This course introduces students to throwing on the potter's wheel and provides an introduction to the craft of clay in both sculptural and functional forms. Students learn to throw, trim, alter and finish work with a variety of surface decoration techniques. In the second semester, students will develop and refine their concepts and visual analysis, increasing throwing skills with more complicated forms, and expanding their range of surface treatments. Additionally, students learn the basics of glaze application to both low-fire and mid-fire temperatures. The class format includes studio activity, lectures, demonstrations, discussions, self-reflections, research, group critiques, field trips and/or guest artists' lectures.

#652 Clay Design and Engineering II**Grades 11-12****one unit, one year****• Prerequisite: Clay Design and Engineering I**

This course further develops foundational concepts and skills developed in Clay Design & Engineering I, increasing the scale of their forms, playing with innovative surface treatments and appendages, and altering and distorting forms. Students will orient their work within a larger traditional, contemporary and cultural context as they develop their creative voice and style. Students will also be exposed to a broader studio practice, including loading kilns, alternate firing methods, mixing glazes, ordering supplies, and recycling materials. The class includes studio activity, demonstrations, discussions, self-reflections, research, group critiques, field trips, guest artists' presentations and exhibiting work. Students will also have opportunities to extend their learning beyond the classroom and be ambassadors to the community.

#662 Investigations in Art: Red
Grades 11-12 **one semester**

• Prerequisite: Two years of Art

This new semester course offers an alternative path for art students who are interested in a compressed, thematic exploration, rather than the year-long studio practice of the advanced art courses (Advanced Art Studio Practicum, and Advanced Art Studio Intensive). Each of the Investigations in Art courses will focus on a single topic, encouraging focused investigation that is not tied to a particular medium but rather, interdisciplinary in nature.

Investigations in Art: Red delves into the diverse concept of 'RED' across cultures, histories, art practices, and philosophies. We begin by examining what you think red is, breaking it down and then expanding it, learning from professionals in various fields, thinking about and making red in all its permutations and surprises until you never look at, smell, or taste red the same way again. An open-ended exploration designed to accommodate the unique expertise and enthusiasm of both the teacher and students that emphasizes inventive making and interdisciplinary opportunities.

#663 Investigations in Art: Failure
Grades 11-12 **one semester**

• Prerequisite: Two years of Art

This new semester course offers an alternative path for art students who are interested in a compressed, thematic exploration, rather than the year-long studio practice of the advanced art courses (Advanced Art Studio Practicum, and Advanced Art Studio Intensive). Each of the Investigations in Art courses will focus on a single topic, encouraging focused investigation that is not tied to a particular medium but rather, interdisciplinary in nature.

Investigations in Art: Failure delves into the diverse concepts of 'FAILURE' in our collective consciousness across cultures, histories, art practices, and philosophies. How do we interpret failure? How do we make art about it, embrace it, curse it, laugh at it, learn from it. Failure not as a dead end, but instead as a brilliant pause on an evolving journey. We will examine its cousins: success, risk, process, opportunity, silliness, and folly. You will be forced to fail brilliantly, and consider its possibilities and benefits, perhaps from a surprising vantage point. An open-ended exploration designed to accommodate the unique expertise and enthusiasm of both the teacher and students that emphasizes inventive making and interdisciplinary opportunities.

#667 Advanced Art Studio Practicum*
Grades 11-12 **one unit, one year**

• Prerequisite: Two years of Art fulfilled by any two Art Department courses. All applicants must submit an art portfolio in the spring for review by the Art Department to determine each student's enrollment.

In this course, students undertake a college-level art practice to develop a cohesive body of artwork. Open to Juniors and Seniors, AASP offers a path for our advanced makers to create work grounded in experimentation and critical analysis. These Art leaders are asked to be adventurous with their own practice, and engage in dialogue with the larger community as confident, independent, flexible thinkers and makers. Comprehensive critiques develop advanced skills in discussing and analyzing works of art, and field trips and visiting artists provide awareness of contemporary artists through an historical context. Emphasis is placed on independent and flexible thinking, a disciplined work ethic, risk-taking and perseverance, and above all agency in their own learning and making. Students will present a culminating portfolio.

#668 Advanced Art Studio Intensive*
Grade 12 **one unit, one year**

• Prerequisite: Three years of Art fulfilled by three Art Department courses (this must include one year of Advanced Art Studio Practicum). All applicants must submit an art portfolio in the spring for review by the Art Department to determine each student's enrollment.

This course is for our most advanced art students, open to seniors who have completed Advanced Art Studio Practicum. Students focus on developing a portfolio of advanced work with deeper analysis and a higher level of resolution to their work. AASI meets in conjunction with Advanced Art Studio Practicum, allowing seniors to take on leadership roles, such as leading discussions and taking part in portfolio reviews and check-ins with students in the Practicum course. A culminating portfolio and art show are required.

#669 Independent Study
¼ or ½ unit per semester

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

Music

Minimum graduation requirement,
grades 9-12:
**2 years (in visual arts, music, and/
or theatre)**

The Music Department is committed to providing a community-based learning experience where students practice musicianship, creativity, teamwork, and resilience. Musicmaking is deeply connected to the human experience and as such is a valued and integral part of a Westridge student's education. The music curriculum is designed to provide holistic musical training with an emphasis and appreciation of music from all world cultures. The Music Department believes that students develop an appreciation of music by learning to make music themselves. Students will demonstrate their growth through a variety of modalities including, but not limited to, performance, improvisation, responsiveness, creativity, and connection.

**Westridge Advanced Course
**Students may elect into
Challenge-by-Choice option
for advanced designation.*

#689 Chorale (Beginner) **Grades 9-12**

one unit, one year

The Chorale is designed to teach fundamental music and singing skills to students in a choral context. It is the best class for those students who have had only 0-4 years of piano instruction. In the first semester, the students learn to read music and understand rhythmic notation by doing a variety of written assignments along with singing various unison and two-part choral pieces. During the second semester, three-quarters of the class is spent preparing for a brief springtime performance and the other class time is spent learning about music history, analyzing choral scores and listening to recordings. The class is appropriate for those students who do not possess the prerequisite skills for Concert Choir or Glee Club and who want to fulfill the music requirement without a lot of performance pressure. It is possible to use this class as a stepping stone to prepare to audition for Glee Club.

#684 Concert Choir (Intermediate) **Grades 9-12**

one unit, one year

Concert Choir is an ensemble that values singing together. The class encourages all students to join to sing choral songs. It is a class that is joyful, encouraging all to participate without regard for their skill or expertise. The class explores various types and styles of music by singing and listening to other choral ensembles sing. A sense of wellbeing is generated by singing together and participating in an activity that encourages cognitive, physical, emotional, and spiritual growth. Above all it is a class that aims to uplift and support a person's health and wellness. The class will focus on developing individual's voices, their ability to read music, and their musical ear. These goals will be accomplished simultaneously through the act of singing together, listening, and learning to pay attention to what is important and what is not. It will be an exhilarating experience for all students. If you have questions about which class, Concert Choir or Chorale, is the best for your needs, please speak with the instructor.

#686 Glee Club **Grades 9-12**

one unit, one year

- **Audition required**
- **Prerequisite: A clear vocal quality and the ability to match pitch, tap rhythms, and sight sing.**

Glee Club is an auditioned group designed to provide its members enjoyment of choral music consisting of repertoire from the past four centuries, exposure to the discipline necessary to produce a high standard of performance and the opportunity to perform in concert during the school year. Musicianship skills are enhanced by sight singing and tapping rhythms on a regular basis. Dress rehearsals and performances are mandatory and are necessary for completing the course requirements.

#685 String Orchestra**Grades 9-12****one unit, one year**

The String Orchestra is designed to develop the musical and orchestral skills of students who are beginners or have already played an instrument and have basic musicianship skills. Students will develop their musicianship through studying music theory, reading and playing music from classical and non-classical genres, and learning how to adjust their playing in the context of the ensemble. This class is appropriate for students who do not meet the prerequisite musicianship for Upper School Chamber Orchestra and want to further enhance their ensemble skills. Additionally, successful participation in the class can serve as a pathway to the Upper School Chamber Orchestra. This class will have the opportunity to perform in a concert during the second semester. Students may re-enroll in this course on a yearly basis.

#670 Chamber Orchestra****Grades 9-12****one unit, one year**

- **Auditions required**
- **Instrumentation – strings (violin, viola, cello, bass); woodwinds; brass; piano; percussion**
- **Prerequisite – Placement is determined by audition or the successful completion of the Westridge String Orchestra course. Audition information will be available in the spring of the preceding year.**
- **The Advanced Course option is available to 11th and 12th grade students. Interested students will need to opt-in by the end of the first quarter in order to receive advanced designation on their transcript.**

This ensemble is an auditioned group that provides its members with the opportunity to study and perform music from classical and non-classical genres at an advanced level. Students will learn the skills and discipline necessary to achieve a high standard of performance in the context of an orchestra. They will continue to develop their musicianship through the study of music theory and analysis. Dress rehearsals and performances are mandatory and are necessary to complete the course requirements. Students may re-enroll in this course on a yearly basis.

#698 Independent Study **$\frac{1}{4}$ or $\frac{1}{2}$ unit per semester**

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

*Minimum graduation requirement, grades 9-12:
2 years (in visual arts, music, and/or theatre)*

The Westridge Theatre Department aims to educate and inspire compassionate, confident, and capable young theatre practitioners, prioritizing collaboration, inclusion, empathy, process over product, and a healthy balance of playfulness and professionalism.

Our students are encouraged to nurture their own artistic voice and creative vision in every aspect of the theatre-making process – including performance, design, and leadership – with the hope that they will develop not only as adept interpretive artists, but also as generative artists who are comfortable with daring self-expression.

By the time they leave Westridge, we hope our theatre students know how to harness the power of storytelling to spark empathy, amplify the voices of others, broaden worldviews, and make meaningful contributions in our ever more interdependent communities.

#681 Acting I **Grades 9-12**

one unit, one year

Students will approach the dramatic arts through acting, directing, design, playwriting, and critique. Throughout the course students will explore the theatrical process, gaining the creative confidence necessary to independently devise, rehearse, and present works of theatre. Course content will require students to analyze and respond to theatrical works from diverse historical and cultural contexts. The course will particularly focus on 1) sharpening acting skills through the study of various theatrical styles and acting techniques, and 2) refining the collaborative and communicative tools used among theatre artists to authentically and confidently realize artistic expression through theatrical performance. Students will utilize monologues from plays, scenes from stage and screen, and group devising projects to investigate dramatic structure and theatrical technique. Students will also investigate the possibilities of various kinds of work in the professional theatre, both on and off stage.

#682 Theatre Production **Grades 10-12**

one unit, one year

· Prerequisite: Completion of any Westridge theatre course (including Middle School electives, costume, or tech) or one Westridge theatre production working on or off stage

The Theatre Production course is designed for students who already have some theatre experience, either on or off stage, and who are interested in learning more about the business of show business. While actors are encouraged to enroll, this is not only an acting course. In addition to theatrical performance, students will study all the steps necessary to take a production from idea to reality. Throughout the year, students will rotate through the various roles and responsibilities held within a small theatre production company, learning about directing, design, production management, advertising, communication, dramaturgy and more. Students in this course will have the opportunity to truly take command of the Westridge Theatre production process, guiding decisions about everything from marketing materials to audience relations and even Westridge Theatre season selection. While students in this course will significantly influence the extra-curricular theatre season, no after-school commitment is required.

#680 Fundamentals of Costume Design **Grades 10-12**

one unit, one year

· Prerequisite: Completion of any one Westridge costume course or participation in Costume Crew for one after-school Westridge production

This course will introduce students to the principles and practices of costume design for the theatre. Students will explore the history of costume and fashion, as well as the ways in which history influences modern theatrical costume design. Students will be introduced to techniques and practices which enable them to smoothly translate designs into rendered costumes. Throughout the course, students will develop and expand their skills in script analysis, costume and fashion research, design, and theatrical costume rendering.

#698 Independent Study in Theatre

1/4 or 1/2 unit per semester

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

Physical Education

Minimum graduation requirement,
grades 9-12:

9 Credits

Most students fulfill the 9 credit
Physical Education requirement in 9th,
10th, and 11th grades.

Students are allowed to fulfill their
requirement in the following ways:

1 Credit per Trimester

- Upper School Physical Education

3 Credits per Academic Year

- Beginning Dance
- Intermediate Dance
- Advanced Dance

2 Credits per Trimester

- Upper School Sports Team

3 Credits per Academic Year

(Yearlong commitment, application
required)

- Westridge Equestrian Team
- Physical Activity Credit (formerly
PE Equivalent)
- Physical Activity Credit National or
Academy Team

#710 Physical Education

Grades 9-12

fall, winter, spring seasons

Upper School Physical Education is a multi-disciplinary course that utilizes diverse activities to promote students' lifelong fitness and health. This course includes multimodal group aerobic exercise, conditioning, yoga, and strength and flexibility training. Through exposure to a wide array of contemporary fitness options, students are encouraged to explore and adopt a health and wellness mindset well into their future.

#738 Dance I

Grades 9-12

one year

- No audition required.

Beginning dance is a year-long course for students who have little to no experience in dance. This course will teach the fundamentals of modern dance along with basic ballet, yoga, and other forms of movement. Students will also spend significant time learning choreographic skills in order to create their own dances to be performed at an informal showing at the end of the year. Though not required, all students in beginning dance will have the opportunity to perform in the spring dance concert.

#727 Dance II

Grades 9-12

one year

- Audition required.

Intermediate Dance is a year-long course for students who have intermediate skill in any dance technique. This skill should allow them to grasp, retain, and execute various styles of choreography. The intermediate dancer will also learn performance skills, ballet and modern technique while developing flexibility, muscle strength and musicality. All Intermediate Dance students are required to participate in the spring Dance Concert.

#732 Dance III

Grades 9-12

one year

- Audition required.

Advanced Dance is a year-long course for dancers who have intermediate/advanced dance ability in any technique and whose skill allows them to grasp, retain, and execute various styles of choreography at an accelerated pace. This course is for dancers who want to broaden and gain deeper knowledge of performance and will have the opportunity to choreograph for the ensemble. All Advanced Dance students are required to participate in the spring Dance Concert.

#705 Equestrian

In order to receive PE credit for participation on the Equestrian team, students must complete the Westridge Equestrian application and compete in a minimum of three Interscholastic Equestrian League (IEL) shows per academic year. A minimum of six hours of activity is required weekly. Monthly documentation including show performance is required.

#706 Physical Activity Credit

Students practice and compete on an outside team and must participate for Westridge during the season of the same sport should it be offered. Students cannot play simultaneously for their club and Westridge (CIF-SS rule). If a sport is not offered at Westridge, students must participate on a competitive team. A minimum of six hours of activity is required weekly. An application is required in addition to monthly documentation.

#707 Physical Activity Credit National or Academy Team

Qualification includes participation on a top level United States Academy team, National team or Olympic team which prohibits high school participation. An application and verification in writing from the organization is required. Students must participate a minimum eight hours per week in their program. During weeks of non-activity a minimum of two hours needs to be achieved by either attending Strength and Conditioning Class after school or completing Physical Education/Athletics Department online modules.

Athletic Program

Westridge values the educational goals of athletic participation and strives to afford each girl the opportunity to be a part of the athletics program while balancing competitive intensity. The Frosh/Soph and junior varsity levels can include novice participants while varsity sports remain highly competitive. Girls are encouraged to participate in athletics as it is an important part of a well-rounded education. The Upper School holds membership in the California Interscholastic Federations of the Southern Section (CIF-SS), and competes in basketball, cross country, flag football, golf, lacrosse, soccer, softball, swimming, tennis, track and field, volleyball, and water polo. Westridge competes in the Prep League which includes: Chadwick, Providence, Flintridge Prep, Mayfield Senior, Polytechnic, and Rio Hondo Prep. The Westridge Equestrian team participates in the Interscholastic Equestrian League (IEL). Students receive credit through enrollment in Physical Education Equivalent.

Freshman/Sophomore Team

#741 Volleyball

Junior Varsity

#713 Tennis
 #715 Volleyball
 #717 Basketball
 #719 Soccer
 #723 Swimming
 #740 Cross Country
 #739 Water Polo
 #743 Lacrosse
 #780 Flag Football

Varsity

#709 Cross Country
 #712 Tennis
 #714 Volleyball
 #716 Basketball
 #718 Soccer
 #720 Swimming
 #721 Softball
 #724 Lacrosse
 #725 Track & Field
 #730 Golf
 #733 Water Polo
 #781 Flag Football

UPPER SCHOOL

H-Block Electives

All electives in this section are graded pass/fail.

Students may enroll in Creative Writing for either the first or second semester. Students progress through the course sequentially; but do not have to enroll in consecutive semesters. Each level of Creative Writing is fulfilled by completing two semesters of that level.

#160 Creative Writing I #161

Grades 9-12 **¼ unit, each semester**

Each semester in Creative Writing I, students explore writing as an art form and means of self-expression through the creation of memoir, creative non-fiction, poetry, and short fiction pieces. In class, students engage in a seminar and workshop environment. They discuss reading, use a variety of styles of writing practice, and grow through partner work and critiques. Students assist in the development and publication of the school literary magazine, *Outlook*. This course meets once per rotation.

#162 Creative Writing II #163

Grades 10-12 **¼ unit, each semester**

• **Prerequisite: #160 and #161**

In Creative Writing II, students continue to develop and refine their skills as writers through different and more advanced projects including but not limited to: memoir, literary journalism, poetry, and short fiction. In class, students read and discuss examples of writers in different roles, and discuss writing as an art form and as an impetus for social change. Working with more independence, students continue in a seminar and workshop environment and use a variety of styles of writing practice. Students may design many of their own projects. This group takes a leadership role in the development and publication of the school literary magazine, *Outlook*. This course meets once per rotation.

#164 Creative Writing III #165

Grades 10-12 **¼ unit, each semester**

• **Prerequisite: #162 and #163**

Creative Writing III builds on Creative Writing II with special emphasis on independent projects in poetry, fiction, and other forms such as historical fiction, screen- and playwriting. There will also be a focus on critical theory and analysis. Students engage in problem-solving exercises, classroom critique, and individual conferences. They work to build a portfolio and may do one large project in a single genre. This group takes a leadership role in the development and publication of the school literary magazine, *Outlook*. This course meets once per rotation.

#167 Creative Writing IV Grade 12

¼ unit, each semester

• **Prerequisite: #164 and #165**

Creative Writing IV builds on Creative Writing III and allows students to assume leadership roles by guiding readings, discussions, and in-class writing exercises. Students pull these lessons from their own experiences as Creative Writing students and pursue an independent writing project, based upon their own interests and passions. Students will schedule regular meetings with their instructor and reflect upon their academic, aesthetic, and personal growth. The Creative Writing IV student will also take a leadership role in the editing, layout, and overall production of *Outlook*, the Upper School literary journal. This course meets once per rotation.

#951 Women in STEM Careers Grades 9-12

¼ unit, one year

In this course, students will meet women studying or working in fields that involve science, technology, engineering, or mathematics (STEM). Students will prepare for their meetings by identifying fields of interest, researching those fields, and composing interview questions. Meetings with women in STEM will be in person or online. Conversations will include the woman's background, how she became interested in her field, what she did in her younger years, at what age she became interested in STEM, what she believes enhanced her ability to succeed in her field, and of course, her field of work and/or study, followed by Q&A. Students will be able to see the myriad possibilities that are afforded by a STEM degree.

#946 Engineering & Design – Science Olympiad Grades 9-12

¼ unit, one year

Science Olympiad is a national competition involving many different STEM fields. This course prepares students to compete in the Los Angeles competition that occurs in spring of each year. Students choose three science, technology, and engineering subjects of their choosing, including, but not limited to: anatomy, diseases, ecology, fossils, geologic mapping, astronomy, the environment, geology, chemistry, materials science, optics, experimental design, mechanical engineering, and coding. Students can also choose to design and build bridges, wind power turbines, redox probes, robotic vehicles, time-keeping devices, and other engineered devices applicable to different competitive events.

#947 Engineering & Design – Robotics Grades 9-12

½ unit, one year

Students build a basic skill set for making robotic systems. They learn to design and fabricate mechanisms, control motors to drive those mechanisms and thus act upon the world, use sensors to gain information about that world, wire up connections between these parts and a microcontroller board, and write computer code to govern and integrate all of these elements of their robots. They then apply these skills towards individual and team robotics projects. The primary technical tools are the Processing programming language, the Arduino board, hobby servomotors, DC gear motors, webcams for computer vision, and other small sensors.

#948 Engineering & Design – Rocketry**Grades 9-12** *½ unit, one year*

Beginning from scratch, students work in teams to design and build model rockets using equipment in the STEAMWork Design Studio (including 3D printers and the laser cutter), and assemble the parts by hand. The design process combines the application of math, physics and engineering concepts as well as aesthetic decision-making. They test their completed rockets at the Santa Fe Dam on weekend fieldtrips, collecting data from the launch, iterating their designs, and ultimately competing with their rocket in the Team America Rocketry Challenge (TARC). Qualifying teams can attend the National Flyoffs in Washington DC in May. The course requires strong teamwork skills and allows students to engage in the full engineering cycle to design, build, test, and repeat.

#932 Permaculture**Grades 9-12** *½ unit, one year*

Students explore systems of soil, water, and food through the development and maintenance of a sustainable food garden. The class utilizes permaculture principles in the exploration of environmental issues like climate change and employs sustainable practices such as no-till gardening, vermiculture (worm composting), cover cropping, companion planting, carbon sequestration, and cultivating beneficial soil microbes. Students engage with the full growing cycle of a garden, including planning, seed starting, transplanting, soil management, water and sunlight needs, seed saving, and harvesting. The class also studies food equity and accessibility issues both locally and across the globe. Field trips to the CSUN Sustainable Food Garden, the Huntington Ranch Garden, and Akwaba Food Forest allow students to learn from existing models of sustainable agriculture. Students propose and test their own hypotheses in developing sustainable practices, ecology, and biology. Engineering projects like rainwater harvesting, irrigation systems, and slope analysis allow students to further explore concerns around developing a successful sustainable garden. The class is collaborative in nature with opportunities for individual investigations.

#931 Sustainable Building and Design**Grades 9-12** *½ unit, one year*

Class coursework is built around the design and construction of a prototype tiny house as a means of investigating sustainability problem solving; aiming to engineer creative solutions to concerns like water conservation, material sustainability, efficiency, and alternative energy generation. Students design and build a tiny house utilizing a combination of power tools, hand-building techniques, Computer Assisted Design (CAD), and Computer Assisted Manufacturing (CAM). They will investigate structural and design approaches like passive solar heating, geothermal, insulation, and thermal mass, and the tiny house will serve as a site for experimentation with solar power, solar water heating, rainwater catchment, fog and dew collection, water filtration, and wind turbines. Microcontroller computers will assist in realizing these projects, and designing for resilience in the face of fire, wind, and other weather will be taken into consideration. This course is collaborative in nature with opportunities for individual investigations. Students share their investigations in sustainability with the larger community at an open house for their prototype.

#675 Costume Construction**Grades 9-12** *¼ unit, each semester*

In this course, students will assist with the construction of costumes for Westridge Theatre productions. In a team environment, class members will gain an understanding of costume construction techniques such as cutting, sewing, fabric dye, fitting, and maintaining costumes for theatrical production. Students will serve a vital role in creating theatre of excellence for the Westridge community.

#659 Technical Theatre**Grades 9-12** *¼ unit, each semester*

This course provides hands-on opportunities for students to explore the world of painting theatrical sets and properties, as well as scenic construction. Students will learn technical theatre skills and assist in the process of creating Westridge theatre productions. Course content will include scene shop safety, tools and materials, model building, painting techniques, properties design and construction, and an introduction to theatrical lighting. Prior experience is not required, and the course may be repeated.

#688 Madrigals**Grades 10-12** *½ unit, one year***• Audition required****• Prerequisite: One year experience in either Concert Choir or Glee Club**

Madrigals is a choral ensemble that sings a cappella music only. It meets one H-block in the six-day rotation. The maximum number of students accepted into the class is 12. Students rehearse and perform a cappella music of various styles and from different historical eras. During the holiday season, this ensemble sings 6-7 performances for various organizations in the Pasadena community. Also, the group is asked from time-to-time to sing for school and community events.

#922 The Art of Music Making: Exploring Music Theory & Songwriting**Grades 9-12** *½ unit, one year*

In this course, students will be introduced to the fundamentals of music theory and songwriting in a dynamic and engaging way. Music theory is the basis of understanding how music is formed and how it functions. By drawing inspiration from the works of iconic artists such as, but not limited to, Taylor Swift and Beyoncé, students will delve into the creative process behind crafting memorable melodies and impactful lyrics while understanding the theoretical underpinnings of music. From there, students will transfer their knowledge of functionality into practice through songwriting where students compose their own pieces to perform at the end of the year. This is a beginner course and no prerequisite is required.

#940 Speech and Debate**Grade 9-12** *¼ unit, each semester*

This course introduces students to the world of competitive speech & debate, teaching students the skills of basic communication and persuasion. Speech teaches students an array of skills, including speech-writing, research, script-cutting, and even theatre skills. In debate, students learn how to conduct research using databases and think tanks from around the globe, how to organize and formulate arguments, and how to argue effectively for any ideas which they are given to defend. In addition to the prior curriculum, debaters will travel to tournaments throughout the year in order to compete against fellow debaters from around the nation.

#976 Inlook (Yearbook)**Grades 9-12****½ unit, one year**

This is a fast-paced course designed to produce the Westridge School yearbook. Topics covered will include design basics, layout, photography and copywriting, with an emphasis on meeting publication deadlines. Grades are based on quality of work, ability to work with a team effectively and to meet task deadlines. Editors must meet weekly with the yearbook faculty advisor. Leadership positions (editors) are available to students with a minimum of one year experience on staff (to be determined via interview and performance review with yearbook faculty advisor). Editors are required to attend a week-long yearbook workshop in August. Staff members are encouraged to attend this workshop if available.

#977 Spyglass (Newspaper)**Grades 9-12****½ unit, one year**

This is a course in basic journalism. Journalistic writing, editing, photography, videography, and website management will be taught through direct instruction and the publication of Westridge's online newspaper, *Spyglass*. Staff positions are assigned according to students' availability, interest, and experience.

#986 Beginning Peer-to-Peer**Grades 10-11****½ unit, one year**

Peer-to-Peer 1 is a year-long elective focusing on the development of empathic listening skills. We will work within a framework of relational psychology and identify elements from other psychological frameworks that contribute to a beginning appreciation of psychological theory. The first semester is an introduction to psychology with an emphasis on exploring basic psychological concepts. It is largely experiential and self-reflective and will have reading and writing reflection assignments. In addition, there is a one-day Saturday retreat held on campus which is devoted to strengthening listening skills. Students participating in this program will be invited to explore issues related to the human condition, and more specifically adolescence, and will be encouraged to explore their own feelings. Local clinicians will be brought in as guest lecturers about areas of expertise. The goals of this semester are to:

- Develop increased awareness of self and responsibility to others.
- Develop understanding of counseling/facilitative relationships
- Familiarize students with basic concepts of psychology
- Develop enhanced communication skills
- Establish guidelines for peer helping and outreach

The second semester will be devoted to practice applications and outreach to Lower, Middle, and Upper School. Students will be encouraged to find areas of interest to them within the Westridge community and serve as peer educators and peer helpers. If a student wishes to use their experience in Peer-to-Peer toward their CAP project, they will be encouraged to volunteer in community programs which enhances their learning and skills. Students will be required to research a topic within psychology that is of interest to them and will present their findings to their classmates.

This class is selective and requires: completion of an application form, an interview, two letters of recommendation from peers, and a letter of recommendation from an advisor or teacher due in the spring.

#987 Peer-to-Peer**Grades 11-12****½ unit, one year****• Prerequisite: Completion of Beginning Peer-to-Peer.**

Peer-to-Peer 2 is structured to enable students to implement what they learned in Peer-to-Peer 1. They will be given opportunities plan and coordinate schoolwide events promoting awareness of mental and physical health, such as "Love Beyond Your Body" and "Love Your Mind" events held on campus. During the academic year students will be given opportunities to engage as peer leaders in areas of interest to them by mentoring younger students after school and during recess, visiting Lower School council class to be peer mentors during conversations about puberty, chaperoning a middle school field trip, and volunteering in Lower School classrooms. Students will be paired with another Peer-to-Peer 2 student to collaborate on a project that they will present to their classmates. Related readings will be assigned for class discussion.

#939 Student Voices**Grades 9-12****0 units, each semester**

This elective course will expose students to topics in leadership, social justice, diversity, equity, and inclusion. In addition to building students' leadership skills, the course will provide an opportunity for students to conduct research related to the aforementioned topics and engage in intentional planning for school assembly programming, interactive activities, and discussions. This will be a semester-long, no-credit course facilitated by the Dean of Student Voices. Student Voices Heads will be required to take the course for the first and second semester. The course is open to all students who are interested in being a part of Student Voices and who would like to take an active role in planning for and presenting during school assemblies. Students taking the elective must attend the two-day Student Leadership Retreat before the school year begins.

Experiential Programs

Discovery Week Program

Grades 9-12

Taking place the week prior to spring break each year, the Upper School Discovery Week is an experiential program that promotes a sense of discovery, creativity, curiosity, connection, reflection, and responsibility. Through a variety of non-academic opportunities and local, national, and international travel, Discovery Week strives to deepen students' awareness of their own intellectual and emotional growth as they develop and pursue new interests and passions.

Service and Community Engagement: Community Action Project (CAP) and Commitment to Service (CTS)

Grades 9-12

The service and community engagement graduation requirement spans three years of Upper School and culminates in presentations of students' Community Action Project (CAP) or Commitment to Service (CTS). In grades 9-11, students are required to spend time and energy off campus providing needed community services and building relationships with community organizations. Students whose passion and commitment extends the requirements may be recognized with a Service Distinction.

Global Scholars Program

Grades 9-12

Westridge is committed to cultivating courageous, compassionate global citizens and leaders, offering the Westridge Global Scholars Program as a pathway. This minimum 2-year commitment allows students to engage in a transdisciplinary study of modern-day global issues, guided by the UN Sustainable Development Goals, fostering their understanding of major global challenges. Students may propose projects as early as freshman year, with the latest proposal accepted by fall of junior year. To earn a Global Scholar Distinction, students must present and defend their projects before the Global Scholars Committee by spring of senior year. This program is designed to provide selected students with a unique opportunity for interdisciplinary exploration, utilizing reading, research, travel, volunteer work, and other experiences to inform their global perspective and pursue specific areas of interest. For students demonstrating a strong interest in global citizenship, this program serves as a platform to further their interests and become exemplary models of global competence for the community.

Human Development and The College Process

As an integral part of the school's commitment to educating the whole girl, Upper School Human Development classes meet once a rotation for 80 minutes in grades 9 through 12. Over four years in Upper School, the students are exposed to a range of social, emotional, health, and college-related topics that are carefully scaffolded to respond to developmentally-appropriate concerns with increasing sophistication over time. Please see the grade-level specific course descriptions below for more details.

#982 Human Development 9: Transition to Upper School Grade 9

one year

Human Development 9: Transition to Upper School provides a forum for students to consider their academic, social, emotional, and physical development. Early in the year, the freshman do a variety of community-building activities designed to help integrate new students and to build a sense of class cohesion. Each Freshman Human Development class offers students a chance to create a "letter of introduction." This open assignment encourages students to build a heightened self-awareness of their feelings and values and to learn techniques for expressing those feelings and values. Students focus on the values and responsibilities that go along with their varied identities—race, ethnicity, and socioeconomic status to name a few. Our methods include group presentations, group dialogue, paired sharing, and film analysis. Freshman Human Development includes an inquiry into the pressures students face, both socially and academically, and the coping strategies and stress management skills they can employ to navigate these challenges. We look critically at perfectionism in young girls and women and spend time exploring the advantages of a culture that celebrates effort over outcome. Students explore how many of the concepts that they have learned relate to current events in our community, nation, and beyond. This year-long course culminates with the students making their own zine.

#983 Human Development 10: Self & Society Grade 10

one year

Human Development 10: Self & Society focuses on three central themes: self-awareness, health, and decision-making skills. Our methods include film analysis, group dialogue, and peer advocacy. This class encourages students to question, explore, and assess their own and their community's attitudes about society, race, gender, and sexuality. This can help young people understand their family's values, develop their own values, improve critical thinking skills, increase self-esteem and self-efficacy, and develop insights concerning relationships with family members, individuals of all genders, races, ethnicities, and society at large. Early in the year, students take part in a 5-rotation self-defense course with Lauren Roselle of ESTEEM Communications. Students learn verbal and physical techniques to enhance their assertiveness and become aware of the factors that go into their decision-making processes in social settings. Students are also given comprehensive lessons on sexual health and sexual decision making and are challenged to think about healthy and unhealthy relationships with themselves, substances, and others. Each lesson is given in a way that promotes consent, encourages communication, examines systems of oppression, and prioritizes health and wellbeing.

#984 The College Process 11: Voice & Vision Grade 11

one year

The College Process 11: Voice & Vision is divided into two distinct semesters, each with its own focus and yet connected through the goal of providing a foundation for the college process that is based on self-awareness and personal growth. In the fall semester, the Council format helps Juniors to hone their understanding of themselves in the present and to investigate the vision they have for their futures, prior to embarking upon the exciting and reflective college search. Through this self-exploration, students prepare for their role as leaders in the school, learn strong communication and listening skills, deepen their connection with their peers, develop their authentic voices and practice stress-management techniques.

In the spring semester, The College Process 11: Voice & Vision focuses on understanding the college search and selection process, and how it aligns with each student's vision for their future. Students learn about the educational choices involved in finding colleges that are a good fit for their individual talents, accomplishments and learning styles. Types of colleges, majors and college general education programs are discussed in depth. In April students learn to read and evaluate an application by participating in an admission case studies program with college representatives. Several personal narrative writing assignments coupled with assessments such as Strengths Explorer, Do What You Are, Career Cluster Finder, and Internet Profiler help students get to know themselves better as well as prepare them for the next steps in the college application process.

#985 The College Process 12: Your Chosen Path

Grade 12

one year

The first semester of The College Process 12: Your Chosen Path supports the seniors in the college application process, with an emphasis on application logistics including: finalizing recommendations, working on essays and short answer questions, compiling and formatting a resume, preparing for interviews and college visits, and completing applications—with special attention given to the University of California application in an interactive workshop. College costs, merit- and need-based financial aid are also discussed, as well as how admissions decisions are made by public and private universities and colleges. This class gives seniors the opportunity to ask time-sensitive questions as well as discuss topics specific to their application process.

In the second semester of The College Process 12: Your Chosen Path, students link what they have learned about themselves in Upper School to their future life beyond Westridge. The class features a variety of speakers and topics designed to support the students in their transition from high school to adulthood. Seniors also refresh their self-defense skills, learn personal finance, and learn how to access on-campus health care at their respective colleges and universities. As they reflect on their experiences at Westridge and learn how to say goodbye to family, friends and school in a healthy way, the Human Development and College Counseling program culminates in a Senior Retreat in late May. This overnight trip honors the important relationships each student experiences in Upper School and celebrates the seniors' readiness for their chosen paths in life.

UPPER SCHOOL

College Counseling

College Counseling at Westridge School is both personal and group-oriented. Each Westridge student thoughtfully navigates the college application process with guidance from an experienced and supportive College Counseling team.

Using a highly-refined Human Development program, the college counseling focus begins in the second semester of the junior year. Students meet every rotation (six days) for two semesters gaining invaluable insight into the college selection and application process. Ultimately, College Counseling at Westridge School works to help each individual carefully consider their strengths and aspirations, with the intention of matching the student with colleges and universities aligned with their unique qualities and interests.

Through College Counseling at Westridge School, the extremely experienced team educates and supports students and parents throughout the process of college consideration, selection, application, acceptance and transition in the following ways:

CONSIDERATION AND EVALUATION

RESEARCH

How to explore colleges and universities, with considerations including majors, size, location, academic rigor, athletics, and scholarship opportunities.

PERSONAL FIT

Help students to understand how their academic strengths, special gifts or talents, and diversity fit with what colleges and universities are looking for in their applicants.

TESTING

What admissions tests are required and when they should be taken, from the ACT and SAT, to SAT Subject Tests.

PREPARATION

How to prepare for college visits and fairs, practicing how to best represent themselves, and how to gather information from colleges by asking pertinent questions.

College Counseling Services and Resources

ACADEMIC ADVISING

Course selection guidance for specific interests and majors, extracurricular involvement, and time management as it relates to collegiate goals.

PREVIEW TO TESTING EVENING

An event to better acquaint sophomore and junior students and their parents with the purposes and timing behind the PSAT, SAT, and the ACT.

THE COLLEGE PROCESS 11: VOICE AND VISION

A semester-long course taken by all juniors in which students learn about types of colleges, majors, and general education programs; reading and evaluating applications; and the educational choices involved in finding colleges that are a good fit for their individual talents, accomplishments, and learning styles.

COLLEGE KICKOFF

Junior students and parents hear from seniors and teachers about the college application process. Topics include: testing, letters of recommendation, essays, visiting colleges, and interviewing.

COLLEGE TOUR

Each spring during Interim Week, College Counseling leads a tour of colleges and universities hosted in partnership with a professional education company. Through personal visits to campuses, guided tours and information sessions, students gain firsthand experience of different types of institutions.

CIRCLE GROUPS

Seniors lead small-group, lunchtime discussions with juniors during the spring. The mentoring program promotes a healthy approach to the application process, encouraging juniors to be self-reflective while exploring a range of options and ideas.

CASE STUDIES EVENING & COLLEGE FAIR

Junior students and parents act as members of a mock admission committee in a simulation led by 45 deans and directors from the country's most selective colleges and universities. Participants learn about the importance of transcripts, letters of recommendation, essays, and testing in the admission process. The evening concludes with a college fair.

INDIVIDUAL AND FAMILY MEETINGS

Personalized discussions and support for every aspect of the college admission process with students and parents.

LETTERS OF RECOMMENDATION

Counselors assist students in determining strong and relevant academic, athletic, community service, work, and special talent references.

COLLEGE OPPORTUNITIES

Students are exposed to scholarship opportunities, special diversity programs, local informational sessions, summer opportunities, and educational programs offered at colleges and universities year-round.

JUMP START WORKSHOP

A week-long intensive program offered prior to the start of senior year. Through self-reflective exercises and workshops, participants uncover their personal narrative and complete a strong, rough draft essay and résumé by the conclusion of the workshop.

SENIOR PARENT NIGHT

Parents learn how to support seniors in the college process as well as how the College Counseling team helps families navigate and manage applications and outcomes.

THE COLLEGE PROCESS 12: YOUR CHOSEN PATH

A semester-long course taken by all seniors that helps students navigate the college application process. Significant emphasis is placed on application logistics: finalizing recommendations, working on essays and short-answer questions, preparing for interviews and college visits, completing applications, and applying for financial aid and scholarships.

COLLEGE REPRESENTATIVE VISITS

Admission officers representing more than 75 colleges and universities from the United States and abroad visit the Westridge campus annually. Students meet individually or in small groups with representatives to learn more about their institutions as well as their admission process.

COLLEGE ANALYSIS

Counselors provide guidance toward developing a thoughtful college list with consideration of academic, financial, and personal fit.

HANDS-ON ESSAY SESSIONS

Individual meetings with college counselors and teachers to assist in the development, structure, and completion of essays, short answers, and supplementary materials.

INTERVIEW PREPARATION

Students learn about the interview process in The College Process 12 class and in a dedicated workshop. They practice interviewing both in seminar and in individual meetings to prepare for college admission interviews.

HANDS-ON APPLICATION WORKSHOPS

College Counseling team leads sessions on completing the Common Application and the University of California Application.

FINANCIAL AID WORKSHOPS

A financial aid expert offers guidance to junior and senior families, including instruction on how to complete the Free Application for Federal Financial Aid (FAFSA) and the CSS Profile. Information on scholarships, grants, and loans is also provided. One-on-one meetings are available for seniors who desire guidance understanding their student aid awards.

APPLICATION SUPPORT MATERIALS

The College Counseling team coordinates the submission of items such as the secondary school report, counselor and teacher recommendations, school transcript and profile, mid-year report, and final transcript to every college, university, or scholarship requested.

COLLEGE CONVERSATIONS

Seniors speak with members from the most recently graduated class who return to campus during Homecoming to discuss their transition to college at their respective schools.

“OH, THE PLACES YOU’LL GO” LUNCHEON

Juniors meet with seniors who have just committed to a college or university. A picnic lunch provides a perfect opportunity to discuss strategic planning, moral support, and practical advice from seniors who have decided “the places they’ll go.”

COLLEGE CONNECTIONS

Hosted in partnership with the Alumnae Department, the College Connections Parade and Fair gives families an opportunity to expand their “college knowledge” through conversations with recent alumnae, graduating seniors, and faculty and staff about specific schools and the college process.

NEXT STEPS

Workshops for seniors and their parents to provide instruction and conversation starters on topics that are often an afterthought in the college process. This three-part series includes insight from Deans of Students and Directors of Admission for colleges and universities regarding navigating new friendships, accessing resources, and adjusting to living on your own. Other sessions cover topics such as laundry, healthy living, and finances.

Middle School

GRADES SEVEN AND EIGHT

The Westridge Middle School program is based on the premise that Middle School is more than a stepping stone to high school. While our program assumes the responsibility to prepare students to do the work in the Upper School, it is also designed to address the diverse developmental needs of students in the 7th and 8th grades, as well as to affirm the right of adolescents to be themselves.

The program emphasizes an interdisciplinary curriculum which integrates experiential education and service learning into the students' academic program. Students learn how to do research, to weigh evidence, to analyze cause and effect relationships, to synthesize information, solve problems and make concrete applications, to read critically, and to formulate and substantiate a thesis in their essays. They are encouraged to cultivate a love of learning, to develop an aesthetic appreciation and kinesthetic awareness, to shape values, and to learn how to explore, think, and draw conclusions. The Middle School experience provides students with the skills necessary for their continuing academic success and enables them to enter the Upper School as confident, articulate, self-motivated individuals.

MIDDLE SCHOOL

Cultural Studies (English/History)

#100 Cultural Studies

#200

Grade 7

one year

Cultural Studies is an interdisciplinary, project-based course that engages students in the examination of fundamental human behaviors focusing on the idea of identity, both individual and collective, and making connections between history and the choices we make in our own lives. Students enter this work through the lenses of various cultures and historical events. Through projects, and in collaboration across various disciplines, students explore four major themes: identity, upstanders, borders, and forgiveness. Students study geography, anthropology, and history, and they practice writing in a variety of genres, from informal journal responses to research papers. Close reading, critical thinking, and class discussion are emphasized together with research, vocabulary, grammar, and public speaking skills. Using their hands and minds, collaborating with teachers of different disciplines, and presenting their work to a variety of audiences, beyond their classmates and teachers, students deepen their understanding of the concepts we explore, grow their level of investment in their work and think creatively and critically beyond the confines of content or specific disciplines.

#105 American Studies

#205

Grade 8

one year

In an effort to support 21st century skills – collaboration, critical thinking, creativity, and communication – the 8th grade English/History course is a fully integrated inter-disciplinary American Studies program. Given the rapidly changing demographic of the United States and the rise of globalization, what impact do current events and trends have on American identity? And what does it mean to be an American citizen in the 21st century? Using these questions as a starting point, course instructors have divided the year into four units, each focusing on four essential questions that support the overall inquiry of the central question. The curriculum is project-based, which develops 21st century skills in the most authentic way and honors each student's particular talents and interests. The interdisciplinary work requires students to make deeper connections, to move beyond specific subject content, and to bridge the skill development over two disciplines.

MIDDLE SCHOOL

Mathematics

#300 Pre-Algebra

Grade 7

one year

Pre-Algebra is an accelerated course containing the 7th and 8th grade content that students need for success in Algebra 1. Topics include proportional relationships, percent problems, operations with integers and rational numbers, exponents, roots, scientific notation, real numbers, algebraic expressions, equations and inequalities, linear relationships and slope, angles and triangles, and some area, surface area and volume work. Through a balance of conceptual discourse, applications, and procedural fluency, students gain understanding of math concepts and develop their analytical reasoning and problem-solving skills.

#306 Honors Pre-Algebra

Grade 7

one year

Honors Pre-Algebra is an accelerated course containing the 7th and 8th grade content that students need for success in Algebra I. The class consists of all the content in the Pre-Algebra class with additional topics as time allows. More complex, multi-step problems are tackled, and students are expected to apply learned content to new problems. This course is designed for students who have demonstrated the ability to grapple with challenging content independently and who can persevere when it comes to applying theoretical concepts in order to solve complex problems.

#315 Algebra I

Grade 8

one year

This course continues presenting algebra skills necessary for success in higher level math curricula, and is designed to enrich students' understanding of mathematical processes and operations through projects and in-depth exploration of topics. Areas of study include: review of essential algebra skills; advanced work with functions; rate of change, slope, distance, and other elements of graphing; systems of equations; exponents and square roots; quadratics and polynomials.

#317 Honors Algebra I

Grade 8

one year

This course includes all of the topics in the Algebra I course at an expanded level. Additional topics include coordinate geometry, advanced word problems, and function transformations. This course features frequent challenge problems and an emphasis on theoretical concepts. This course is designed for students who have demonstrated the ability to grapple with challenging content independently and who can persevere when it comes to applying theoretical concepts in order to solve complex problems.

MIDDLE SCHOOL *Science*

#400 Life Science

Grade 7

one year

Life Science is an introductory biology course with emphasis on both scientific thinking and writing skills. Students engage in the natural world around them through discovery and practice application of skills and concepts through various lab activities and creative projects. Topics include cell biology, genetics and heredity, evolution, classification, ecology and botany.

#404 Concepts in Earth and Physical Science (CEPS)

Grade 8

one year

This course will continue to build science investigation skills and develop our understanding of the relationships between math and science. The 8th grade year will explore the areas of physical science, basic chemistry, and earth science as students approach these topics in a story telling format. The course will start with understanding the Scientific Method and end with exploration into the environmental changes caused by Global Climate Change. Students will be exposed to new and developing theories in both areas, use mathematical formulas, and use technology to support

their learning. Students will also take part in various laboratory experiments throughout the year to increase their understanding and implementation of the Scientific Method to create plausible explanations for findings and patterns in experimental data.

MIDDLE SCHOOL

World Languages and Cultures

Students choose to study Spanish, Mandarin Chinese, or Latin. All languages are a two year commitment. In 9th grade, students may continue to study their language from Middle School or begin a new language, provided there is sufficient enrollment (Spanish I, Mandarin Chinese I, Latin I).

#533 Latin 7

Grade 7

one year

Latin 7 introduces students to beginning Latin as a basis for the study of language. English and Latin grammar are discussed and compared, as are English derivatives from Latin roots. Students learn useful study techniques and terms specific to the study of language. Over time, students build up a store of vocabulary words and learn about case uses, verb tense and voice, and many other aspects of how the language functions. Much time is spent on the process of translating and in developing analytical skills. While the goal of the course is gradually to develop reading comprehension of Latin text, classical mythology, culture, history and literature are also explored.

#582 Mandarin Chinese 7

Grade 7

one year

Mandarin Chinese 7 introduces students to basic communication skills. Students build a vocabulary that reflects daily contact with the world around them and are introduced to basic grammatical structure, the pinyin phonetic system, tones, the concept of radicals, basic strokes, and proper stroke order. The traditional form of characters is taught in class. In addition, students are taught to recognize the simplified form of the characters. Students are provided ample practice in pronunciation, conversation, and writing of characters. Awareness of Chinese culture is emphasized.

#562 Spanish 7

Grade 7

one year

Spanish 7 is an introduction to the formal study of Spanish at the middle school level. Through differentiated instruction and classroom activities, the course meets the needs of students new to the study of Spanish and students who have prior experience with the language. Students build vocabulary, learn grammatical concepts, and work on listening, speaking, reading, and writing in the target language. Students are also introduced to important aspects of Latin American and Spanish culture. Students are provided ample practice in pronunciation and oral communication strategies. Projects and presentations help students apply vocabulary and grammar structures in real situations and provide opportunities for further practice in conversation and writing. Students are expected to participate in small group and whole group conversations in Spanish during class. Cooperative learning and teamwork is emphasized. By the end of Spanish 7, students will be expected to have mastered the present tense.

#534 Latin 8**Grade 8****one year**

This course is a continuation of Latin 7. Students continue their study of basic Latin grammar by acquiring more sophisticated grammatical structures, including relative clauses, personal and demonstrative pronouns/adjectives, and verb conjugations and their tenses. In addition, more areas of culture and history are explored, as well the current use of Latin in various areas such as in academic texts, medical and pharmaceutical terminology, the mythological origins of constellations, animal and plant genus and species names, and state and college mottoes. Students take the National Latin Exam as part of the program (although it does not count toward a Westridge grade in the class).

#583 Mandarin Chinese 8**Grade 8****one year**

Mandarin Chinese 8 provides students with the skills to continue to build their communication skills by acquiring more grammatical concepts, vocabulary words, radicals and character writing. Students continue to learn character writing. In addition, students are provided with ample practice in pronunciation, conversation and composition. Awareness of Chinese culture is emphasized.

#563 Spanish 8**Grade 8****one year**

Spanish 8 is a continuation of Spanish 7 that prepares students for what they will encounter at the Upper School level. Students will continue to build on and reinforce their knowledge of Spanish grammar, refine their pronunciation, expand their vocabulary, and increase their confidence in speaking. Students will continue to learn important aspects of Latin American and Spanish culture. Projects and presentations help students apply vocabulary and grammar structures in real situations and provide opportunities for further practice in conversation and writing. Speaking and conversational skills are emphasized and students are expected to participate in small group and whole group conversations in Spanish. By the end of Spanish 8, students will be expected to have mastered the preterite tense.

MIDDLE SCHOOL***Physical Education*****#700 Physical Education****#701****Grades 7 & 8****one year**

Middle School students are actively engaged in a comprehensive program that includes four distinct areas of focus: Team Sports, Fitness & Recreation, Dance, and Yoga. Emphasis is placed on motor skill development, cardiovascular fitness, citizenship, and general knowledge of practice for each discipline. The goal of the program is to instill enthusiasm and motivation for lifelong participation in physical activity.

MIDDLE SCHOOL***Performing and Visual Arts*****#672 Middle School Orchestra****Grades 7 & 8****one year**

Middle School Orchestra is an ensemble which explores instrumental music through a variety of genres including folk, classical, and non-classical works. Performance skills and understanding of the art form, both in practice and in theory, will be attained through rehearsal, discussion, class work, and public performance. The ensemble experience will build technique, listening, and additional skills including creativity, discipline, resilience, and self-compassion in the learning process. The following instruments are eligible for orchestra: Strings—violin, viola, cello, bass (beginning to experienced).

#920 Middle School Choir**Grades 7 & 8****one year**

Middle School Choir offers a structured exploration of choral singing for students seeking an introduction to musical expression. Tailored for middle school students, this program focuses on cultivating a foundational understanding of choral principles, fostering healthy vocal technique, exploring a wide range of repertoire within its cultural and historical context, understanding basic music notation concepts, and instilling an appreciation for collaborative musical endeavors. Throughout the course, students will develop teamwork and ensemble skills through group activities, partner singing, and interactive games. Each semester, students will be guided through the nuances of stage presence, communication, and the art of performance, culminating in opportunities to showcase their acquired skills.

#601 Visual Arts 7**Grade 7****one year**

Students in this course discover their voice as a person, artist, maker, and respondent to the world around them. They actively dialogue, critique, and engage with one another for feedback and offer suggestions and reflections on their process. Their work and collaborative development efforts determine participation in the class by offering suggestions and inspiration to the rest of their cohort. Students learn about artists, art historical movements, and concepts from around the world, with diverse socioeconomic backgrounds and identities. Throughout the class, hand-eye coordination is refined through a series of projects. We study value and shading techniques, which are used to investigate the illusion of space by blending drawing, Adobe Illustrator, and woodblock printing. We make all the paper we use in the class out of fresh plants, compost from our Permaculture Garden, and recycled newspaper. We also create natural inks and dyes from the plants we forage from around campus. We study concepts of negative space and dynamic composition, which are the mainstays of traditional Japanese woodblock prints. Complementing these forms, we also study sacred geometry and patternmaking through various spiritual practices to think about nature and the larger web of life and patterns we are all composed of and connected to. The final form of our work manifests in a magic lantern that the students have designed and created by using the STEAM Lab's laser cutter.

#604 Visual Arts 8

Grade 8

one year

Students in this course will make discoveries about who they are as artists, makers, and respondents to the world around them. Through sculpture and installation, students will deepen their technical skills and maintain a prolonged engagement and inquiry with projects developed over the semester. Many soft skills are embedded into these courses, including time management, process-based thinking, getting outside the box of failure/success outcomes, focused attention, the desire to stick with something when the results are unknown, visual analysis, constructive critique, writing, and critical thinking. Students are encouraged to offer suggestions and inspiration to one another through collaborative development and testing phases in determining what methods and materials they find affinities for working with. Project prompts are broad and challenging and designed to make the student come up with a unique aesthetic and engineering solution. Students work in groups to research and present the conceptual and material practices of local and international contemporary artists whose work explores the topics of social justice, environmental issues, equity, colonialism, feminism, consumer waste, and a high level of craft. Our projects involve 3D scanning, modeling, and printing. Blending these items with handmade interventions on their surfaces. Students are challenged to figure out unique solutions to transforming everyday materials from their recognizable properties into a new state that verges on alchemy. Students are prompted to create an installation environment that cohesively displays their work along with others who are working with similar themes. Students document their work with studio lighting and learn about professional documentation and display standards and practices.

#607 Theatre 7

Grade 7

one year

This course provides an introduction to theatre arts at Westridge. Students will learn to build a trusting and supportive ensemble through a variety of collaboration exercises and theatre games. Throughout the semester students will be learning the true meaning of “play” as they discover their creative voice. To explore performance, students will develop the foundations of solid physical and vocal technique, and they will explore character development through the practice of theatre improvisation. Students will also begin to learn about theatre terminology and architecture. Through guest visits from the Westridge Theatre department faculty and staff, students will have the opportunity to explore the Westridge Performing Arts Center and to get familiar with all the various positions involved in bringing our theatrical productions to life.

#606 Theatre 8

Grade 8

one year

This course will build on the foundations established in 7th Grade Theatre, although students new to theatre are also welcome. Theatrical styles will be explored through various exercises as the students learn to take big risks and challenge themselves creatively. Through scene study students will be able to find personal connection to text, character and story. This course will allow students to work not only as interpretive artists, but also as generative artists, creating their own original performance pieces based on the exciting world of improvisation and physical comedy. Upon completing this course, students will have the fundamental knowledge of various acting techniques and elements of theatre production needed to enter into upper school theatre classes and/or productions.

MIDDLE SCHOOL

Computer Science & Engineering

#848 Computer Science & Engineering 7 & 8

Grades 7 & 8

one semester each year

Middle School Computer Science and Engineering is a dynamic program that engages students in deep thinking as they explore a wide range of topics in the CSE Department: programming, engineering, and physical computing. Middle School CSE students develop their iterative thinking skills over the course of two semesters (one in 7th grade and the other in 8th grade) as they participate in projects that foster critical thinking, problem-solving, and self-directed learning. Projects include 3D printing and the engineering design process; programming in Scratch, Processing, and Python; and physical computing. Students delve topics including the role of women in technology, cybersecurity, how the internet works, and the impact of technology on society.

MIDDLE SCHOOL

Human Development

#970 Human Development 7: It's Perfectly Normal

Grade 7

one year

Human Development 7 gives students the opportunity to learn about issues that impact their social, emotional, and physical lives, in and out of school. Through conversation, activities, role-playing and reflection, students have the chance to determine what matters most to them as they navigate adolescence. Topics include the transition into Middle School, personal respect, the importance and complexity of friendships, study skills and time management, and emotional and physical well-being. It also provides comprehensive information about the developing bodies of adolescents and an introduction to human sexuality. Parents are encouraged to participate in these conversations by engaging their daughters in discussions about their own family values, a focus that is continually emphasized. Students read the text, *It's Perfectly Normal*. The class is graded pass/fail.

#971 Human Development 8: Navigating My World

Grade 8

one year

Human Development 8 helps students explore issues relating to the daily lives of 8th graders and their social, emotional and physical growth and development. Through conversations and activities, students are empowered with accurate information while exploring their own values and beliefs. The curriculum builds on the foundation of the 7th Grade course and includes topics such as effective communication and decision making, health and wellness, media literacy, assertiveness and personal safety, cultural identity exploration, reproduction and sexuality, alcohol, stress relievers, and identifying and coping with pressures typically experienced in adolescence. Several guest teachers are used throughout the quarter. The class is graded pass/fail.

MIDDLE SCHOOL

Electives

#903 Speech & Debate

Grades 7 & 8

one semester

This course introduces students to the world of competitive speech & debate, teaching students the skills of basic communication and persuasion. Speech teaches students an array of skills, including speech-writing, research, script-cutting, and even theatre skills. In debate, students learn how to conduct research using databases and think tanks from around the globe, how to organize and formulate arguments, and how to argue effectively for any ideas which they are given to defend. In addition to the prior curriculum, debaters will travel to tournaments throughout the year in order to compete against fellow debaters from around the nation.

#905 Coding & Game Design

Grades 7 & 8

one semester

"Coding is the language of the future and every girl should learn it." – Rashema Saujani, Founder of Girls Who Code. An understanding of coding and computer science will be important in many majors and careers. In order to be well educated and empowered, our students should be creators, not just consumers. Most of us have played games and used apps, but how do people actually design and create them? The Coding and Game Design course will explore these questions and others with a focus on core programming concepts. Students will create games, apps, and art using Scratch, Processing, and Python. Students will also work with Hummingbird robotics, electronics, drones, and the STEAMWork Design Studio to create projects that combine coding, engineering, and making. The course will cultivate critical skills such as systems thinking, problem solving, creativity, collaboration, digital media literacy, and a motivation for STEM learning.

#949 Rocketry

Grades 7 & 8

one semester

Middle School Rocketry is a dynamic course that uniquely combines Computer-Aided Design (CAD) with practical rocket building. Students will learn the essentials of CAD software, enabling them to design digital models of water bottle rockets. These designs will then come to life through the use of advanced technologies such as 3D printers or laser cutters, allowing for precision and creativity in constructing rocket components. The course focuses on the basics of the engineering process, providing a hands-on approach to understanding the physics of flight. Culminating in an exciting launch day, students will have the opportunity to witness their designs soaring into the sky, where they will gather data and analyze the successes and failures of their designs. Emphasizing safety, creativity, and iterative learning, this course is an excellent way for young students to explore the intersection of technology and science. No prior experience in CAD or rocketry is necessary.

#910 STEAM and the Ocean

Grades 7 & 8

one semester

In our Middle School STEAM electives, students learn about concepts bridging the STEAM disciplines (Science, Technology, Engineering, Arts, and Math) by conducting hands-on laboratory activities, experiments, and other exploratory activities. They are then given challenges that ask them to create projects within given parameters. Students exercise problem-solving, engineering, and design-process skills as they work on their projects. Concepts covered in this course include oceanography and marine biology. Projects will include both short- and long-term challenges such as artistic interpretations, model making, and biomimicry (product design inspired by living things). In conjunction with the National Science Foundation (NSF), we will use current and ongoing core time series data to investigate the resistance and resilience of marine ecosystems to current and future changes to the marine environment caused by Global Climate Change.

#911 STEAM: Permaculture

Grades 7 & 8

one semester

Permaculture is a way to design healthy ecosystems and communities locally and to help solve global environmental issues such as climate change. In this hands-on, project-based course, students explore permaculture principles as applied to soil, water, and food while developing and caring for their very own sustainable garden. Students will practice eco-friendly regenerative gardening techniques to change lifeless dirt into living and thriving soil, to attract pollinators such as butterflies and hummingbirds, to hold more carbon and water in the ground, and to make amazing organic fruit and vegetables. We will learn from real-life examples of regenerative agriculture on field trips to places like the Crescent Farm at the LA Arboretum, Arlington Garden, and Akwaaba Food Forest. Students will explore biology and ecology through observation and experimentation in the garden. While they grow soil, flowers and food, students will cultivate skills in problem solving, systems thinking, and collaboration.

MIDDLE SCHOOL

Special Programs

Athletics

Grades 7 & 8

Middle School students compete in the Middle School Independent League in basketball, flag football, golf, soccer, softball, swimming, tennis, track and field and volleyball. Middle School athletics provides each student the opportunity to participate on a team. 7th Grade and tournament teams teach girls the fundamental skills and provide interscholastic competition while 8th Grade teams are reserved for girls who seek highly competitive opportunities and have had previous experience. Students also compete in the Interscholastic Equestrian League.

Clubs

Grades 7 & 8

Middle School students may participate in clubs during the school day once per rotation. Students may form their own interest-based clubs or they may participate in a faculty-sponsored club.

Lower School

GRADES FOUR, FIVE, AND SIX

Comprising approximately 110 girls in grades four through six, the Westridge Lower School offers a curriculum that encourages independence, self-discipline and an enthusiasm for learning within a classroom environment. All grades emphasize the development of fundamental skills in the academic subjects and the application of these skills in creative activities and group projects. In addition to immersion in academics, girls engage in social-emotional learning and formal instruction in health and wellness.

Language arts includes the study of various literary topics and is often integrated with social studies and science. Students explore expository and creative writing as well as develop foundational skills in spelling, grammar, and vocabulary.

Girls study California history in 4th grade, the Western Hemisphere in 5th grade, and ancient civilizations in 6th grade. In science, there is an emphasis on cooperative group work and hands-on activities in the areas of physical science, life science, and earth science.

Mathematics instruction involves a variety of learning experiences designed to balance the acquisition of basic concepts, reasoning and thinking skills, and problem-solving strategies with computational skills and estimation. Beginning in 4th grade STEM class, students are encouraged to wonder, to take risks in their thought processes and discussions, and to be persistent problem solvers. Students engage in formal computer and digital literacy activities incorporated alongside the engineering design process. They learn the foundations of coding and robotics to sharpen logical thinking. Computer skills and robotics programming are further developed as they are integrated across academic subjects in 5th and 6th grades.

The performing arts program emphasizes choral music in all three grades, adding string instruments and participation in Lower School Strings in 5th and 6th grades. Beginning in 5th grade, Lower School students study Spanish. The students are immersed in a language-rich environment that encourages speaking, listening, reading, and writing skills. Art classes in drawing, painting, and mixed media are featured in all three grades and a semester of ceramics is added in 6th grade. The physical education program is designed to develop basic tracking skills, motor skills, hand-eye and foot-eye coordination, as well as to introduce students to the fundamentals of traditional sports, cooperative games and activities while emphasizing the importance of health and cardiorespiratory fitness.