

# Course of Study

**2023 - 2024**





Dear Webb Parents, Students and Advisors:

This guide to Webb's Course of Study is designed to assist students (and those who give them advice) in choosing the most appropriately challenging slate of courses for the 2023-2024 school year. On the pages that follow, you will find important guidelines related to course selection, "typical" programs of study for each grade level and brief descriptions of every course offering, arranged by department. The following timeline identifies the critical steps in the course selection process.

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|-------------|--|
| March 6     | Course selection information available to advisors, parents and students in SIS.   |
| March 7-8   | Advisors discuss course selections, including Honors/AP/Advanced Studies classes, overall course loads and appeals process with advisees and parents. Level recommendations available.                               |
| March 13-17 | Academic advising week. Advisors/advisees discuss and plan course selections. Honors/AP/Advanced Studies appeals process.  |
| March 17    | Recommendations issued for students needing summer remedial work.  |
| March 24    | Department chairs submit decisions on appeals to students and advisors.  |
| March 27-31 | Meetings with advisees who had pending appeals: Advisors discuss appeals decisions with advisees. Final conversations regarding course selection. Students must enter and save course selections in SIS by March 31. |
| May 1       | Deadline for new students to complete their course selections in SIS.  |

Take a few minutes to familiarize yourself with the layout and contents of this guidebook. Refer to it as often as you like during the course selection process. Please direct any questions you may have to your student's advisor, to the appropriate department chair, to Registrar Briar Rose Tirpak, who can be reached at (909) 482-5227 or [brtirpak@webb.org](mailto:brtirpak@webb.org), or Director of Studies Michael Hoe at (909) 482-5212 or [mhoe@webb.org](mailto:mhoe@webb.org).

## Mission Statement

The mission of The Webb Schools is to provide an exemplary learning community that nurtures and inspires boys and girls to become men and women who:

- Think boldly, mindfully, and creatively,
- Act with honor and moral courage,
- Lead with distinction,
- Serve with a generous spirit.

## The Webb Schools Academic Program

Our academic program supports the Schools' mission statement by presenting a rigorous, college-preparatory curriculum that encourages students to think independently, learn collaboratively and communicate effectively. Our academic program fosters thinkers who learn and understand traditional and emerging disciplines, master skills essential to achievement in college and beyond, and embody vital attitudes and qualities of mind including curiosity, love of learning, and a commitment to what is right and true.

The classes in the 2023-24 Course of Study represent an advancement in the schools' curriculum, combining a series of foundational required core courses with a deep and varied range of electives across Webb's five disciplines: humanities (combining English and history), mathematics, science, world languages, and fine arts. The courses designed for freshmen and sophomores are skills-based and cross-disciplinary. Building on the skills students develop during their first two years at Webb, courses for juniors and seniors introduce students to college-level advanced study and research.

Webb offers a coordinate education. In the core ninth- and 10th-grade programs, The Webb Schools teach boys and girls in single-gender classes. Students transition to coeducational classes for the 11th and 12th grades. Our coeducational junior and senior courses then students to further develop as learners and strengthen their abilities. In all that we do, we aim to apply teaching and assessment practices that maximize learning for all students.

A selection of courses at Webb are more rigorous and thus carry an **Honors, Advanced Placement (AP)** or **Advanced Studies (AdvSt)** designation. **Honors** courses differ from standard sections of a course by incorporating depth and advanced content. **Advanced Placement (AP)** courses incorporate the content and methods prescribed by the College Board for that subject and include test-preparation activities and practice. **Advanced Studies (AdvSt)** courses are AP-level courses and beyond designed by Webb faculty to engage students in high-level intellectual pursuits and are characterized by their depth of study, their embrace of the latest in academic research and their attention to making connections among disciplines.

Across Webb's curriculum, we emphasize creative thinking and problem solving over rote memorization, instilling skills and habits of mind essential for success in college and beyond. Webb students develop as master learners – knowing how to address problems, ask the right questions and use a variety of resources to articulate and test their own answers – prepared for the road ahead.

## Graduation Requirements

The Webb Schools require a minimum of 20 credits for graduation, as described in the table below. Because a majority of Webb students apply to schools in the University of California (UC) system, we aim to ensure that each of our students meets UC admission requirements (see the fourth column of the table) and that all of our courses are UC approved. For students who seek admission to a highly selective college, our recommendations are displayed in the third column of the table.

Subject	The Webb Schools Graduation Requirements	For admission to a <i>highly selective college</i> , we recommend	University of California Admission Requirements
a. English*	4 years	4 years	4 years required in English
b. History* <i>At Webb, English and history classes are combined into the Humanities program.</i>	3 years	4 years	<b>2 years required</b> in History—Including one year of U.S. History AND one year of world history, cultures, and geography
c. Mathematics	3 years	4 years	<b>3 years required</b> <i>4 years recommended</i>
d. Science	3 years	4 years	<b>2 years required;</b> <i>3 years recommended at least two of: Biology, Chemistry, and Physics</i>
e. World Languages	3 years of the same language	4 years	<b>2 years required;</b> <i>3 years recommended</i> Two years of the <i>same language</i>
f. Fine Arts	2 years	2 years	<b>1 year required</b>
g. Electives	2 years		<b>1 year required**</b>
	20 credits required to graduate		

- \* = The graduation requirement in English and History is replaced by a Humanities requirement equivalent to seven full-year courses. Humanities electives satisfy either English or history requirements. Please see the Humanities section on page 13 for additional information.
- \*\* = One year (or two semesters) in addition to the a – f requirements
- One credit is given for each full-year course; one-half credit for each semester course. No credit is given for a partial semester’s work.
- Participation in the afternoon athletic and activities program is required of all students each season.

## **Course Planning**

Each student is encouraged to choose a challenging and varied curriculum based on ability and interests as well as on academic and career goals. Students should plan their programs for the full school year, with subsequent years study, and college, in mind. Returning students consult with their advisor, teachers and parents while making their course selections for the following year. New students should discuss course choices with their parents. The director of studies will review the academic programs and overall loads of individual students. In addition, the director of college guidance will examine junior and senior course selections to ensure that they meet the requirements of the schools to which students are applying. Each student's advisor, department chairs and the director of studies are available to answer questions about course selection. All students are required to take five courses each semester. Many students elect to take a sixth course in one or both semesters. Students are not permitted to take seven courses. Here is some general information about the course selection process:

## **Course Placement**

The departments evaluate students for consideration to take Honors, AP, and Advanced Studies courses based on current performance in the discipline – course and exam grades, mastery of course content, commitment to learning. Some departments also use a diagnostic instrument to assist in the decision-making process. Additional information on each department's process and policy is included in department sections. Advisors are told which students have been recommended to take Honors, AP and Advanced Studies courses as a part of the course selection process in SIS. There is an appeals process by which students may apply for consideration to take these courses if they have not received departmental approval. The Schools reserve the right to limit the number of Honors, AP and Advanced Studies courses that a student may take.

## **Course Changes: Adds, Drops and Level Changes**

*Course Changes.* Students are expected to take the courses for which they have registered. Much discussion goes into the course selection process, so requests for subsequent changes must be based on compelling reasons and will be scrutinized carefully.

*Dropping/Adding Courses.* Students may request to drop or add courses only during the first seven academic days of each semester. This gives them ample time to evaluate their overall load in light of specific course requirements. At the same time, students who are planning to add a course should do so as quickly as possible to avoid missing important course content and to minimize class absences. Students can obtain course change forms from the registrar, who will ensure that the desired change(s) can be made within existing scheduling parameters. For the requested change(s) to be made, a student must obtain written permission from his/her advisor, the relevant department chair and the director of studies. The director of college guidance and parent/guardian may also be consulted as needed. Students must attend at least the first class of each semester before submitting a course change request. Additionally, students are scheduled by subject, not by teacher or time block, and requests based on a desire for a particular teacher or free block will not be granted. Requests are subject to department approval. Seniors are given priority. In some cases, full courses or scheduling conflicts may make it impossible to grant a change. The student must continue attending all scheduled classes until a revised schedule is issued. Courses dropped prior to the specified deadline will not appear on student transcripts. Students who drop courses after the deadline may receive a Withdraw Passing (WP) or Withdraw Failing (WF) on their transcripts.

*Level Changes.* When it becomes apparent that a student is inappropriately placed in a course, a level change can be requested by the student, teacher or advisor. The same procedure is required for level changes as for general course changes. In the event of a level change, the student's transcript will show only the course in which the student is enrolled at the end of the semester. At the time of the change, the student's grade average in the prior course will transfer to a new course, with a .5 point boost added if the prior course was Honors, and a 1.0 point boost added if the prior course was an AP or Advanced Studies course.

## Summer Work

Some returning students may be required to take a summer class for remedial work. However, students are rarely allowed to skip a course in Webb's normal sequence through summer work. Too often, students who try to "accelerate" are not equipped to learn such large volumes of material in such a short time. In addition, the director of studies and the director of college guidance suggest enrichment, not acceleration, be the goal of summer programs. Requests for returning students to take a summer course to place into an accelerated course must be made in writing to the appropriate department chair by April 15. New students must receive approval from the director of studies by June 1. If the request is approved, the student must fulfill the requirements stipulated by the department chair or director of studies, often including a placement exam.

## Advanced Placement Courses & Exams

The Webb Schools offers a number of AP courses through our World Languages, Mathematics & Computer Science, and Science Departments. Students who are enrolled in an AP course at Webb must take the AP exam in that subject to earn an AP designation and weighting on their transcript. For those AP courses we offer, only students who have completed our course may take the AP exam. Students are charged an exam fee of \$97 per exam, with additional charges for unused, cancelled or late exams. Charges and fees are set by the College Board and are subject to change.

Occasionally, students may:

1. pursue independent study that culminates in an AP exam in courses we do not offer or
2. wish to take an exam in an area of expertise.

Interested students must petition *no later than September 15* to take a spring exam at The Webb Schools. Petitions will be reviewed by the Academic Council with final approval by the director of studies and the director of college guidance. Items to be considered include the academic standing of the student, how this course of study fits into the student's academic work and the level of preparation of the student.

One exception to this process is the AP English Literature & Composition Exam. The College Board's annual exam on literary knowledge emphasizes skills and content found in many of The Webb Schools' Humanities electives. Because Webb students receive thorough training in expository writing and in close reading and analysis of literature, they have consistently earned high scores on the AP English Literature & Composition exam. Therefore, though Webb does not offer a designated AP English Literature course, strong students in Webb Humanities electives (11th and 12th graders) may take this exam, if it matches their goals for college admission and college credit. The Academic Council requires that any student who intends to take the AP Literature exam communicate that to the Humanities Department Chairs and to the Director of College Guidance by September 15. A short series of guided preparation and review sessions, offered at Webb, are strongly recommended for students who will take the AP Literature exam.

The Webb Schools is committed to ensuring the best educational experience of our students and positioning them for success in the college admissions process. In this interest, students are highly discouraged from taking AP exams at other institutions and will not be given permission to miss Webb commitments to do so.

## Sample Programs of Study

The next two pages illustrate the standard and most challenging course offerings available in each department at each grade level. Some students choose courses only within the standard program, while others select a balance of standard and most challenging offerings.

### 9th Grade

Subject	A standard program	Most challenging program
Humanities	Foundations of Civilization <i>and</i> Fundamentals of Composition	Foundations of Civilization <i>and</i> Fundamentals of Composition
Mathematics	Algebra 1 or Integrated Math I	Int. Math II or Hon. Int. Math II
Science	Evolutionary Biology	Evolutionary Biology
World Languages	Spanish 1 or 2 <i>or</i> French 1 <i>or</i> 2 or Chinese 1	Honors Spanish 2 <i>or</i> Honors French 2 <i>or</i> Chinese 2
Fine Arts	Art AB <i>or</i> Media Arts <i>or</i> Theater Arts 1-2 <i>or</i> Sinfonia Orchestra <i>or</i> Vocal Training & Techniques	Placement in second-year arts courses and honors ensembles based on auditions and portfolio reviews
Health & Wellness	Freshman Seminar	Freshman Seminar

### 10th Grade

Subject	A standard program	Most challenging program
Humanities	The American Idea <i>and</i> American Society, Past & Present	The American Idea <i>and</i> American Society, Past & Present
Mathematics	Integrated Mathematics I <i>or</i> Integrated Mathematics II	Honors Integrated Math II <i>or</i> Honors Precalculus
Science	Integrated Physics & Chemistry	Integrated Physics & Chemistry
World Languages	Spanish 2 or 3 <i>or</i> French 2 or 3 <i>or</i> Chinese 2 or 3	Honors Spanish 2 or 3 <i>or</i> Honors French 2 or 3 <i>or</i> Chinese 2 or 3
Fine Arts	Students continue their work in the fine arts	Students continue their work in the fine arts

## 11th Grade

Subject	A standard program	Most challenging program
Humanities	Humanities and Honors Humanities electives	Advanced Studies Humanities electives
Mathematics	Integrated Math II <i>or</i> Precalculus	Hon. Precalculus <i>or</i> AP Calculus AB <i>or</i> AP Calculus BC <i>or</i> Adv. Studies in Linear Algebra
Science	Science & Engineering <i>or</i> Medicinal Chemistry	AP <i>or</i> Advanced Studies courses
World Languages	Spanish 3 <i>or</i> 4 <i>or</i> French 3 <i>or</i> 4 <i>or</i> Chinese 3 <i>or</i> 4	Hon. Spanish 3 <i>or</i> AP Spanish Lang <i>or</i> Hon. French 3 <i>or</i> AP French Lang <i>or</i> Chinese 4
Fine Arts	Students may choose to continue their work in the fine arts	Students may choose to continue their work in the fine arts

## 12th Grade

Subject	A standard program	Most challenging program
Humanities	Humanities and Honors Humanities electives	Advanced Studies Humanities electives
Mathematics	Precalculus, Calculus, <i>or</i> Statistics	AP Calculus AB <i>or</i> AP Calculus BC <i>or</i> AP Statistics <i>or</i> Adv. Studies in Linear Algebra
Science	Science & Engineering <i>or</i> Medicinal Chemistry	AP <i>or</i> Advanced Studies courses
World Languages	Spanish 4 <i>or</i> French 4 <i>or</i> Chinese 4	AP Spanish Lang, AP Spanish Lit, AP French Lang <i>or</i> AP Chinese Lang
Fine Arts	Students may choose to continue their work in the fine arts	Students may choose to continue their work in the fine arts

## Special Academic Opportunities

### ***Experiential Learning***

The Webb Schools provides opportunities for students to extend their education beyond our campus through experiential programs. Our trips program offers domestic and international trips during school breaks and in the summer. Our goal with these trips is to provide student travelers with defining experiences that help them expand their world views. Our trips promote unbounded thinking, global fluency and global citizenship through field study, cultural exploration, language immersion and community service. Trips are announced each fall and, unless specified, open to the entire Webb community.

Our bi-annual Unbounded Days program is designed to provide immersive, collaborative, relevant experiences that connect the classroom to the broader world. During Unbounded Days students have an opportunity to choose from nearly 30 course offerings, including overnight programs, urban trips, outdoor experiences and more. Unbounded Days courses are interdisciplinary, experiential and grounded in the tremendous resources available not only on Webb's campus but in our rich Southern California back yard as well. Unbounded Days will next be held during the 2023-24 school year.



### ***Course Work at The Claremont Colleges***

Students who complete all of the course offerings at the advanced level in a given department may seek to enroll in courses at The Claremont Colleges, with the approval of the department chair, director of studies, dean of students, the college registrar and the college professor. The Webb Schools must certify completion of all possible related work before a student is recommended to The Colleges for courses. Students should note that it is difficult to coordinate the schedules of these institutions. It is the student's responsibility to ensure that the schedules do not conflict with commitments at The Webb Schools. See page 26 for details about our computer science partnership with faculty at Harvey Mudd College.

### ***Programs Away From Webb***

Several viable and accredited opportunities exist for Webb students to apply themselves to a semester or year-length program at another school in their junior year, including programs abroad. In the event that a Webb student wishes to consider this as an option, they must write a formal proposal detailing the program to be submitted to a committee comprised of the director of studies, the assistant head of schools, the director of financial planning and operations, the director of college guidance and the director of admission. For institutional planning purposes, any or all applications must be completed, and petitions approved, by the date student contracts are due in spring of the previous year.

The petition must include materials that describe the nature and purpose of the program and the availability of appropriate course work, and give consideration to the compatibility of the program in meeting Webb's and, as appropriate, UC requirements for promotion and graduation. As with work done in any other external programs, grades and transcripts generated at another institution will be included with all Webb transcript materials sent to colleges, but the grades earned will not be calculated into a student's Webb GPA.

### ***Independent Study***

Highly qualified students who wish to undertake serious study in an area not covered by the Schools' curriculum may propose an Independent Study course. In order to be considered for such study, a student must exhaust all standard course offerings in the area of study, and must then design and document the features of their proposed program of study. Independent Study courses must be academic in character, must be undertaken under the auspices of an academic department, and must be sponsored and supervised by a member of the faculty. They are typically no more than one-half credit, and one semester in length. The Academic Council considers all proposals and maintains a high standard for those approved.

## **Additional Academic Resources**

### ***Blended Learning***

Blended learning combines in-person instruction with online tools to maximize student learning. In a blended learning course, a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. As a school, we are actively exploring the role of blended learning in our curriculum, and we are committed to integrating technology to support our broader educational objectives. To this end, Webb has adopted Canvas as a uniform learning management system and a one-to-one laptop program for students and faculty.

### ***Freshman Seminar***

All freshmen participate in a required single-gender seminar class that focuses on topics in human development, adjustment to boarding school community life and important issues in adolescent physical, social, academic, emotional and personal growth. Classes are kept small to facilitate open, earnest discussion. In addition, all students are required to attend scheduled speakers and discussions through the Health & Living program. Health & Living is a four-year health program designed to target students' specific developmental milestones throughout high school. Topics rotate year-to-year and are designed to build on information discussed within the context of Freshman Seminar. Students who enter Webb after the ninth grade will benefit from participating in a number of introductory Health & Living meetings, assuring that they have a base knowledge similar to that of their peers.

### ***Fawcett Library***

Fawcett Library serves as an academic center for The Webb Schools' dynamic curricula. The library's staff offers support and guidance to students as well as teachers in their intellectual pursuits and research. There are many possibilities at the library: materials can be requested and put on reserve, specialized guides can be created to complement instruction and inquiry, and dialogues can be sparked to sustain study. The library is staffed by qualified educators and boasts an extensive print collection as well as robust access to online databases and resources including EBSCOhost, NY Times archives, the Gale Discover Collection, Proquest, JStor and much more. The library hosts a variety of academic events and groups, including News & Views and a creative writing workshop.

### ***Academic Support***

The Webb Schools are committed to providing students with the support they need to achieve success at all levels of our academic program. A student's primary source of assistance and guidance is the classroom teacher.

### ***Office Hours***

Students can attend faculty office hours (offered four times per week) or schedule appointments to meet individually or in small groups with teachers before school, in a common free period, at lunch or outside the academic day. These sessions can be used to review course content, improve study skills, prepare for tests or get help on an assignment. Some teachers may choose to schedule group study sessions to maximize student learning.

### ***Required Office Hours***

Students who are consistently struggling to achieve success in one or more courses may be assigned to a weekly program of required office hours. Students participating in this program must attend scheduled help sessions on a regular basis and must submit a form to their advisor and/or respective dean signed by the designated teacher(s) and the student's advisor each week.

### ***Study Periods***

Students are expected to use unscheduled periods during the academic day to complete assignments, consult with teachers, organize materials, and study. The maximum number of courses any student can take in a semester is six. Students who carry a five-course load will have additional study time available.

### ***Study Hours and Evening Labs***

Boarding students are scheduled for evening study hours Sunday-Thursday. During this time, students are expected to: complete assignments; prepare for upcoming tests and quizzes; work on labs, projects and papers; receive extra help; and if time permits, get ahead in their classes. All students are encouraged to take advantage of the academic labs offered in the evenings during study hours.

## ***Tutoring***

The tutoring policy of The Webb Schools has two core goals: 1) to ensure that tutors who work on our campus are qualified professionals who communicate with our academic faculty and administration to best serve our students and support the Schools' goals and values, and 2) to ensure the safety and security of our residential community.

While most of our students' academic needs are met through interaction with teachers in the classroom, in office hours, in evening labs and beyond, there are rare occasions when we feel a student needs additional support in a particular subject or skill. With this in mind, the school maintains a tutor pool of approved and vetted tutors who are cleared to work on our campus. Individual music instruction may also take place on campus, and all music teachers must be approved as part of our tutor pool. All tutors need to apply for and receive clearance to work on our campus. Tutors are allowed to work in our campus facilities and are asked to communicate with the director of studies involving the progress of their students. Tutors are considered independent contractors and paid directly by families.

Finally, Webb offers both individual and group SAT tutoring options to families on our campus. We work in collaboration with vetted SAT tutoring companies to provide skilled and affordable prep courses. Information about these companies and their services is available through the Office of College Guidance.

Please see the Student Handbook for our full tutoring policy. For any questions regarding our philosophy on tutoring, please contact the director of studies.

## ***Creating a Balanced Schedule***

Here are some perspectives you should keep in mind as you consider creating a schedule that is appropriate for you:

### **1. Current (and past) performance and course load**

Each department has set its own criteria for admission into advanced courses. Consider your overall load, especially if you have been recommended into multiple Honors, AP and/or Advanced Studies courses. Examine the courses taken this year, the grades earned and how you managed your responsibilities. Students who are performing well in Honors, AP and Advanced Studies courses now should be able to build on those successes next year. Ideally, a capable student's transcript should reflect an incremental increase in difficulty of overall academic program from one year to the next.

### **2. Non-academic commitments and leadership positions**

Competitive colleges value rigorous courses and high grades on a student's transcript, but they also reward the student for any significant leadership, service or extracurricular involvement. These activities are part of living a full and balanced life at Webb. Weigh these commitments as you craft your schedule for next year.

### **3. Students should select the most challenging academic program that is appropriate for their skills and interests.**

The two key words here are "challenging" and "appropriate." For some students, our standard college-preparatory courses offer more than sufficient challenges academically. Our top students might need to take multiple Honors, AP and/or Advanced Studies courses to be challenged appropriately. Many of our highly talented students cannot reasonably manage more than two Honors, AP or Advanced Studies classes. When selecting the areas in which to challenge yourself, choose subjects that genuinely interest you. You will have a higher degree of success and a better learning experience in classes that you care about.

### **4. Consider time available and time required.**

Honors, AP and Advanced Studies courses have tougher homework loads. Department chairs have attempted to estimate the workload with either a 1.0 or 1.25 distinction, which accompany the course descriptions throughout. Try to achieve a challenging but manageable academic program by estimating homework schedules as you select your classes.

## 2023-24 COURSE LISTINGS

HUMANITIES	Prerequisites	Work Load	9th	10th	11th	12th	Sem 1	Sem 2	Year
Foundations of Civilization		1	X						X
Fundamentals of Composition		1	X						X
The American Idea		1		X					X
American Society, Past & Present		1		X					X
Journalism		1		X	X	X			X
Hon Journalism	Journalism	1			X	X			X
AdvSt Modern Media*	Journalism or Hon Journalism	1.25				X			X
Foundations of Virtue		1			X	X	X		
Hon East Asian Culture & Conflict		1			X	X	X		
Hon Global Literature		1			X	X	X		
Hon History and Writings of Mysticism		1			X	X	X		
Hon Media and Social Change		1			X	X	X		
Hon Modern Constitutional Debates		1			X	X	X		
Hon Stories & Strategies of Entrepreneurs		1			X	X	X		
Hon The Craft of Narrative: Ancient to Modern		1			X	X	X		
AdvSt The Cold War Era*		1.25			X	X	X		
AdvSt Culture & Politics of the Border*		1.25			X	X	X		
AdvSt Experimental Literature*		1.25			X	X	X		
AdvSt Global Gender Studies*		1.25			X	X	X		
AdvSt LA Literary Culture*		1.25			X	X	X		
Hon American Diaspora in the City of Angels		1			X	X		X	
Hon Creative Writing		1			X	X		X	
Hon Global Societies & Sustainability		1			X	X		X	
Hon Economic Thought in the Modern Age		1			X	X		X	
Hon Ethics & Mod Global Affairs		1			X	X		X	
Hon LGBT American Stories		1			X	X		X	
Hon Modern Women Writers		1			X	X		X	
Hon Mythology & the Hero's Journey		1			X	X		X	
AdvSt African Ideologies & Revolutionaries*		1.25			X	X		X	
AdvSt The Age of Enlightenment*		1.25			X	X		X	
AdvSt Gothic & Horror Literature & Culture*		1.25			X	X		X	
AdvSt Human Migration*		1.25			X	X		X	
AdvSt Humanities Thesis Seminar*		1.25			X	X		X	
AdvSt The Long Novel*		1.25			X	X		X	

MATHEMATICS & COMPUTER SCIENCE	Prerequisites	Work Load	9th	10th	11th	12th	Sem 1	Sem 2	Year
Algebra I		1	x						x
Integrated Mathematics I	Algebra I	1	x	x					x
Integrated Mathematics II	Algebra I & Geometry OR Integrated Math I	1	x	x					x
Hon Integrated Mathematics II*	Algebra I & Geometry OR Integrated Math I	1	x	x					x
Precalculus	Integrated Math II OR Hon Integrated Math II	1		x	x				x
Hon Precalculus*	Integrated Math II OR Hon Integrated Math II	1.25		x	x				x
Calculus	Precalculus	1			x	x			x
Principles of Financial Mathematics	Precalculus	1			x	x			x
Statistics	Integrated Math II OR Hon Integrated Math II	1			x	x			x
AP Calculus AB**	Precalculus	1.25			x	x			x
AP Calculus BC**	AP Calculus AB	1.25			x	x			x
AP Statistics*	Precalculus completed/concurrent	1.25			x	x			x
AdvSt Multivariable Calculus*	AP Calculus BC completed	1.25			x	x			x
Computer Science	Completion of Integrated Math II	1		x	x	x			x
AP Computer Science+	Completion of Integrated Math II	1.25		x	x	x			x

## 2023-24 COURSE LISTINGS

SCIENCE	Prerequisites	Work Load	9th	10th	11th	12th	Sem 1	Sem 2	Year
Evolutionary Biology		1	X						X
Integrated Physics & Chemistry		1		X					X
Hon Paleontology*		1		X	X		X		
Hon Museum Research*	Hon Paleontology	1		X	X			X	
Hon Astrophysics		1			X	X			X
Neuroscience		1			X	X			X
Hon Microbiology & Immunology		1			X	X			X
AP Biology*+		1.25			X	X			X
AP Chemistry*+	IM2 B+ or better; Precalculus Concurrent	1.25			X	X			X
AP Environmental Science*+		1.25			X	X			X
AP Physics C++	AP Calculus AB	1.25			X	X			X
AdvSt Anatomy & Physiology*		1.25			X	X			X
AdvSt Experimental Physics*	IM2 B+ or better; Precalculus Concurrent	1.25			X	X			X
AdvSt Organic Chemistry*		1			X	X			X
AdvSt Paleontology*	Hon Museum Research	1			X	X			X

WORLD LANGUAGES	Prerequisites	Work Load	9th	10th	11th	12th	Sem 1	Sem 2	Year
Chinese 1		1	X	X					X
Chinese 2	Chinese 1	1	X	X	X				X
Chinese 3	Chinese 2	1		X	X	X			X
Chinese 4	Chinese 3	1			X	X			X
AP Chinese Language*+	Chinese 4	1.25			X	X			X
Chinese 5	Chinese 4	1			X	X			X
French 1		1	X	X					X
French 2	French 1	1	X	X	X				X
Hon French 2*	French 1	1		X	X				X
French 3	French 2	1		X	X	X			X
Hon French 3*	French 2 or Hon French 2	1		X	X	X			X
French 4	French 3 or Hon French 3	1			X	X			X
AP French Language*+	Hon French 3 or French 4	1.25			X	X			X
Spanish 1		1	X	X					X
Spanish 2	Spanish 1	1	X	X	X				X
Hon Spanish 2*	Spanish 1	1		X	X				X
Spanish 3	Spanish 2 or Hon Spanish 2	1		X	X	X			X
Hon Spanish 3*	Spanish 2 or Hon Spanish 2	1		X	X	X			X
Spanish 4	Spanish 3 Or Hon Spanish 3	1			X	X			X
AP Spanish Language*+	Hon Spanish 3 or Spanish 4	1.25			X	X			X
AP Spanish Literature*+	AP Spanish Lang	1.25			X	X			X

FINE ARTS	Prerequisites	Work Load	9th	10th	11th	12th	Sem 1	Sem 2	Year
Sinfonia Orchestra: String		1	x	x	x	x			x
Sinfonia Orchestra: Wind & Percussion		1	x	x	x	x			x
Hon Sinfonia Orchestra*	Sinfonia Orchestra OR audition	1		x	x	x			x
Vocal Training & Techniques		1	x	x	x	x			x
Hon Chamber Singers*	Vocal Training OR audition	1		x	x	x			x
Theater Arts 1-2		1	x	x	x	x			x
Shakespeare Through Performance	Theater Arts 1-2 OR audition	1		x	x	x	x		
Performance Workshop	Theater Arts 1-2 OR audition	1		x	x	x		x	
Art AB		1	x	x	x	x			x
Filmmaking Studio		1	x	x	x	x			x
Media Arts		1	x	x	x	x			x
Advanced Art	Art AB	1		x	x	x			x
New Media Culture & Communication	Media Arts	1		x	x	x			x
Hon Studio Art*	New Media Cult & Comm OR Advanced Art	1.25			x	x			x

## Programs and Course Descriptions

All courses at The Webb Schools are offered by academic departments. Each department has its own course placement and approval processes which are described below. In this section, you will find overviews of departmental programs, as well as brief descriptions of course offerings. General prerequisites are stated in the course listings on the previous two pages.

In some cases, you will see courses listed as anticipated offerings for future years. These are subject to change. Additionally, there are several courses in development. We always welcome student ideas. Those with ideas for new courses are encouraged to speak with our department chairs or director of studies.

## Humanities

Humanities is the interdisciplinary study of human history, cultures, and creativity. The courses in this section bring together multiple departments: English, History, and the Fine Arts, helping students cultivate a culture of thinking that crosses the lines of traditional kinds of texts—historical, literary, musical, artistic, commercial, comical, and more. While still learning skills specific to traditional disciplines, students also investigate how these disciplines overlap and affect each other. The goal of the core 9th and 10th grade Humanities experience is to develop skilled readers, writers, and thinkers while advancing twenty-first century competencies such as collaboration—both digital internet and in-person—and graphic and film literacy. These courses serve as a launching pad for more rigorous and focused study in 11th and 12th grade electives.

### 9th Grade Core

#### Foundations of Civilization

single-gender

1.0 workload

This course launches Webb students' exploration of history, English, and the fine arts. We intersect bodies of knowledge from three departments, as part of our deliberate coaching in Humanities thinking: rather than isolating novels, paintings, and architecture from the historical times in which they were produced, we study culture and societies holistically. The politics, economies, religions, social norms, and artistic-intellectual life of peoples around the world are the focus of study. The course balances breadth and depth of content coverage, and Western and non-Western cultures. As a key quality of mind, this course educates students in reading culture through its artifacts at pivotal moments in time, including essential primary documents, iconic building designs, forms of literature, illustration, and social criticism. This course is required for all ninth grade students.

#### Fundamentals of Composition

single-gender

1.0 workload

This course provides an immersive introduction to fundamental skills in the Humanities, prioritizing the mastery of tools that Webb students will use during their coursework through their four years here. Students build their skills in collaboration, critical reading and analysis, and communication, including writing, speaking, presentation, and debate. Additionally, students cultivate essential habits of mind: multidisciplinary and interdisciplinary thinking, creativity, curiosity and global engagement. This course asks students to apply their thinking to a number of intellectual tasks that engage them with the contemporary world. Projects may take a variety of forms, from giving a formal speech to authoring new forms of multimedia storytelling. While teachers engage students around shared texts and projects, assignments encourage students to follow their own lines of inquiry and to focus on topics they care to research and understand. This course is required for all ninth grade students.

### 10th Grade Core

#### The American Idea

single-gender

1.0 workload

This course, required for all tenth grade students, is one half of the interdisciplinary American Studies program, which encourages a rich, holistic, and humanities-style investigation of American culture, society, and ideology. While both courses consider the many narratives, identities, values, and cultural phenomena that are the driving forces and products of American experiences, *The American Idea* focuses particularly on the ongoing relationship between literary and artistic expression and American culture and history. While engaging in critical analysis of a variety of texts and primary sources, students consider questions such as: What makes an American text or work of art so "American"? How can we read a social or historical moment through an artist or writer's reaction to it? What are Americans afraid of, and what are they reacting against? How do artists and writers make social and historical change with their work? Students practice many skills vital to the humanities, especially literary analysis and writing. Students who display exceptional achievement in this course may be eligible for Advanced Studies electives in eleventh grade.

#### American Society, Past & Present

single-gender

1.0 workload

This course, required for all tenth grade students, is one half of the interdisciplinary American Studies program, which encourages a rich, holistic, and humanities-style investigation of American culture, society, and ideology. While both courses consider the many narratives, identities, values, and cultural phenomena that are the driving forces and products of *American experiences*, *American Society, Past & Present* focuses particularly on American attempts to create an ideal society and to balance the conflicting interests of this diverse nation, considering how American culture has evolved as part of these social struggles. Through close examinations of historical as well as literary sources, students consider questions such as: How does someone get to be considered a "real American"? How do Americans balance their individualism and ambition with the needs of their communities? What gives a person power in America? How do Americans want their government to behave? Students practice many skills vital to the humanities, especially research, primary source analysis, and historical interpretation. Students who display exceptional achievement in this course may be eligible for Advanced Studies electives in eleventh grade.

## **Journalism Program**

10th through 12th grade students can sign up for courses in our journalism program, which engages students as writers and creators in the dynamic and evolving world of the modern reporter. Journalism and Honors Journalism, both year-long courses, count as electives. They do not fulfill the Humanities graduation requirement. Advanced Studies Modern Media, the capstone course in the journalism program, may count as a one-semester credit toward the Humanities requirement.

### **Journalism**

**1.0 workload**

Journalism challenges participants to investigate relationships between media, information, and knowledge by doing the work of publishing online and in print, in writing and in audio. Staff writers will pitch ideas, perform inquiries, synthesize their findings, and utilize digital tools to communicate their results effectively. Students interested in teamwork, civics, and multimodal communications should take this course. Journalism students will spend the year developing their skills and practicing their work as journalists.

### **Honors Journalism**

**1.0 workload**

Students who take on a leadership role as an editor for the Webb Canyon Chronicle may enroll in Honors Journalism. In addition to the work that all students perform in the Journalism class, students who are in Honors Journalism serve as mentors, guiding other students to be better writers and to engage in authentic journalistic inquiry. They also manage deadlines for the team as a whole, arrange layout using various programs, and help shape the direction of the program.

### **Advanced Studies Modern Media**

**1.25 workload**

Advanced Studies Modern Media is for editors who are seniors; this course challenges participants to both lead the journalism program and to perform and present on independent, in-depth journalistic inquiry and writing. Participants set expectations and serve as mentors to staff writers by providing constructive criticism and feedback about developing content. They are also responsible for layout and utilizing tools like Photoshop, Illustrator, and InDesign. Additionally, students complete a year-long research and multimedia writing project on a contemporary topic. Students with a desire to read widely, write often, and explore artful representations of knowledge should opt for Advanced Studies.

## **Junior & Senior Electives in Humanities**

The upper level Humanities electives at Webb share broad educational goals. In title and curricula, these courses are varied, but each of them celebrates the liberal arts tradition of educating students in examples of excellent thought and expression across a range of disciplines. From classics to contemporary topic studies, these electives ask for curiosity, close reading, clear and creative thinking, speaking and writing, while exposing students to many cultures and monuments of human endeavors in those cultures. The breadth of electives invites juniors and seniors to identify, pursue, and deepen their intellectual passions.

While non-honors and honors electives are open enrollment, students must receive approval to enroll in Advanced Studies courses. Students who are approved for some or a full load of Advanced Studies courses are those who we believe are intellectually ready to participate in our most rigorous course offerings in the Humanities program. In the spring of 10th grade and in the spring of 11th grade, prior to course enrollment, all students will receive a placement from the department.

Recommendations for Advanced Studies courses are based both on the quality of a student's portfolio and on a student's demonstrated intellectual commitment to and skills in the Humanities.

### **Foundations of Virtue** (offered in spring)

**1.0 workload**

This course explores the evolution of the concept of virtue, through study of classical and contemporary texts. It weaves together the strands of students' educations—moral, literary, logical, and rhetorical—as it challenges them to think critically about fundamental questions of living good lives. Students address the concept of virtue from both philosophical and literary standpoints, often making ethical and moral arguments for why characters act the way they do. Readings include selections from various ancient, modern, and contemporary philosophers. This course also engages students in contemporary and local issues, through study and field work that raises issues like food shortage and the social safety net provided by shelters and local charities. Recent texts include: *Unbroken* by Laura Hillenbrand and Victor Frankl's *Man's Search for Meaning*.

### **Literature & Leadership in the Wilderness** (not offered in 2023-24)

**1.0 workload**

At the core of this course is a "hands on," experiential approach to exploring ideas of leadership, decision-making, community building, and character. Students read both fiction and nonfiction texts and examine historical case studies of events and individuals that involve the course's major themes. Writing includes journal writing, expository essays, and persuasive essays, and culminates in a research-focused project that examines a major theme of the course. An integral part of the course is student expeditions into the California outdoors where students practice and refine skills and concepts discussed in class, in addition to learning basic navigational and camp craft skills.



**Literature & Psychology** (anticipated offering in 2024-25)**1.0 workload**

This course examines human behavior and mental processes through literature and film. By applying psychological principles to personal, social, historical, and contemporary texts, students explore and analyze the narratives used to describe human thoughts, feelings, and behavior. This is an interdisciplinary course in which students practice literary and media analysis of various psychological concepts, which may include social influence, thinking, relationships, consciousness, development, personality disorders, and more. The class culminates with an in-depth research project.

**Rhetoric: The Craft of Inspirational Language** (anticipated offering in 2024-25)**1.0 workload**

Rhetoric is a powerful tool wielded to inspire thought, purpose, and action. In this interdisciplinary course, students will explore how authors and orators stir courage and hope through the use of the written and spoken word. Whether analyzing the construct and tone of Dr. King's "Letter from a Birmingham Jail" or the context and cadence of Margaret Chase Smith's "Declaration of Conscience," students will first focus on identifying, then understanding Cicero's "Five Canons of Rhetoric" within each source, before crafting their own persuasive essays, short stories, speeches, and multimedia projects. As students read *America for Beginners* or act out a scene from the play *A Few Good Men*, they will discover how words on a page can encourage sympathy, kindness, anger, and humility. Through collaboration, self-reflection, practice, and failure, students will discover their voice and their ability to utilize rhetoric to effect and encourage an audience to change.

**Honors American Crime & Punishment** (anticipated offering in 2024-25)**1.0 workload**

What is the experience and story of justice in the United States, over time? How does that connect to the justice system and prison system today? From the stockade to mandatory minimums, this course considers the complex structure, purposes, and effects of American systems of punishment and rehabilitation. Students examine which people and what crimes are punished, why, and how this has evolved over the course of history. Students also study examples and models in other nations. This course considers the experience of those imprisoned, as well as the way our legal and judicial system is presented by the media. Through written reflection, research projects, textual analysis, and engaged conversation, students debate questions of ethics and efficacy, including policies like capital punishment and solitary confinement.

**Honors American Diaspora in the City of Angels** (offered in spring)**1.0 workload**

This course will explore the general shared history of Los Angeles, the communities that share it and examine how the experiences of several different racial and ethnic groups differ. Students will learn how these communities have forged new cultures, traditions and stories for themselves in the City of Angels. Students will practice sociological and anthropological modes of analysis for some of L.A.'s many diverse neighborhoods, including Chinatown, Olvera Street, Little Tokyo, Leimert Park Village and communities in the greater San Gabriel Valley. Students will generate projects exploring the shared history of these communities and their roots of cultural expression, creating their own L.A. street art, poetry, neighborhood tours and museum exhibits. We will experience aspects of these neighborhoods firsthand through field trips to relevant sites in the Los Angeles area.

**Honors Birth of the Modern City** (anticipated offering 2024-25)**1.0 workload**

This course focuses on patterns of urban development from the mid-19th century to the present. Migration into cities, stimulated by industrial economies, created the size and energy of modern cities, as well as the social consciousness and policies to face the frictions of urban congestion. The historical strands of this class run from the industrial revolution and its resulting urbanization through to current issues of urban planning, industrial and child labor debates, slums, suburbs, and the future of cities. Students read and analyze historical texts and literary works as they study cities as varied as Tokyo, Shanghai, New York, Los Angeles, Paris, London, Barcelona, Vienna, Dubai, and Brazilia and aim to get a sense of the urban experience, from the personal to the structural. This course will culminate in a research project in which students take on the role of urban planners and tackle the most pressing issues facing cities around the globe today. All juniors and seniors are eligible to take this course.

**Honors Black Authors, Directors & Laureates** (anticipated offering in 2024-25)**1.0 workload**

This course examines the work of many talented black authors, directors, and nobel laureates, both African and African-American. Students consider not only their style and strategies as writers and directors, and their collective work as its own canon, but also their messages about larger social and historical questions. Exploring commonalities and differences in experiences, students will practice close, careful reading of key works of literature, as well as a selection of historically potent poetry, film, art, photography, music, and various other media. Examination of these texts through discussion, written reflection, and analysis play a vital role in this course, as does outside research and independent study and the ability to synthesize texts from across the many genres and media. All juniors and seniors are eligible to take this course.

**Honors Chinese History & Memory** (anticipated offering in 2024-25)**1.0 workload**

This course explores the history and construction of historical memory and collective identity in China. Students investigate China's roots to see how these influenced the nation's development in a number of different realms. They also delve into the ways in which China has harnessed its past in order to move forward, examining the choices that China faces today and several political and ethical debates that affect not only China but also the world at large. This is an interdisciplinary course in which students engage with historical, literary, political, artistic, and architectural texts (in both the classroom and on field trips) and eventually create an in-depth research project.



**Honors The Craft of Narrative: Ancient to Modern** (offered in fall)

A through line exists from cave paintings, to classical texts, comic books to computer art. Students in this course will investigate the art and craft of storytelling and the role it plays in the growth of human civilization. In making narrative, students will use ancient methods and modern technology to workshop stories of their own. From personal biography to political questions of self and society, students will write, draw, photograph, film and produce media that's personal, purposeful and engaging. Students will look to answer such questions as: How do I best write my own story here at Webb? How does my story ripple across a wider community? From Aristotle to Susan Sontag and beyond, students will examine the classical in *The Canterbury Tales* and *One Thousand and One Nights*, as well as the contemporary in *On Photography* and *Regarding the Pain of Others*, international animated shorts, Instagram Stories and more. The course will culminate in each student creating and presenting a portfolio of creative work.

**Honors Creative Writing** (offered in spring)**1.0 workload**

This course not only nurtures and hones students' creative passions, but also introduces students to the skills, techniques, and practices necessary to be a writer. A key component of this course is a careful study of the works and habits of notable professional writers, which students read and discuss. Students develop multiple strategies of honing their creative writing abilities, and will pay particular attention to word choice: Can we navigate the ups and downs of the thesaurus, judge when it is best to use simple language, and know when to give in to the allure of "poetic" words? Conducted as a workshop, students have the opportunity to experiment with multiple genres (poetry, fiction, creative nonfiction, drama), and give and receive feedback on works in progress. In addition to mastering the workshop environment, students are expected to produce and revise a body of original work by the end of the semester.

**Honors East Asian Culture & Conflict** (offered in fall)**1.0 workload**

This course explores the history and construction of national identities in Japan and Korea. The first half of the course explores the political, philosophical, and cultural circumstances in each region and the factors that shaped modern day developments, culminating in Japan's colonization of Korea and the short and long-term consequences. The second half of the course is dedicated to the modern development of the two regions and their significance in today's world. As students engage with these themes, they will visit cultural sites in Los Angeles, conduct their own research project, tackle crucial issues about human beings' attempts to reconcile the past, and deliberate on the best means of moving forward.

**Honors Economic Thought in the Modern Age** (offered in spring)**1.0 workload**

The mission of this course is to prepare students to become active citizens and productive leaders of our economy by providing them with the ability to make sound economic decisions. Developing "an economic way of thinking" is vital to understanding the coursework. Reading contemporary literature on current economic thought plays a crucial role. Once a firm grasp of the basic economic principles has been established, students are exposed to microeconomic topics relating to the functions of product markets, resource markets, and the limited role a government plays within a free-market economy. Real-world simulations are a key component to illustrate and solidify the economic theory taught in class. Oral presentations on scarce resources, a stock market simulation, and a written business analysis are some of the projects.

**Honors Ethics & Modern Global Affairs** (offered in spring)**1.0 workload**

This course explores the complex relationship between ethics and the actions of state and nonstate actors in the modern world. Students who take this elective will grapple with contemporary topics such as immigration and refugee crises, environmental degradation and global warming, genocide, terrorism and nuclear proliferation. Students will practice critical 21st century skills to formulate policy recommendations, for the U.S. and other nations, supported by ethical principles. They also research and review both current and historical literature and other forms of media as a basis for class discussions and debate and to provide the inspiration for shorter written assignments as well as a summative and substantial written piece. This course is perfect for students interested in international relations. This course includes at least one field trip to relevant sites in the greater Los Angeles area.

**Honors Global Indigenous Voices** (anticipated offering in 2024-25)**1.0 workload**

From New Zealand's national rugby team dancing the Haka, to indigenous leaders in Brazil organizing against the deforestation of the Amazon, indigenous people continue to remind the world that they are powerful, but also vulnerable. In this course, students learn about the ancient histories, cultures, and artistic and literary expressions of indigenous peoples around the world. Following the lead of indigenous voices, in this course students explore what it means to be indigenous. They also investigate the ways that indigenous peoples have affected modern societies, and the way that modern societies have impacted them, in myriad political, social, economic, and cultural ways. They delve into the challenges native peoples face in maintaining their cultures, and they uncover strategies that indigenous people are developing to imagine a sustainable future for themselves and the world at large. To do this, students analyze literature, film, and historical sources, hone their research, writing, and interview skills, and go on field trips to learn about ways native peoples in Southern California preserve and celebrate their traditions and identities.

**Honors Global Literature** (offered in fall)**1.0 workload**

This course immerses students in stories, poetry, and novels from countries around the world—and, in the process, helps students gain a better understanding of the ways culture and art simultaneously diverge and intersect across continents and oceans. Taught as a discussion-based seminar, the course shows students the way multiple factors, from geography to culture, impact literature. In the first quarter, students will benefit from a broad survey of various short literary forms by major authors such as Jorge Luis Borges, Tomas Tranströmer, Mahmoud Darwish, and Jhumpa Lahiri; in the second quarter, students engage in larger creative and analytical projects as they read a major novel from a non-Western author. This course helps students master analytical reading, critical thinking, and thesis-based writing skills; students become more fluent and confident in their ability to discuss ethnic, racial, religious, and cultural differences.

**Honors Global Societies & Sustainability** (offered in spring)**1.0 workload**

This course explores the various ways that humans have interacted with the earth and how we will navigate the challenges of sustainable living in the future. Students study Native American societies and the ideas of anthropologists, writers, ethicists, activists, and historians, such as Rachel Carson, Wade Davis, J.R. McNeill, and Jared Diamond and discuss how people's relationship with the earth has changed over time. Student-led inquiry and seminars provide the foundation for constructing understanding. Students write policy papers and collaborate on projects that directly engage them with current issues and assess their understanding of content and skills. This course requires analytical reading of a variety of primary, secondary, and literary texts, research and writing, seminar leadership, collaborative projects, Harkness discussions, and an experiential component. While global in scope, students actively engage in local environmental issues at Webb and in Southern California to practice their skills.

**Honors History and Writings of Mysticism** (offered in fall)**1.0 workload**

Many religious traditions seek to unite the human with the divine, a process that American poet Denise Levertov called “oneing.” In this comparative course, students will trace the development of this search across traditions including Taoism, Buddhism, Judaism, Christianity and Sufism. We will apply the critical lenses of psychology, anthropology and gender studies to these practices, attempting to discover why humans seek union with nature or deity. The class will explore firsthand accounts of mystical experiences; look for traces of the mystical in popular music, film and television; work together to develop a psychological and philosophical definition of mysticism and consider the works of both modern and ancient mystics who seek to describe their experience of “oneing.” Students will take an active role in the creation of knowledge through class and group projects. We will practice the basics of mindfulness, evaluate and create Zen koans, improve our critical thinking skills through reflective writing and student-led discussions and pit mystical poets against one another in an epic rap battle for the ages.

**Honors LGBT American Stories** (offered in spring)**1.0 workload**

From the Stonewall Riots to the present, this course is a study of LGBT identity and activism through historical events and literary works. It focuses on the evolving language used in Queer Studies and the exponential transformation of LGBT visibility, rights, and policy. Students examine the psychological and sociological development of LGBT and queer identities and trace the role of activism. Through personal narratives, historical documents, political analyses, psychological studies, and seminal and contemporary literature, students come to understand contemporary LGBT issues. With readings from authors such as Judith Butler, Jack Halberstam, Eve Sedgwick, James Baldwin, and Alison Bechdel, students will focus on analytical reading, critical thinking, and evidence-based writing. Students will become more fluent in their ability to discuss and write about gender, sex, and sexuality as it relates to personal and historical narratives of identity and activism.

**Honors Media and Social Change** (offered in fall)**1.0 workload**

This course explores the various ways that media can inspire us to take on new perspectives, challenge existing power structures and accept those with identities different from our own. In this course, students will learn how to critically analyze the ways media influences our society through theoretical frameworks such as Edward Schiappa's parasocial hypothesis and Stacy L. Smith's work on representation. Students will survey a history of disruptive content, including texts such as *Modern Times* (1936), *Star Trek* (1966), *Will & Grace* (1998) and *Black-ish* (2014). Through class discussions, analytical essays and presentations, and visits from guest speakers, students will connect the language of film studies to research-based communication techniques. This course will culminate in students taking on the role of producers: groups will apply their newfound knowledge of critical media literacy to outline and pitch a film, television or social media project that is designed to promote social change.

**Honors Modern Constitutional Debates** (offered in fall)**1.0 workload**

After a solid grounding in the American founding documents, students explore how the Supreme Court has ruled on specific topics as a thread throughout modern history, culminating with present-day debates. Topics include historically complex decisions along with modern quagmires. Students analyze the evolving role and interpretation of the Constitution in today's world and engage in a mock trial. Projects may include the creation, debate, and ratification process for a contemporary student “Bill of Rights.” Students develop and hone their ability to analyze primary source documents, to synthesize texts across time periods and genres and to write and speak persuasively.

**Honors Modern Women Writers** (offered in spring)**1.0 workload**

In this course students explore the writing of 19th, 20th and 21st century women writers. Through reading the work of these authors, students analyze how these women craft their stories from both a literary and historical perspective. Students also track how women's roles and consciousness are influenced by the changing times. Through critical analysis of fiction, poetry, and memoir, students gain a deeper appreciation of the ways in which women writers have addressed the limitations women have experienced in history and given voice to their ideas and shaped cultural discourse.

**Honors Mythology & the Hero's Journey** (offered in spring)**1.0 workload**

This course investigates how myths, particularly the story of the hero, examine and reflect aspects of humanity that connect people across time and place. Through literature, history, art, and music, the class analyzes how humans use myth to attempt to answer the essential questions of existence and to investigate how the journey of the hero reflects the values and journeys of various cultures. Students consider works by Joseph Campbell and Karen Armstrong, among others. Course skills focus not only on advancing discussion and close reading skills, but will expand on students' research and writing abilities through various persuasive essays, creative writing, and group projects.

**Honors Poetry & Power** (anticipated offering in 2024-25)**1.0 workload**

This literary studies course engages students in the study of poets' authority in societies that grant them little or no power. Students will compare and contrast the purposes and methods of verse with those of rhetoric. Harkness discussions will explore the artist's roles in communities: healer, prophet, revolutionary, visionary, and witness. In writings, students will weigh the power of the W/word as truth, fact, and misdirection. Formative and summative close readings of poems will emphasize an understanding of form's relation to function, exploring the question of how a poet's decisions build or counteract an effect upon a reader and reflect its historical context. The course will trace motifs and detect resonances by reading groups of poems – rather than individual pieces – at the same time that we study relevant historical works and contemporaneous speeches. In the service of poesis, meaning “to create” as opposed to analysis (lit., “to undo”), students will develop a portfolio of their own poems and prose pieces, drafted during daily invitations and exercises using course readings as models, leading to a manifesto addressing the powers of now on behalf of a culture of the future and a curated chapbook to be shared at an evening poetry event on campus.

**Honors Postcolonial Film & Literature** (anticipated offering 2024-25)

This course focuses on postcolonial film and literature from Latin America and Africa. Students analyze how the legacy of colonialism had ripple effects in cinematic and literary works and how writers and directors articulated political, economic, and social changes. Students also consider the ways in which recent literary and film criticism inform the ongoing creation of these works of art. Students evaluate the historical impact of these creative works, and they look at ways in which they can use film and literature to become more active participants in the global community. Students may read or view works from writers and directors such as Glauber Rocha, Juan Rulfo, Carmen Buollosa, Roberto Bolaño, Tomás Gutiérrez Alea, Fernando Solanas, Chinua Achebe, Sembene Ousmane, Tahar Ben Jelloun, Jean-Marie Teno and Teshome Gabriel.

**Honors The Press, Politics & American Power** (anticipated offering in 2024-25)**1.0 workload**

This course examines the nature of American political power and its vital interplay with the press and other forms of media. Students grapple with key questions about the historical and current role of the press in the American political system. Questions we will consider include: What is the role of the press in a democracy and how has that role shifted over the past 200 years? How do individuals and political parties secure and maintain power? How does propaganda work and what makes it so effective? What role does conspiracy and rumor play in shaping American political opinions? By engaging in a close reading of literary, historical and journalistic texts, students achieve political and media literacy, and they hone their analytical abilities through formal writings and discussion and debate. The course includes a significant current events component, thus allowing students to think, write and speak critically about events in real time.

**Honors Sports Literature & History** (anticipated offering in 2024-25)**1.0 workload**

As Nelson Mandela said, “Sport has the power to change the world.” This course takes up Mandela's words and examines American sports writing and the portrayal of sports in literature, specifically the sports journalism that emphasizes historical and cultural change. Through studies of teams and athletes such as the U.S. Women's Soccer team, Jackie Robinson, Muhammad Ali, Billie Jean King and Jim Brown, this course explores how sports can answer the call of social justice, how the drive for social change has influenced both athlete and fan, and the great literature and nonfiction written about sports. We will also concentrate on literature and journalism that examines what ancient Greeks called *arête*, moral virtue and excellence through the intersection of physical and moral achievement. This course will expose students to multiple genres including the novel, essay, short story, investigative journalism and film. The goal of this class is to develop and refine skills in analytical writing and research, as well as critical thinking and discussion skills.

**Honors Stories & Strategies of Entrepreneurs** (offered in fall)**1.0 workload**

This class offers an introduction to the most essential and up-to-date entrepreneurial practices with an emphasis on creative thought and communication. Entrepreneurial skills include identifying opportunities, reframing problems, asking good questions, listening to others, connecting and combining ideas across disciplines, and both challenging assumptions and strengthening insights through iterative experimentation. Students cultivate their own professional talents in the areas of strategy, marketing, accounting and finance, operations, leadership and teamwork, design thinking, negotiation, public speaking and pitching ideas as they design the enterprises of tomorrow. Students receive mentoring from Webb alumni and other local entrepreneurs, nonprofit executives and business leaders. Whether in the commercial or social sector, the entrepreneurial mindset is essential to career success.

**Honors Stories of Middle Eastern Conflict** (anticipated offering in 2024-25)**1.0 workload**

This course investigates the cultures and conflicts of several Middle Eastern nations over the last century, and in the process helps students gain an understanding of a region that was once the cultural center of the world. Students read both literary and historical sources, and also conduct analysis of the role the media plays in our understanding and stance on the different conflicts within the Middle East. Through a combination of Harkness discussions, formal and informal debates, and individual and collaborative research projects and papers, students develop the skills necessary to participate in world debate over whether to assist or ignore the complex conflicts within the Middle East. They also learn about some success stories, examples of resolution to these conflicts. The semester is divided into different units, each of which focuses on a specific region, and the final unit allows students to conduct independent research on a specific area of their choosing.

**Honors Technology, Society & the Self** (anticipated offering in 2024-25)**1.0 workload**

This course analyzes the intersection of history and science by focusing on five discrete moments of great technological or scientific change. Students will consider questions such as: What factors drive and promote innovation? What influences the process by which initially radical scientific ideas or new technologies become accepted and mainstream? How have science and technology shaped what it means to be human? From the Roman invention of concrete to the widespread use of the internet, specific moments of technological change have had far-reaching consequences for civilizations and individuals. Students will look at the science and engineering behind these moments, as well as interrogate their consequences. The course examines not only short and long-term effects but also how various constituencies and individuals responded to each innovation, in their writings, their art, and their lives. Assessments will include various forms of writing, a multimedia presentation, and a hands-on project that combines historical research with scientific experimentation.

**Honors War Literature & Art** (anticipated offering in 2024-25)**1.0 workload**

This course explores depictions of war in the modern age and the methods writers and artists use to convey the experience of war. Students investigate how war is rendered for those who are soldiers and those at home and contrast a journalistic style of war reporting with more creative approaches. They observe how writers and artists struggle with questions about identity, heroism, sacrifice, good vs evil, nationalism and trauma. They study a variety of wars that span time periods and consider how the technologies being used in these wars affect both the war experience and the work of writers and artists. Through close reading of the texts throughout the semester and analysis of depictions of war in art and film, students will continue developing their critical thinking, literary analysis and discussion skills about one of the driving forces in human history.

**Honors The World of Shakespeare** (anticipated offering in 2024-25)**1.0 workload**

This course studies a selection of the Bard's plays, from three main perspectives: we read closely to grasp the English language as Shakespeare reshaped it; we study key events in Shakespeare's time to see the relationship between his cultural surroundings and his art and quest for meaning; and we study the continuing cultural prominence of Shakespeare today. Students earn sufficient understanding of selected scenes in Shakespeare's works to speak and direct those parts for the stage. This course studies imagery, tone and other literary devices as expressions both of Shakespeare's ear and of his narration of human experience. We also read the plays historically, as commentary on assassination plots, social mores and national allegiances. Finally, we examine the prominence of Shakespeare in our time: the Shakespeare Prison Project, the Globe Theatre's two-year world tour of *Hamlet* and the adaptation of Shakespeare to entertain and illuminate cultures today. Students write and prepare presentations on history and contemporary examples of Shakespeare and employ creative writing to adapt plays to new contexts. All juniors and seniors are eligible to take this course.

**Advanced Studies African Ideologies & Revolutionaries** (offered in spring)**1.25 workload**

This course explores the causes, course and effects of African revolutionary movements in the 20th and 21st centuries. Beginning with a study of the impact of European imperialism and its role in fomenting nationalist and revolutionary movements and ideologies, students then delve deeply into several case studies to analyze how Africans adapted theories of revolution to their own movements and the lasting effects on African nations today. Students engage with challenging texts written by revolutionary theorists such as Marx, Che Guevara, Mao, Fanon, Boahen, Cabral, Machel, Mondlane, Mandela, Lumumba, Nkrumah and the Mau Mau movement. An exploration of African culture and literature through fiction, music and the Negritude movement provide students with the opportunity to evaluate the connections between culture, literature and history. This course requires students to read and analyze challenging primary, secondary and literary texts and complete a final in-depth research and writing project. Students should have a strong foundation in critical reading and writing skills and enjoy student-led inquiry-based discussions.

**Advanced Studies The Age of Enlightenment** (offered in spring)**1.25 workload**

Are humans basically good or evil? Who has the right to rule? Is reason or passion the source of human thought? Eighteenth-century artists, writers and revolutionaries grappled with these fundamental questions about human nature and society. Their ideas had the power to reshape not just Europe but many societies throughout the world. In this course, students will read a variety of Enlightenment texts ranging from the political and economic treatises of John Locke and Adam Smith, to satires like Voltaire's *Candide* and novels such as Jane Austen's *Sense and Sensibility*. We will also consider the ways these debates took hold in contemporary institutions, from the coffee house and the salon to the art academy and the theater. This course will include close reading and discussion of complex texts as well as extensive writing, culminating in an original research project that allows us to consider the influence of texts on history.

**Advanced Studies Case Study of South Africa** (anticipated offering in 2024-25)**1.25 workload**

This course focuses on the intersections of literature and the political upheaval in South Africa between 1950 and 2000. Literature responded to politics, but also may have suggested the path followed by politicians such as Desmond Tutu, F.W. de Klerk and Nelson Mandela, winners of Nobel Peace Prize in 1984 and 1993. The course studies colonial settlement, psychology and race relations as told by two of South Africa's celebrated writers, Nobel Laureates J.M. Coetzee and Nadine Gordimer, as well as the Post-Apartheid era of majority rule, especially the choice to end Nuremberg Trial-style retributive justice, embodied in the Truth and Reconciliation Commission. The culminating project involves research and presentation of cases from the Commission.

**Advanced Studies The Cold War Era** (offered in fall)**1.25 workload**

The course studies ways in which the Cold War influenced politics, economics, society, literature and culture in both the East and West between 1945 and 1991. Beginning with the origins of the conflict, the course takes an interdisciplinary approach to exploring the proxy wars, the rapid development of mass media and propaganda and the Cold War's impact on literature, art and music. Major assessments include multimedia presentations on various research topics as well as the writing of an original, scripted piece of propaganda.

**Advanced Studies Creative Non-Fiction** (anticipated offering in 2024-25)**1.25 workload**

In this course, students both read and write advanced creative nonfiction works from a variety of authors and time periods. They analyze multiple genres, including journalism (both literary and investigative), memoir and biography, and they explore writing with their own nonfiction pieces. Students also look at how these genres have evolved through other media, including film, audio storytelling, photojournalism, song, spoken word and more. They also compose their own creative nonfiction in a variety of media. Students should have a foundation in close, careful reading and literary analysis in a variety of media, expository writing, discussion skills and research. This course builds upon these skills and asks students to develop their creative writing skills and awareness of both message and medium. Larger assessments will include writing a memoir paper on a moment from their own lives, composing a multimedia nonfiction work, and finally a longer, in-depth paper combining research, interviews and narrative.

**Advanced Studies Culture & Politics of the Border** (offered in fall)**1.25 workload**

This course explores the history, culture, and politics of the U.S./Mexico border, the people who have crossed it and the multinational and multicultural communities they have built. Through reading personal narratives, books by historians, political scientists, and journalists, and analyzing art, music and films, students come to understand contemporary border issues such as immigration, national security and trade and to place these issues in a broader historical context. They consider how a border is constructed, what pushes people to cross borders, and how that border crossing has shaped empires, nations, people and cultures. Through field trips and a semester-long research project, students experience how the border has created both a dividing line and a zone of exchange that has shaped and changed people and nations on both sides. To be successful in this course, students should have strong research skills, the ability to think both chronologically and thematically and an interest in transnational, interdisciplinary exploration.

**Advanced Studies Experimental Literature** (offered in fall)**1.25 workload**

Experimental texts are often characterized by innovation, particularly in form and technique. This interdisciplinary course gives students the opportunity to read, analyze, compare and evaluate the "experiments of innovation" in different modes of writing, from the novel to poetry to even visual and performing arts. Often students are asked to get to the meaning and purpose of the content of a particular text quickly. This course challenges students to analyze the history, culture and context around texts that push the boundaries of their form and genre, exploring what effective communication can and cannot do. Assessments will not only require students to examine how authors "break the rules" of their tradition and genre, but also allow students to experiment with their own original modes for creative expression.



**Advanced Studies Existentialism & the Human Condition** (anticipated offering in 2024-25)**1.25 workload**

This course examines the rise and influence of existentialism, the literary and philosophical movement that came of age following the Second World War. After a study of the basic principles of existentialism, especially as espoused by the French philosopher Jean Paul-Sartre, we will read representational authors such as Samuel Beckett, Albert Camus, Simone de Beauvoir, Tom Stoppard, Kurt Vonnegut, Margaret Atwood, Jerzy Kosinski and Banana Yoshimoto. We will study the formation of Feminist Existentialism, and we will trace the influence of existentialism in some very contemporary works such as Phoebe Waller-Bridge's *Fleabag*. Students should have a foundation in literary analysis, close reading, Harkness-style discussion and expository writing, including the thesis-driven essay. Utilizing these skills students should be prepared to engage in comprehensive and detailed research with an eye toward preparing papers of significant length and weight; these MLA-documented papers will further facilitate students' ability to synthesize materials and to make university-level arguments. More broadly speaking, this course asks students to read and consider deliberately philosophical literary works, to formulate their thoughts on those texts both in written and oral form and to push the boundaries of their own world views, particularly when it comes to questions of meaning and existence.

**Advanced Studies Faith Narratives of Holy Cities** (anticipated offering in 2024-25)**1.25 workload**

This course investigates the relationship between the major Middle Eastern faiths – Judaism, Christianity, and Islam – and how their belief systems have interacted with the Holy City of Jerusalem and other cities made holy in the Middle East and beyond. Students delve into an in-depth exploration of Jerusalem and why it has been the focus of three Abrahamic faiths and a site for pilgrims from all over the world. Narratives of Jerusalem in sacred texts provide the foundation for an understanding of its significance to believers and allow for discussions, research and writing on the architecture, literature, art and the history of conflict and cooperation amongst believers throughout the ages. Students also analyze and reflect on how modern political, ideological and theological narratives of Jerusalem have placed it at the center of conflict amongst major powers vying to control the sacred for the secular. Students conclude the course by studying other holy cities in independent research projects to further explore the connection between faith and place.

**Advanced Studies Fascism** (anticipated offering in 2024-25)**1.25 workload**

In this course students engage in an in-depth, interdisciplinary investigation of fascism, asking questions like: What does fascism teach us about human priorities and about social behavior? What do the conditions that give rise to fascism teach us about the vulnerabilities of democratic societies and both socialist and capitalist economic systems? Starting by exploring fascism's Italian origins and German zenith in the interwar period, students analyze and draw lessons from literary, cinematic, and historical works, such as those of Bertolt Brecht, Leni Riefenstahl and Hannah Arendt. Students then apply this knowledge, deepening their analysis of fascism, by examining other literary works and historical moments, such as the works of George Orwell, the Spanish Civil War, Stalinist Russia, the Phalanges Party of Lebanon, Peronera Argentina and other modern examples. Students go on field trips and complete a semester-long research project; they should have a foundation in close reading and analysis skills, expository writing, research skills and Harkness discussion skills, all of which this course helps students hone.

**Advanced Studies Global Gender Studies** (offered in fall)**1.25 workload**

This course invites students to explore the gendered experiences of people from various cultures and backgrounds around the globe. The course prioritizes the stories women have told about themselves, stories often underrepresented in other fields. Taking an intersectional approach, students explore how gender is constructed and the relationship of gender to other identities, such as class, race and religion. They develop their critical reading and writing skills by immersing themselves in personal narratives, history, journalism, graphic novels, fiction, critical theory and current events. Students will gain tools to better understand the political and cultural issues they face in their own lives and gain awareness and empathy for different experiences of gender. Students should have a strong background in historical thinking, literary analysis, analytical writing and collaborative group discussions.

**Advanced Studies Gothic & Horror Literature & Culture** (offered in spring)**1.25 workload**

This course offers students an in-depth exploration of the horror genre. Students will examine the history, characteristics, and motivations of this genre in a challenging, discussion-based setting. The genre's various evolutions and manifestations across time and culture/country will provide a way to analyze how horror is inextricably linked to social and cultural desires, fears, obsessions, and events. Students will be given the opportunity to analyze and dissect representative literary and cinematic masterpieces from this genre (*Frankenstein*, "The Fall of the House of Usher," *Strange Case of Dr. Jekyll and Mr. Hyde*, *The Haunting of Hill House*, *The Shining*, etc.) alongside lesser-known or even unsuccessful examples (mass market paperback fiction, B movies, etc.). Truly horrifying works across genres – literary, visual, theatrical, cinematic, etc. – will be supplemented by a variety of critical and theoretical readings. Students will research and write about a key author/figure in the horror genre and will analyze central works with an understanding that horror – no matter how supernatural, paranormal, or fantastical – always stems from real-life cultural and social anxieties. Gothic & Horror Literature & Culture will celebrate the ways that artists have channeled national anxieties and global myths into achingly well-crafted stories of terror.

**Advanced Studies Human Migration** (offered in spring)**1.25 workload**

This interdisciplinary course engages students in specific case studies but also macrohistorical trends to understand the causes, character and impact of human migration around the world. Students examine the ancient and modern migration flows in the Indian subcontinent, and evaluate the artistic, religious and political changes that resulted from Hindu and Muslim coexistence and ultimately partition. They consider the distinction between forced and unforced migration as they study the phenomenon of “diaspora,” looking in particular at the African diaspora and cultural syncretism in the Americas; they also complete independent research on the Armenian, Jewish, Chinese, Palestinian and other diasporas. Finally, students engage in comparative politics as they evaluate different European and American approaches to immigrants and refugees in the modern era, and they draw conclusions about the causes of inclusive or exclusive attitudes. This course uses a variety of nonfiction and historical texts, but students also read full-length literary works as well as excerpts by authors including Salman Rushdie, Lisa Ko, Teju Cole, Arundhati Roy, Chimamanda Adichie, Ghassan Kanafani, Francisco Jimenez, Jhumpa Lahiri, Carlos Bulosan and Edwidge Danticat.

**Advanced Studies Humanities Thesis Seminar** (offered in spring)**1.25 workload**

This course offers the most advanced and independent Humanities students the opportunity to identify, hone, and pursue an intellectual passion through research. This course honors Lawrence McMillin’s famous Individual Humanities by continuing McMillin’s teaching and learning ethic, which trusted Webb students to quest for truth, revealed by “great discoveries, great individuals, great virtues.” The course begins with an introduction to research methods and the sharpening of personal interests and individual motivation: What does it mean to wonder, then inquire and finally earn knowledge? The course gives students time and a structure for sustained, deep research, while steering each student to know the purpose and instructive principles revealed by their individual research and to have the courage to argue for appropriate action in the contemporary world, in light of their earned understanding. Central to McMillin’s course at Webb was the personal motivation of students. In addition to full approval for Advanced Studies courses, this course expects the highest degree of self direction and students must complete an application (available through the Humanities department) to be in this course.

**Advanced Studies Latin America in the 20th Century** (anticipated offering in 2024-25)**1.25 workload**

This course provides an in-depth study of the major political, economic, social and cultural events and themes that shaped Latin America in the 20th century. Beginning with a brief survey of Latin America’s colonial history and independence movements, we quickly shift to focus on topics including the major Latin American revolutions, relations with the United States, dictatorships and the wave of democratization in the region, trade and economic development, immigration and counternarcotics issues. Investigating various historical, artistic and literary texts, students will also gain an interdisciplinary understanding of the evolution of this region. The class offers opportunities for field research and includes a final in-depth research and writing project.

**Advanced Studies Literature of Revolution & the Atlantic World** (anticipated offering in 2024-25)**1.25 workload**

This course takes a deep dive into the founding of the United States and the ways that story fits into developments in politics, economy, culture and society in Europe, West Africa, Indigenous lands and the Caribbean in the 18th century and beyond. Additionally, it places the United States’ birth in the context of other political movements from the Glorious Revolution through the Haitian Revolution. From shifting imperial geopolitics, to emerging ideologies, to new frontiers in slavery, to the war itself and finally to the establishment of new governments, students will consider the conflict through multiple lenses, perspectives and identities. Focusing heavily on primary sources—the Revolution through the words of those who shaped it and were shaped by it—as well as fiction and historical texts, students will hone their skills in close reading, research, chronological reasoning, literary analysis, debate and critical writing.

**Advanced Studies LA Literary Culture** (offered in fall)**1.25 workload**

This course explores the literary and artistic culture of Los Angeles from the 1800s to the present. It traces the development of Los Angeles’s literary aesthetic and predominant genres, focusing especially on the rise of noir and the relationship between film and literary cultures. The course will include a study of several key Los Angeles writers of the past and present and will invite students to seek out through field trips and partnerships with local organizations what “Los Angeles literature” is all about. Students should have a foundation in close, careful reading and literary analysis, expository writing and Harkness discussion skills. This course will build on these skills and invite students to begin to make their thinking and writing public: through presentations and curation exercises, field work and, possibly, publication-worthy essays and writing projects.

**Advanced Studies The Long Novel** (offered in spring)**1.25 workload**

This Advanced Studies course is not a series of sprints, but a marathon, with all the challenges and rewards that come with such an endeavor. Students will immerse themselves in a single major novel and will see what happens when they allow themselves to dive deeply into a fully realized, extensive and complex fictional world. In addition to reading, students will examine the cultural, social and historical forces that combined to produce the “big book” in question. Depending on the semester, the novel students read might be *Crime and Punishment*, *An American Tragedy*, *Our Mutual Friend*, *Moby Dick* or another text. Through student-driven literary and historical research, students will produce a substantial, college-level “seminar” paper at the end of the semester and will be expected to read a variety of literary critics, philosophers and historians’ takes on the book. We will end the course with a mock literary conference in which students present their papers to each other and conduct panel discussions in front of their classmates. And perhaps, as a side effect of all this work, students in this course will stumble into joy – the joy that comes from diving deeply into an imagined world, the joy that comes from the mastery of a seemingly mountainous task and the joy that comes from being in the company of a “big book’s” varied and very human characters.

**Advanced Studies Modernist Literature** (anticipated offering in 2024-25)**1.25 workload**

This course will investigate the work of, as well as the historical and intellectual currents that conspired to create and evolve, the global cultural phenomenon known as “modernism.” This course will consist of close readings across disciplines, from visual arts and music, to theater, dance and film to explore the compulsion for “new” modes of expression during times of propulsive societal change. Beginning with the origins of the Modern Era at the end of the 19th century in Europe, this course will track the challenges to form in artistic and cultural production: from the growth of the avant-garde at the turn of the century, through the countercultural movements of the ‘60s and ‘70s and on to more contemporary and postcolonial articulations of modernist expressive potential. Course texts may include work by a varied cast of writers from various literary disciplines and landscapes, such as poets like Charles Baudelaire, Osip Mendalstam, Muriel Rukeyser, T.S. Eliot and Leopold Senghor, novelists like Virginia Woolf, Franz Kafka, Ernest Hemingway, Gertrude Stein, William Faulkner and Djuna Barnes, playwrights such as Bertolt Brecht and scholars like Darwin, Freud, Marx, Nietzsche, Frazier and James. Students will leave this course knowing how to think and write critically about historical, political and theoretical ideas on modernity and progress across time and place.

**Advanced Studies Narratives of Travel & Place** (anticipated offering in 2024-25)**1.25 workload**

This course explores historical and modern motivations for traveling by analyzing personal narratives, photography, film and cultural histories. Why have people historically left home to travel to other places, and what do contemporary tourists or travelers share with such historical journeys? We analyze travel narratives as an interdisciplinary field, examining genres such as autobiographical writing, letter writing, geographical descriptions and visual storytelling. We consider narratives from many regions of the world and consider modern stories as well as early travel narratives such as pre-Christian journeys on the Camino de Santiago de Compostela and Marco Polo’s travels through Asia. We apply a critical theoretical lens to such narratives by recognizing when they are products of the colonial gaze and interrogating the motivations and consequences of exploring and also (ecologically) exploiting seemingly “new worlds.” Students create their own travel narratives as a final project, considering how travels can be about searching instead of consuming.

**Advanced Studies Reading & Writing Art History** (anticipated offering in 2024-25)**1.25 workload**

This course engages students in the study of art by immersing them in a project to create a written and digital art catalog. We partner with professional artists and scholars as we study art ranging from world-renowned masterpieces to works on our campus. We use this knowledge to analyze and document significant buildings, paintings and photographs at Webb and at the Claremont Colleges. This course involves a selective, thematic overview of the art history field, as students strive to place works in historical context and learn the vocabulary of the discipline. Creating the catalog involves research, writing, geocaching, web design and more. No previous visual arts experience necessary but experienced artists can also find a home in this class.

**Advanced Studies The Short Story** (anticipated offering in 2024-25)**1.25 workload**

Why do we love imagined worlds? What are the rules of a tragedy? How can we turn our daydreams into sparkling prose fiction? This course explores the vast, shifting genre of the “short story” from its origins in the ancient tale to its place in global culture today. We study classics of the form (from Chekhov to Borges to Yiyun Li) and we sample a range of styles and modes (realist, surrealist, tragicomic, satirical, political). As readers, we analyze these stories both as works of art and relics of their time and place. As writers, we emulate them with weekly prompts and exercises, building our own writing skills – imagery, character, dialogue, plot – and learning to shape sentences that express our unique view of the world. In addition to playing an active role in seminar-style discussions, each student accumulates a portfolio of creative work to share in a workshop setting and contributes at least one piece of literary criticism.

## Mathematics & Computer Science

The mathematics department uses a problem-based curriculum to engage students in the development of both a knowledge base and a skill set that allows them to apply that knowledge in new and challenging situations. This happens in a student-centered classroom setting where they have the opportunity to experience mathematics symbolically, numerically, graphically and verbally. Students develop the ability to articulate their understanding of mathematics by regularly presenting and defending their solutions, a skill that serves them across disciplines at Webb. We believe that through the process of solving problems, students are encouraged to develop the skills of investigation, conjecture, predicting, analysis and verification, which provide the best foundation for the mastery of mathematics and its application across the curriculum.

Placement in honors, AP or Advanced Studies courses is at the discretion of the mathematics & computer science department. Students petition the department chair to be considered for placement in our honors/AP/Advanced Studies program and the determination is made after reviewing the students’ progress, teachers’ recommendations, and actual student work in the form of diagnostic testing and/or problem sets. See chart on page 12 for course prerequisites.



**Algebra 1****1.0 workload**

This course provides a thorough study of variables and variation, requiring students to use order of operations, like terms and mathematical properties to simplify expressions as well as to develop equations. Thinking about ratios, proportions and percentage leads naturally to the study of direct and inverse variation, rates of change and slope. A problem-based learning approach is used to introduce new topics; students focus on word problems and the ability to critically read and analyze challenging problems in which mathematical skills and concepts are introduced and developed in context rather than strictly from simple drill and practice. Student engagement is encouraged in the classroom by incorporating cooperative learning activities, as well as individual and group presentations of rich, multi-step problems. Topics covered include: equations and graphs that are linear and quadratic, distinguishing linear versus nonlinear data, inequalities, the basic rules of exponents, factoring, unit conversions and other traditional Algebra I topics. A successful completion of the course ensures students' preparation for the next course in the math sequence, Integrated Mathematics I.

**Integrated Mathematics I****single-gender****1.0 workload**

This course provides an in-depth study of geometry while intentionally integrating appropriate algebraic processes. Using a problem-based learning approach, geometry topics such as lines, segments and polygons, and the properties of angles, triangles, similarities and congruence are covered through a rigorous application of coordinate geometry and vectors. An exploration of linear motion is begun through the introduction of parameters and the investigation of optimal paths of travel. A heavy emphasis on transformations leads to a less static vision of geometry. Topics also include right triangle trigonometry, circles and parabolas introduced from a coordinate geometry perspective. The TI-Nspire graphing calculator, along with computer software such as GeoGebra, is used to analyze data and promote analytical thinking skills.

**Integrated Mathematics II****single-gender****1.0 workload**

The purpose of Integrated Mathematics II is to enable students to expand their view of algebra and geometry to include nonlinear motion and nonlinear functions. Using a problem-based learning approach, the investigation includes quadratic functions and their applications, and circular motion with an emphasis on the ensuing trigonometric functions. The study of vectors and transformations begun in Integrated Mathematics I is expanded upon in this investigation of the trigonometric functions and their properties. In preparation for Precalculus, exponential and logarithmic relationships are introduced. The TI-Nspire graphing calculator, along with various on-line and computer software such as GeoGebra, is used to gain insight into the characteristics of the functions studied and to promote analytical thinking skills.

**Honors Integrated Mathematics II****1.0 workload**

In this course, students examine all the topics found in Integrated Mathematics II, but in greater depth, and with an emphasis on tackling more challenging problems and applications. The mechanics of mathematical modeling is introduced and practiced, with special attention placed on its importance across academic disciplines, especially science. High demands are placed on the students algebraic techniques and their ability to think both creatively and independently, as well as on their facility to use the TI-Nspire graphing calculator, along with various on line and computer software such as GeoGebra, to uncover the underlying concepts.

**Precalculus****1.0 workload**

In Precalculus, students thoroughly examine the gallery of basic functions, which include linear, quadratic, exponential, logarithmic, trigonometric, polynomial and rational. Using a problem-based learning approach, students solve problems and apply real-world data using graphical, numerical and analytical approaches. This course includes a comprehensive study of circular and analytic trigonometry and concludes with an extension of sequences, series and asymptotic behavior. Students utilize computer software, such as GeoGebra, and the TI-Nspire graphing calculator to analyze data, investigate graphs and develop mathematical models. Precalculus ensures students' preparation for the next major step in the mathematics curriculum, Calculus or AP Calculus AB.

**Honors Precalculus****1.25 workload**

Students examine all of the topics in Precalculus, but in greater depth and with an eye toward application to other fields of study. In addition, students are exposed to ideas and topics not ordinarily seen in a Precalculus course, such as fractals, different levels of infinity, graph theory, probability, cryptography and number theory. Considerable emphasis is placed on developing concise and beautiful mathematical arguments. Computer software and the TI-Nspire graphing calculator allow students to fit functions to data and to explore graphical representations of mathematical models. This course provides students with a rigorous preparation for the subsequent study of AP Calculus AB.

**Calculus****1.0 workload**

This first course in calculus gives students an in-depth treatment of limits, continuity and derivatives, along with an introduction to integrals. An applied calculus approach introduces concepts with real-world problems related to topics such as economics, medicine, and forensics. Limits are studied in such a way that students see the relationship between slope, the limit concept, and the derivative. Emphasis is placed on applications of derivatives and integrals and the interconnection between analytical, graphical and tabular representations of functions. Tools used to accentuate the learning environment include the TI-Nspire graphing calculator, as well as on-line resources; these are used extensively for examining the properties of functions, limits, derivatives and integrals. A culminating project requires students to apply derivatives and integrals to real-world applications as well as to present the project in a professional format using current technology/media.

**Principles of Financial Mathematics****1.0 workload**

This rigorous course in financial mathematics provides an in-depth examination of the analysis and interpretation of authentic financial data. It challenges students to make sound, evidence-based decisions using real-world scenarios. The curriculum commences with a series of challenging personal finance projects. As the course progresses, students will be presented with more complex and intricate tasks, such as making savvy investment decisions with a large sum of money and successfully launching a new product line. Throughout the academic year, students will attain a comprehensive understanding and ability to perform essential financial calculations regarding the time value of money, sequences for non-contingent payments, bonds and loans, yield curves, rates of return, convexity, cash flow matching and portfolio immunization. Utilizing Excel spreadsheets, students will delve into financial theory and learn why this powerful tool remains at the center of financial industries.

**Statistics****1.0 workload**

This first course in probability and statistics involves students in collecting, analyzing and drawing conclusions about data from real-world applications. Students learn to design and critique surveys, observational studies and experiments. The TI-Nspire graphing calculator and both on-line and computer software are utilized to perform simulations, calculate probabilities and examine graphs and probability distributions. This course is designed for the student who is interested in an introduction to data analysis and statistics, but may not be ready for the rigor of AP Statistics. After successful completion of this course, students may go on to AP Statistics for further concept and skill development.

**AP Calculus AB****1.25 workload**

This college-level course gives students an in-depth treatment of limits, derivatives, continuity and integration. Students are expected to move quickly beyond computational proficiency to achieve conceptual understanding. Using a student-centered approach to problem solving, this course relies on the students' ability to work both collaboratively as well as independently to explore these concepts. Heavy emphasis is placed on connecting algebraic, tabular, graphical and verbal representations of functions. The TI-Nspire graphing calculator is an essential tool for examining properties of various functions, along with on-line resources and computer software such as GeoGebra. This course is a pre-requisite for AP Calculus BC.

**AP Calculus BC****1.25 workload**

This rigorous college-level course builds upon both the conceptual and theoretical foundation students developed in AP Calculus AB. Concepts are often explored using technology, such as the TI-Nspire calculator and GeoGebra software, followed by algebraic proof of conjectures. Emphasis is placed on developing strong communication skills: clearly presenting methods, reasoning, justifications and conclusions using accurate and precise language and notation. Major topics include: parametric and polar functions, vectors, Euler's method, L'Hôpital's rule, logistic growth, improper integrals and infinite series. Advanced topics studied but not required by the College Board include: epsilon-delta proofs, advanced techniques of integration, work, polar distance and first-order linear differential equations.

**AP Statistics****1.25 workload**

AP Statistics is the high-school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing and drawing conclusions from data. Students learn to design, administer and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-Nspire graphing calculator, statistical software and Web-based applets and activities to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

**Advanced Studies Multivariable Calculus****1.25 workload**

Multivariable Calculus is recommended for students with strong backgrounds in the problem-solving aspects of one-variable calculus who require a rigorous treatment of calculus in several dimensions. Both the theoretical and problem-solving aspects of multivariable calculus are treated carefully. Topics examined include parametric equations and polar coordinates, vectors in two and three-dimensional Euclidean spaces, differentiation in  $\mathbb{R}^n$  (including partial derivatives, gradients, the total derivative, the Chain Rule, optimization problems and vector-valued functions), and integration in  $\mathbb{R}^n$  (including Fubini's Theorem and iterated integration, line and surface integrals, differential forms and the theorems of Green, Gauss and Stokes). Additional topics, such as the topology of  $\mathbb{R}^n$  including the Bolzano-Weierstrass and Heine-Borel theorems, and a treatment of abstract metric spaces, compact sets and continuous mappings, may be introduced as time permits to accommodate student interests.

**Computer Science****1.0 workload**

This course introduces students to the complex process of designing and writing computer programs. Students work in a high level programming language with simple syntax and elegant powers of abstraction as a means to discover best practices in programming. Through a variety of individual and group projects, students develop the analytical mindset and problem solving skills necessary to code in a myriad of common computer languages. This course is appropriate for both the beginning and experienced programmer. Students taking this course need to have completed a minimum of Integrated Math II.

## **AP Computer Science**

**1.25 workload**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using analytical tools to study and work with large data sets as well as visualize and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to work in a high level programming language with simple syntax and elegant powers of abstraction. Students will develop an online portfolio of computer science projects throughout the year which is submitted to the College Board and assessed along with a comprehensive end-of-the-year AP exam. Students will also develop effective communication and collaboration skills by working individually and together to solve problems. The course has a significant reflective writing component, in which students discuss and write about the impact computer technology could have on their community, society and the world. Students taking this course need to have completed a minimum of Integrated Math II and be academically prepared and committed to AP-level work.

## **Advanced Courses in Computer Science**

Advanced courses in Computer Science are offered in partnership with faculty from Harvey Mudd College. Students may move on from our Computer Science course to take CSS, HMC's introductory course. From there, they have access to other advanced offerings. Harvey Mudd faculty and students support Webb students in their studies, both on our campus and at HMC's facilities. Specific course offerings are dependent on interest, and the schedule with HMC is worked out each spring. Students who have not taken Webb's Computer Science course, but who have advanced knowledge, may apply for consideration to enroll in our HMC partnership program in writing through the chair of Mathematics & Computer Science. Webb's goal is to enroll an equal number of Vivian Webb School and Webb School of California students in this program, in keeping with HMC's commitment to gender diversity in the sciences.

## **Science**

Science is what people use to make sense of their world. Thus, Webb's program aims to teach students how to ask intelligent questions about nature as well as how to design experiments to answer those questions. Introductory courses encourage an inquiry-based approach to learning. At the conclusion of the sophomore year, students will have been introduced to the essentials of biology, chemistry and physics, and are ready for more advanced study. Our advanced courses provide students the opportunity to dive into a field of interest and develop detailed knowledge of a particular discipline. All courses feature experiential learning; as much as possible, students learn science by doing.

The science department utilizes the unique resources of the Raymond M. Alf Museum of Paleontology, located on Webb's campus, as well as other laboratories located at local institutions. All science students are introduced to the activities of the museum's Peccary Society, a group devoted to the collection and preservation of fossil remains. The Peccary Society makes frequent day and overnight expeditions throughout Southern California, providing students with ample opportunity to get firsthand involvement in paleontological fieldwork. In addition to the Alf museum, Webb has a number of partnerships with local institutions that enable us to utilize advanced equipment and have access to scientists with specialized knowledge in their fields. These opportunities enable our students to do real science.

Science faculty meet each spring to make recommendations to students about enrollment during their junior and senior years. To enroll in Honors Paleontology, students must complete an application process during spring course sign-ups. To take AP and Advanced Studies courses, students must receive departmental approval, based on performance during the core program for juniors or the junior year for seniors. In addition, some courses have additional math prerequisites. These are included in the descriptions below as well as on the complete course list on page 12.

## **9th Grade Core Curriculum**

### **Evolutionary Biology**

**single-gender**

**1.0 workload**

This laboratory and field study course introduces students to the world of the life sciences. It is a full-year course that builds foundational science practice skills, teaching students how to properly frame and test scientific questions – how to think like scientists. They also gain fundamental knowledge in the areas of evolution, paleontology, cell structure and function, DNA and RNA structure and function, genetics, classification, biodiversity and bioethics. The first semester emphasizes content from Earth's history, the history of life and evolution in geological time, and modern genetics practices and theory. Second semester includes fundamental and advanced laboratory skills and techniques used for genetic research, a curriculum created in partnership with the Neil A. Campbell Science Learning Laboratory at the University of California, Riverside. These skills and techniques are explored and applied in real-world settings. All students in this course participate in a paleontology field trip in conjunction with the Alf Museum and other field study along the coast of Southern California. The first year of a two-year program, this course forms part of the preparation, tools, skills and knowledge to move into upper-level science courses at Webb, after successful completion of Integrated Physics & Chemistry sophomore year.

## **10th Grade Core Curriculum**

### **Integrated Physics & Chemistry**

**single-gender**

**1.0 workload**

This dynamic course provides students with exposure to foundational ideas in physics and chemistry and guides them to see the many connections between these two disciplines. This is a hands-on, project-based class, focused on an inquiry approach to studying science and emphasizing multidisciplinary thinking. Students will study forces, the composition of matter, chemical reactions, and energy, and then use those concepts to explore more advanced ideas like thermodynamics and the quantum structure of atoms. Building on the science practice skills from Evolutionary Biology, this course further develops the student as laboratory scientist and provides opportunities for in-depth, open-ended lab research projects. The course ultimately gives students the tools and knowledge to move into upper-level science courses at Webb.

### **Semester Electives in Paleontology**

#### **Honors Paleontology** (offered in fall)

**1.0 workload**

Students get the unique opportunity to learn and perform the tasks of a scientist working in a paleontology museum. The course is divided into three parts: procurement and documentation of fossils, preparation of fossils and use of fossils (exhibit, teaching or research). Students learn about the practice, ethics and legalities of museums and fossil collection, as well as how to accession, identify and prepare fossils. For exhibits, students critically analyze existing displays, as well as design their own; some exhibits are constructed for display in the Alf Museum. Successful students are able to implement fossil collection and documentation practices at a high level and communicate scientific concepts to a broad audience. The course includes field study where students learn field paleontology skills as they collect fossils that become part of the museum's permanent collections. Students interested in taking this course must complete an application process during spring course sign-ups. Honors Paleontology must be taken as a second science course and is offered in either the sophomore or junior year.

#### **Honors Museum Research** (offered in spring)

**1.0 workload**

This course builds on skills learned in the Honors Paleontology course, leading to the scientific study of fossils and communication of these results. Students in this class work closely with a museum paleontologist, focusing on original fossils from the Alf Museum collection. Students learn how and why research is conducted and reported; how to read, evaluate and critique scientific papers; how to gather and interpret original scientific data; and how to conduct their own original research project. In a culminating project, students review relevant paleontological literature, gather and interpret data and write up a formal scientific report for fossils in the Alf Museum collection. Honors Museum Research must be taken as a second science course and is offered in either the sophomore or junior year.

### **Junior & Senior Electives in Science**

#### **Biotechnology** (not offered in 2023-24)

**1.0 workload**

The use of molecules as lab tools has revolutionized the fields of medicine, forensics, agriculture, genetics, evolutionary biology and anthropology. This lab-based course provides students the opportunity to learn the DNA techniques and methods used in many biotechnology applications. Using cutting-edge equipment in the lab at Webb, as well as the facilities available at the Neil A. Campbell Science Learning Lab at the University of California, Riverside, students investigate various research topics in biotechnology, explore the ethical implications of these fields of study and apply learned lab methods to student projects. Topics and lab skills include DNA isolation, gene cloning, DNA analysis by electrophoresis, DNA barcoding, bacterial and plant transformation, DNA forensic analysis, genetic modification and DNA ancestry analysis. Students who are interested in biology and enjoy hands-on learning are encouraged to take this course. This is a full-year course, and includes occasional field trips to the University of California, Riverside. Completion of this course prepares students for college-level laboratory courses, including biology, biochemistry and molecular biology.

#### **Environmental Solutions** (not offered in 2023-24)

**1.0 workload**

We often hear about the problems plaguing this planet's ecosystems, from global warming to water pollution, from mass extinction to ocean acidification. This course empowers students to begin to build concrete solutions to these pressing concerns. Our goals are to identify, analyze and propose solutions for environmental problems, both natural and man-made. Using inquiry-based, problem-solving methodologies, the course leads students in crafting solutions to wide-ranging environmental problems. Unlike a survey, this course focuses on depth over breadth. In addition, by starting with solution-based inquiry, this course will stimulate and require individual student research and discovery as well as group discussion and debate as to why the problem or issue was originally created and continues to persist and grow. Solutions are researched, discussed, debated, constructed, observed and tested. This is a hands-on science experience. Some topics include: aerial mapping of ecosystems to identify and save species; pollution controls to prevent contamination of air, water and soil; dam building to learn the pros and cons of river diversion, flooding, fish migration and hydro power; alternative energy creation of solar, wind, geothermal and tidal power; building early detection systems for geological disasters; and mitigating severe erosion including loss of top soil, landslides, subsidence and sinkholes.

**Medicinal Chemistry** (anticipated offering 2024-25)**1.0 workload**

Have you ever wondered how different drugs are designed and synthesized? Have you ever wondered how addiction works on a neurological level? Do you ever wonder about how drugs, both legal and illicit, and the pharmaceutical industry impact society on a larger scale? This course emphasizes chemical principles and reactions vital to drug design and drug action through the investigation of biochemical mechanisms. Through project-based and lab-based inquiry, the course will explore these topics. The course will cover adrenergic drugs (i.e. caffeine, amphetamines, other stimulants), serotonergic drugs (i.e. antidepressants, hallucinogens), dopaminergic drugs (i.e. nicotine and other addictive drugs), gabaminergic drugs (i.e. anxiolytics, alcohol), and others. This course is for students interested in exploring drugs on a biochemical level while also investigating issues of social policies, bioethics and inequity in medical practices as real world contexts

**Neuroscience** (anticipated offering 2024-25)**1.0 workload**

What are the roots of human behavior? What are the molecular underpinnings of memory, cognition and decision making? This class explores one of the last true scientific frontiers: the human brain. This lab-based class will allow students to design and conduct experiments across neuroscience fields, including neuroanatomy, neurophysiology and neurochemistry. They will learn how neuroscientists use cell culture and invertebrate animals to study cognition, conduct dissections to learn the anatomy of the brain and spinal cord, explore cutting-edge technology through field study to nearby labs and design experiments based on individual research interests. Additionally, students will become critical consumers of scientific literature and will have the opportunity to explore current trailblazing research to better understand the molecular mechanisms of neurological disorders and “hot topics” in neuroscience such as addiction and neurological repair. Finally, throughout the course, students will study and discuss both the historical aspects of neuroscience as well as the many bioethical issues that come with studying the brain. Completion of this course prepares students for college-level research and laboratory courses in neuroscience.

**Science & Engineering** (anticipated offering 2024-25)**1.0 workload**

How can you get a rocket to land on its tail or a nanorobot to navigate the human body? What design makes a winning running shoe for marathoners or an efficient electric vehicle for city driving? This course delves into the vast field of engineering – the application of science, technology, design and mathematics to solve problems in the physical world. Students in this course will learn how to use common engineering tools and techniques to effectively solve problems and manage complex projects. This course incorporates a series of team projects focusing on, but not limited to mechanical, electrical, computer science and other related engineering fields. All projects will challenge students to learn and practice an engineering mindset, as they ask questions and define problems, utilize models, create and carry out investigations, perform mathematical and computational thinking, construct explanations and argue with evidence and evaluate and communicate information. This course is for students interested in the hands-on application of science, including those who want to explore the field of engineering as a career.

**Honors Astrophysics****1.0 workload**

Have you ever wondered how astronomers can detect planets around distant stars? Have you ever wondered what's inside a black hole? Are you interested in Webb's state-of-the-art observatory? This class uses physics and astronomy concepts to explore the cosmos. Through projects and inquiry-driven labs, students will learn to build and apply the first tools used by navigators and natural philosophers before the invention of the telescope. They will work with modern telescopes and computational tools at Webb's observatory and perform experiments and conduct research in astrophysics. The course takes advantage of local resources such as the Mount Wilson and Griffith observatories and field work opportunities throughout the area. This course is for students interested in using astronomical instruments and the physics of gravity, optics and nuclear processes to observe and explain our universe.

**Honors Microbiology & Immunology****1.0 workload**

In the current world of pandemics, politics and science, a strong understanding of topics such as microbiology and immunology is becoming ever more important to the health of both our students at Webb and to society as a whole. This course aims to train Webb students to be thoughtful, analytical, engaged scientists who can understand and evaluate microbiology-based problems through sound exploration and experimentation. Additionally, students will better understand the microscopic structures and organisms that they interact with in everyday life. From viruses and bacteria to fungi and prions, students will be introduced to infectious agents and learn how our body protects against them. Finally, students will learn about scientific advancements that combat these threats as well as advanced scientific methodology used in academic research labs to explore important topics such as immunology, cell biology, and genetics. Through increased education surrounding bacteria, viruses, immune systems and vaccines, our students will be better prepared to evaluate a variety of scientific material ranging from university-level academics to science they hear about in the news!

**AP Biology****1.25 workload**

This is a college-level course designed for students with a special interest in the subject of biology. The course is structured around the enduring understandings within four big ideas in biology: evolution, energy, information, and interactions. Topics of study include biochemistry, cell processes, genetics, evolution, plants, animals and body systems. Rigorous homework assignments, comprehensive coverage of topics, and extensive lab work are all key components to the course. Lab work includes the laboratory experiences as part of the College Board's AP Curriculum as well as specified lab projects focused on a specific part of the curriculum. This course prepares students for more specialized study of life science topics at an advanced level.



**AP Chemistry****1.25 workload***Prerequisites: Integrated Math II or Honors Integrated Math II*

This advanced course is designed for those who desire a more in-depth study of general chemistry. The treatment of topics covered in IPC, such as thermodynamics, equilibrium, acid/base chemistry and quantum mechanics is more comprehensive and significantly more quantitative. The course features an extensive, guided-inquiry lab component, in which students are often designing their own procedures. Students utilize the lab to explore challenging questions, such as the effectiveness of different methods for quantifying Vitamin C in a natural product. Problem sets are comparable to those assigned in a first-year college chemistry class, giving students robust problem solving skills. The course culminates with the AP exam in chemistry.

**AP Environmental Science****1.25 workload**

This college-level year-long course is designed to provide students with the scientific methods, principles, concepts and ethics to understand the natural world, the man-made world and the interrelationship between the two. Environmental Science is a current and ever growing field that studies issues that are occurring now and in our very recent past. We identify, analyze, and propose solutions for these current environmental problems, both natural and man-made. Students learn how to evaluate the risks, diseases, and injuries associated with these problems. Through source reading, discussion, laboratory research, simulation and debate, students will strengthen skills for the prevention, remediation, and mitigation of our most pressing environmental issues such as global warming, the ozone holes, ocean acidification, pollution, extinction and overpopulation. Field experiences are used to explore our local natural ecosystems as well as the water, air and trash/sewage treatment systems we use to prevent or mitigate pollution. This course prepares students to take advanced courses in the life sciences and for college-level science work.

**AP Physics C****1.25 workload***Prerequisites: Calculus AB with a successful background in problem solving, integration and differentiation.**Concurrent or previous enrollment in Calculus BC is recommended.*

This course is designed to challenge students to develop a deeper understanding of the underlying patterns that describe the workings of our natural world. Students are expected to actively pursue this understanding of physical situations by performing mathematical analyses and laboratory explorations. This course has two units and consists of two AP exams: Mechanics (1) and Electricity and Magnetism (2). Mechanics explores kinematics, motion, energy, momentum, rotational dynamics, gravitation and oscillations. Electricity and Magnetism explores electrostatics, capacitors, circuits, magnetic fields and electromagnetism. Successful completion of this course helps prepare students for studies in the sciences, mathematics, and engineering fields at the university level.

**Advanced Studies in Anatomy & Physiology****1.25 workload**

This course focuses on an integrated study of the human body including the histology, anatomy, and physiology of each system. The focus of the first semester is on homeostasis of the body in terms of the environment. It examines molecular, cellular, and tissue levels of organization plus integuments, skeletal, articulations, muscular, endocrine, nervous, reproductive and development systems during the first semester. The second semester focus is on homeostasis in energy procurement for the body. It examines the anatomy and physiology of the following systems and topics: cardiovascular, hematology, lymphatic and immune, urinary, fluid and electrolyte control, digestive, nutrition and respiratory. It includes mandatory hands-on lab experience covering experimentation, microscopy, case studies, unit projects, cadaver observation and dissection and involves work in both real and virtual labs at Western University of Health Sciences. This course is perfect for students considering a career in medicine.

**Advanced Studies in Biotechnology** (anticipated offering 2024-25)**1.25 workload**

Understanding life at the molecular level is the key to answering some of nature's greatest mysteries. This course provides students the opportunity to learn and apply lab methodologies usually only available to science students in an advanced undergraduate/graduate school experience. Using cutting-edge equipment in the biology lab at Webb, as well as the facilities available at the Neil A. Campbell Science Learning Laboratory at the University of California, Riverside, students investigate various research topics in biotechnology, explore the ethical implications of these fields of study and apply learned lab methods to student research projects, in collaboration with UCR scientists. Topics and lab skills include DNA isolation, gene cloning, DNA analysis by electrophoresis, DNA barcoding, bacterial and plant transformation, DNA forensic analysis, genetic modification and DNA ancestry analysis. Students who are interested in biological research, molecular biology and genetics are encouraged to take this course. This full-year course includes occasional field trips to the University of California, Riverside. Independent research projects are an integral part of the learning process in this class. Completion of this course prepares students for college level laboratory courses, including biology, biochemistry and molecular biology.

**Advanced Studies in Experimental Physics****1.25 workload***Prerequisites: Integrated Math II or Honors Integrated Math II*

This course challenges students to learn advanced physics concepts and then apply their knowledge to design solutions to real-world problems. Topics include mechanics, conservation of energy & momentum, rotations, waves & oscillations, electricity & magnetism, optics, fluids and 20th-century physics. Each topic culminates with a design-based project that challenges students to test and refine their designs. Students will build on the science practice skills introduced in the ninth- and 10th-grade science courses by designing, executing and communicating their own experimental research. By the end of this year-long course, students are able to solve complex physics problems and design physics-based solutions. Students will be ready to pursue physics in college and explore their own interests in physics.

### **Advanced Studies in Organic Chemistry**

**1.25 workload**

Organic chemistry is the study of carbon-based molecules. What makes this course rigorous is the complexity of structure and reactivity among the millions of organic compounds on this planet. From bio-molecules to pharmaceuticals and synthetic plastics to the food we eat, carbon-based molecules are literally everywhere! The study of organic chemistry involves first understanding how to differentiate and classify the various types of organic compounds, paying special attention to the three dimensional orientation of the molecules. After studying structure, students move on to learning the types of reactions that are characteristic of various families of compounds. The final phase of studying organic chemistry involves understanding spectroscopy – using the interaction of light and matter to identify substances. This course partners with the spectroscopy labs at a local university and includes in-depth independent research in the lab.

### **Advanced Studies in Paleontology**

**1.25 workload**

This course engages students in advanced, original research on fossils in the Alf Museum collection, under the direction of the museum director or curator of paleontology. All projects involve exploration of topics and questions that have not been addressed in the scientific literature, and many students formally publish their results in peer-reviewed academic journals and/or present at a professional paleontology conference. Students review relevant paleontological literature; collect, analyze and interpret original scientific data; write their results in a formal scientific manuscript; and present their work to a variety of audiences. Students are expected to work both independently and in teams, and have the opportunity to learn advanced research and documentation for two years when possible, and most participate in a professional conference (dependent upon scheduling). To enroll in the course, students must have successfully completed Honors Museum Research at a high level of performance, with recommendation of the instructor.

## **World Languages**

The World Languages Department offers a full program of study in Spanish, French and Chinese. The curriculum helps students acquire proficiency in listening, speaking, reading and writing and fosters an understanding and appreciation of other cultures. The initial two years of language provide a means to develop a good accent, to master the basic structures of contemporary Spanish, French and Chinese to hear the language extensively in the classroom, to read increasingly more complex texts and to develop a functional conversational vocabulary.

In the intermediate-level courses, cultural and literary studies provide the contextual milieu for pursuing proficiency in listening, speaking, reading and writing. Advanced study in modern languages allows students to continue to increase their proficiency in the four skill areas while following a course of study that provides university-level challenges.

Initial placement into the program is determined through assessment of previous coursework and a placement exam that measures a student's overall proficiency level. Due to the highly demanding and accelerated curriculum of the honors and AP program, recommendation for those courses is carefully determined by evaluating demonstrated mastery of the four skill areas as well as motivation and study habits. Past level 1, students who wish to move from non-honors to honors level courses should discuss with their teacher and the department chair whether they are a good candidate for this transition. All World Languages courses provide students an opportunity to actively develop their language ability and cultural knowledge in a dynamic, intensive and communicative environment.

### **Basic Courses in Chinese**

#### **Chinese 1**

**1.0 workload**

This course is an intensive introduction to the Chinese language and culture that builds linguistic proficiency in listening, speaking, reading and writing. Students actively use the target language and explore a diversity of cultures. They acquire language and communicate through the use of a variety of authentic materials such as stories, music, film, art, geography, cuisine and field study. Through interaction with these resources, they learn to compare their lives and cultures with those of their classmates and people around the world. In addition, students develop their skills as independent language learners and global citizens. This course is the first year of a four-year sequence and is for non-native speakers of Chinese with minimal or no background in Mandarin Chinese.

#### **Chinese 2**

**1.0 workload**

In this course, students continue to raise their ability to communicate in Mandarin Chinese through new vocabulary and grammatical concepts and gain a deeper understanding of Chinese culture as well as Chinese proverbs and idioms. Upon successful completion of this course, students are able to engage in conversations on topics such as their daily schedule, leisure-time activities, school life, describing health issues, asking for directions, purchasing food and making meals and discussing vacation plans. Students are able to read simple texts in Chinese characters with the help of vocabulary lists and are able to write simple dialogues and short paragraphs on familiar topics. Integral to the course are realia, including online media and activities, which play an important role in both language acquisition and cultural awareness.

## ***Intermediate Courses in Chinese***

### **Chinese 3**

**1.0 workload**

In this intermediate course, students review past knowledge, learn to use new vocabulary and new grammar structures, explore Chinese literature and mythology, as well as discuss popular topics about modern China through movies and Internet clips. Class activities include group and partner activities, skits, presentations and regular practice with character reading and writing. Upon successful completion of this course, students are able to understand main ideas and basic information from dialogues or public announcements; to glean general ideas from relatively straightforward texts featuring description and narration with the aid of a vocabulary list and to present their ideas/opinions with multiple strategies in oral and written forms. Students will also be able to demonstrate cultural understanding when they communicate.

## ***Advanced Courses in Chinese***

### **Chinese 4**

**1.0 workload**

This course continues the study of Chinese grammar, vocabulary and culture with greater emphasis on written forms and written expository style. The course emphasizes the development of speaking, listening and writing with a particular focus on developing reading skill through the study of short essays, stories and dialogues on Chinese culture and current affairs. Students also explore creative writing. Upon successful completion of this course, students are able to understand short spoken lectures about Chinese society, culture, tradition and current issues. Students are able to orally present personal opinions on more sophisticated topics and to read texts with the help of vocabulary lists on society and culture. Students are able to meet a number of practical writing needs including writing short passages, simple letters, skits, etc. Students also increase familiarity with Chinese Internet websites, online dictionaries and word-processing.

### **Chinese 5**

**1.0 workload**

The World Language Department is committed to offering a fifth year of study for students who enter at level 2 or higher. Depending on enrollment, these courses may be offered through an online partnership or through independent study.

## ***AP Chinese Language & Culture***

**1.25 workload**

In this course students engage in active, real-world communication while developing the ability to understand spoken Chinese in a variety of authentic contexts, the ability to comprehend Chinese vocabulary sufficiently ample for reading literature and newspapers, and the ability to express themselves with fluency and accuracy in both written and spoken Chinese. The course focuses on both language acquisition and cultural knowledge, as students compare, contrast and reflect on interdisciplinary themes such as contemporary life and global challenges, as well as the rich cultures of Chinese-speaking countries. Course content includes current events, art, film, literature, songs and interactive websites with audio/video recordings.

## ***Basic Courses in French***

### **French 1**

**1.0 workload**

This course is an intensive introduction to the French language and Francophone cultures that builds linguistic proficiency in listening, speaking, reading and writing. Students actively use the target language and explore a diversity of cultures. They acquire language and communicate through the use of a variety of authentic materials such as stories, music, film, art, geography and cuisine. Through interaction with these resources, they learn to compare their lives and cultures with those of their classmates and people around the world. In addition, students develop their skills as independent language learners and global citizens.

### **French 2**

**1.0 workload**

Taught in French, this course is for students who are familiar with and can express their ideas using different verb tenses, understand native French spoken at a moderate pace, and can make themselves understood in a variety of situations. Students experience different aspects of French culture throughout the year, including French cuisine and films; they also complete a short reader *Destination France* as an introduction to French literature. Integral to the course are authentic materials, including media available over the Internet, which play an important role in both language acquisition and cultural awareness.

### **Honors French 2**

**1.0 workload**

Taught in French, this accelerated course is for students with high proficiency in all four skill areas of listening, speaking, reading and writing. At the honors level there is a greater emphasis not only on writing and the mastery of complex grammatical concepts, but also on oral fluency and listening skills. Students are also exposed to authentic online materials to gain a better understanding of cultural concepts. In addition to the technology-based textbook and the online interactive program, students read authentic French texts and complete a reader *Destination France* as an introduction to literature.



## ***Intermediate Courses in French***

### **French 3**

**1.0 workload**

Taught in French, this course is not only an overview of French and Francophone cultures, but also a journey to the dawn of life on our planet. Class activities are in association with the Raymond M. Alf Museum of Paleontology and the Lycée International de Los Angeles, a French-speaking elementary school in nearby Pasadena. The goals of the course include giving oral presentations about Webb's paleontology museum and creating written material in French related to paleontology. This course includes a general review of French grammar, and students engage in group discussions as well as partner and individual activities to actively practice communication. Authentic texts and videos also complement the curriculum. In addition, students read, research and present about contemporary topics using various media, including Internet sites, to describe the many different cultures of the French-speaking world.

### **Honors French 3**

**1.0 workload**

Taught in French, this course is designed for highly motivated students who have demonstrated a commitment to and interest in mastering their communication skills in French. The fast-paced curriculum offers a challenging approach to the four language skills: listening, reading, speaking and writing. The course focuses on both language acquisition and cultural knowledge, and students are introduced to the diverse cultures of Francophone countries around the world. In addition, students read French literature such as *Le Petit Prince* and listen to authentic online resources while integrating information on the arts, history and current events.

## ***Advanced Courses in French***

### **French 4**

**1.0 workload**

Taught in French as a continuation of French 3, this course is not only an overview of French and Francophone cultures, but also a journey to the dawn of life on our planet. Class activities are in association with the Raymond M. Alf Museum of Paleontology and the Lycée International de Los Angeles, a French-speaking elementary school in nearby Pasadena. The goals of the course include leading tours and mentoring other students in creating and giving oral presentations in French about Webb's paleontology museum. Students also produce advanced-level written material in French related to paleontology. This course includes a general review of more advanced French grammar, and students take the lead in group discussions to actively practice communication skills. In addition, students read, research and present about contemporary topics using various media, including Internet sites, to describe the many different cultures of the French-speaking world.

### **AP French Language & Culture**

**1.25 workload**

In this course students engage in active, real-world communication while developing the ability to understand spoken French in a variety of authentic contexts, the ability to comprehend French vocabulary sufficiently ample for reading literature and newspapers, and the ability to express themselves with fluency and accuracy in both written and spoken French. The course focuses on both language acquisition and cultural knowledge, as students compare, contrast and reflect on interdisciplinary themes such as contemporary life and global challenges, as well as the rich cultures of French-speaking countries. Course content includes current events, art, film, literature, songs and interactive websites with audio/video recordings.

## ***Basic Courses in Spanish***

### **Spanish 1**

**1.0 workload**

This course is an intensive introduction to the Spanish language and Hispanic cultures that builds linguistic proficiency in listening, speaking, reading and writing. Students actively use the target language and explore a diversity of cultures. They acquire language and communicate through the use of a variety of authentic materials such as stories, music, film, art, geography and cuisine. Through interaction with these resources, they learn to compare their lives and cultures with those of their classmates and people around the world. In addition, students develop their skills as independent language learners and global citizens.

### **Spanish 2**

**1.0 workload**

Taught in Spanish in a blended format, this course is for novice students who are familiar with and can express their ideas using different verb tenses and are able to produce simple sentences on familiar topics. Students interact solely in the target language, interpret authentic Spanish texts, including maps, menus and music by Los Aterciopelados and Calle 13. They also create engaging multimedia presentations, including virtual tours of regional Spanish culture and environmentally-conscious Public Service Announcements. These collaborative, digital projects play an important role in both language acquisition and cultural awareness. By the end of this course, students can use Spanish to narrate experiences, speak about hopes/desires and connect to real and hypothetical events, whether in the past, present or future.

### **Honors Spanish 2**

**1.0 workload**

Taught in Spanish, this accelerated course is for students with high proficiency in all four skill areas of speaking, listening, reading and writing. At the honors level there is a greater emphasis not only on writing and the mastery of complex grammatical concepts, but also on oral fluency and listening skills. In addition to working with the textbook and the interactive online program, students are introduced to authentic Spanish literature such as *El Quijote* and *Leyendas latinoamericanas* to improve their reading skills and cultural knowledge.

## ***Intermediate Courses in Spanish***

### **Spanish 3**

**1.0 workload**

Taught in Spanish in a blended format, this intermediate-level course takes a collaborative approach to expanding students' communication skills and cultural knowledge. This project-driven course combines a general review of Spanish grammar and thematic vocabulary building, which inform student-produced multi-media presentations, including public service announcements, travel advertisements and zany infomercials. Students explore the cultural products, practices, and personalities of Latin America and Spain through a variety of digital and hands-on formats. By the end of this course, students will have gained knowledge of political and social issues relevant to the Spanish-speaking world, while building confidence and fluency interacting, interpreting, and presenting on a variety of familiar topics.

### **Honors Spanish 3**

**1.0 workload**

Taught in Spanish, this course is designed for highly motivated students who have demonstrated the commitment and interest to master their communication skills in Spanish. The fast-paced curriculum offers a challenging approach to the four language skills: listening, speaking, reading and writing. Grammar and vocabulary are covered in greater depth while students continue to develop their understanding of Spanish-speaking cultures by integrating information on art, history, current events and reading pieces of literature such as the works of Gabriel García Márquez, Carlos Fuentes, Julio Cortázar, Isabel Allende and Jorge Luis Borges.

## ***Advanced Courses in Spanish***

### **Spanish 4**

**1.0 workload**

Throughout this course students will apply the skills that they have mastered in their previous study of the Spanish language. This course is designed to help students achieve a greater ability to communicate in Spanish, to read with minimum use of a dictionary and to write well-organized and logically developed essays with a good command of grammar and vocabulary. This learning is reinforced through explanations of the concepts, exercises, grammar-oriented situations, and writing activities in and out of class. In addition, cultural elements, music, reading and listening comprehension activities and video clips about such topics as the socio-economic impact of immigration in Perú and México are implemented to enhance students' grasp of vocabulary and culture and provide opportunities to express themselves in Spanish.

### **AP Spanish Language & Culture**

**1.25 workload**

In this course students engage in active, real-world communication while developing the ability to understand spoken Spanish in a variety of authentic contexts, the ability to comprehend Spanish vocabulary sufficiently ample for reading literature and newspapers, and the ability to express themselves with fluency and accuracy in both written and spoken Spanish. The course focuses on both language acquisition and cultural knowledge, as students compare, contrast and reflect on interdisciplinary themes such as contemporary life and global challenges, as well as the rich cultures of Spanish-speaking countries. Course content also includes current events, art, film, literature, songs and interactive websites with audio/video recordings.

### **AP Spanish Literature & Culture**

**1.25 workload**

This course challenges the advanced Spanish student with a broad overview of Spanish and Hispanic literature from medieval times through present day. Students demonstrate their communication skills by analyzing real situations through reading and listening comprehension assessments of such great works as *Don Quixote* and the poetry of Pablo Neruda. In addition, this course provides students with knowledge of literary techniques and builds their literary analysis skills to enhance their understanding of the different cultural components of Spanish literature. The main goal of the course is for students to enjoy the classics of Spanish-language literature and to develop their reading, writing and listening comprehension skills.

## **Fine Arts**

The Fine Arts curriculum exposes students to exciting, groundbreaking work from around the world and throughout history—and then challenges them to create their own. Webb art classes encourage students to find unique, unconventional ways to articulate their ideas, as they hone their understanding of theory and technique. By taking advantage of the vast cultural resources of Los Angeles and utilizing emerging technologies, Webb's Fine Arts program teaches students how to turn knowledge into action, empowering them to think creatively and act inventively in the classroom, the campus and beyond.

## ***Instrumental and Vocal Music***

### **Sinfonia Orchestra: String**

**1.0 workload**

In this performance-based course, intermediate-to-advanced musicians improve their technical skills, deepen their musical understanding, and develop their musicianship. Participants perform with The Webb Schools Orchestra, Strings Ensemble and small chamber groups and special events throughout the year. This course may be repeated for credit with departmental approval. Students may audition to advance to Honors Sinfonia Orchestra in subsequent years.

**Sinfonia Orchestra: Wind & Percussion****1.0 workload**

In this performance-based course, intermediate-to-advanced wind players and percussionists improve their technical skills, deepen their musical understanding and develop their musicianship. Participants perform with The Webb Schools Orchestra, Winds Ensemble and small chamber groups and special events throughout the year. This course may be repeated for credit with departmental approval. Students may audition to advance to Honors Sinfonia Orchestra in subsequent years.

**Honors Sinfonia Orchestra****1.0 workload**

Honors Sinfonia is open by audition and requires departmental approval for enrollment. It is designed for advanced musicians who have demonstrated exceptional performance skills and musicianship. Honors students are expected to memorize and play 12 major scales, participate in peer mentoring during labs and rehearsals, and take on sectional leadership positions. Participants also have the opportunity to prepare independent repertoire for public performance. This course may be repeated for credit with departmental approval.

**Vocal Training & Techniques****1.0 workload**

This course is designed to introduce students of all levels to the fundamentals of vocal production and performance, sight-singing and ear-training. Students will investigate various vocal styles (from classical to contemporary) and learn a multitude of vocalization and breathing techniques designed to improve vocal production while keeping the voice strong and healthy. Participants will have the opportunity to hone these skills by working in a musical style of their choice. This course is recommended for singers of all types, as well as actors wishing to improve their skills for musical theater. The course may be repeated for credit with departmental approval, or students may audition to advance to Honors Chamber Singers.

**Honors Chamber Singers****1.0 workload**

In this course, students continue to work on vocal technique and interpretation as well as exploring ensemble singing of all styles and periods. In addition to live singing, students learn about studio performance, and have the opportunity to record their work in the Digital Music Studio. Performance is an essential component of this course, so participants are expected to present ensemble and solo work in seasonal concerts, recitals and campus events. This course may be repeated for credit with departmental approval and is open to students with departmental approval after Vocal Training & Techniques, or by audition.

**Theater****Theater Arts 1-2****single-gender****1.0 workload**

This course is designed to introduce students to a variety of performance skills and techniques, theatrical genres and theater terminology. Physical and vocal exercises give students the skills they need to move, speak and think creatively on the stage and in the classroom. Performance techniques are introduced and discovered by exploring different types of theater, including improvisation, mask work, devised theater, Ancient Greek and Commedia d'ell Arte. Students are also encouraged to create and develop their own performances, devise characters for monologues and scene work and produce their own one-act plays. This class is a prerequisite for Shakespeare Through Performance and Performance Workshop.

**Shakespeare Through Performance** (offered in fall)**1.0 workload**

In the course, students discover how to navigate and interpret William Shakespeare's work as an actor does – by getting on their feet and saying the words out loud! Through a series of games, creative projects and techniques developed by Shakespeare's Globe Theatre in London, participants learn how to illuminate motive and meaning behind the text, hone their interpretive skills and enhance their understanding of Shakespeare's work on the stage and in the classroom. This class is recommended for actors and scholars alike who want to brush up their Shakespeare. This course is open to students who have taken Theater Arts 1-2 or with departmental approval.

**Performance Workshop** (offered in spring)**1.0 workload**

This course is designed for experienced acting students who want to hone their performance and improvisational skills. Throughout the semester students investigate a selection of performance theories and discover how to apply them to scenes from a wide range of genres. In addition, there is an intensive unit devoted to the art of improvisational comedy, and an exploration of how the principles of improv can inform and spark creativity in our everyday lives. This course is open to students who have taken Theater Arts 1-2 or with departmental approval.

**Visual Arts****Art AB****1.0 workload**

Art AB is an introductory art course, designed to acquaint students with the processes, materials and techniques for creating works of visual art. Emphasis is placed on hands-on experiences with diverse two and three dimensional art materials as well as through engagements with finished works of art. The journey of learning in this course follows a pattern of serious play. Each lesson invites students to explore, be aware, transform, give meaning, communicate and reflect on experiences working with, shaping and reshaping materials. This course establishes a creative foundation for students as they develop the ability and confidence to give meaning to material. At the end of this course, students will be eligible for Advanced Art.

**Filmmaking Studio****1.0 workload**

In this course, students will learn videography techniques for short format, commercial and narrative visual story telling. The first semester will allow students to explore and engage with the fundamentals of framing, composition rules, camera techniques, lighting, audio, rigging and editing. During the second semester, students will produce, create and shoot a short film all the way from pre- to post-production – through planning, documentation, logistical techniques, scriptwriting basics, cinematography and story creation skills. Students will also learn the basics of distribution and marketing in the film industry and explore career opportunities. Leveraging our proximity to Los Angeles and Hollywood, multiple field studies experiences will help students to get an inside look into the film industry. By the end of the course, students will have established a solid foundation for a film portfolio.

**Media Arts****1.0 workload**

Students in this class begin exploring digital artmaking tools such as Photoshop, TinkerCAD, AfterEffects and GameMaker to learn how to make a variety of digital media, such as illustration, graphic design, animation, game design and 3D modeling. In addition to learning the basics of digital artmaking, students begin to establish their online identity by learning to cultivate a professional social media presence and by learning to maintain website portfolios. No prior knowledge is needed, and artists of all skill levels are welcome, as the class is designed to meet the needs of beginners as well as experts. At the end of this class, students will be eligible for New Media Culture & Communication.

**Advanced Art****1.0 workload**

This course continues the exploration of materials, techniques and visual strategies begun in Art AB classes, but with an emphasis on developing the student's individual relationship to their artistic process. In the first part of the year, students explore how and why we use art to make representational images of the world around us and how representational skills can be utilized for expressive intent. Through drawing and painting from direct observation, students develop an ability to represent three-dimensional space on a two-dimensional surface in a range of drawing and painting media (graphite, charcoal, watercolor, acrylic, oil, etc). In the second part of the year, students are challenged to cultivate their own artistic voice and prepare to begin autonomous art making. To achieve this, students develop advanced-level projects that explore themes examined by contemporary artists today. Projects are made in a variety of media and new art forms like installation, and participatory practice is introduced. This course is open to students who have taken Art AB or with departmental approval. Upon completing this course, students may apply for Honors Studio Art.

**New Media Culture & Communication****1.0 workload**

In this course, students continue to explore a variety of artmaking software, deepening their understanding of tools such as Photoshop, Illustrator, Blender and GameMaker. In addition to learning advanced techniques for illustration, graphic design, 3D modeling, animation and game design, students plan, produce and present independent projects in the media of their choice, allowing greater opportunities to specialize in a particular area of interest and preparing students for the rigors of Honors Studio Art. Finally, students continue to explore online art communities through various social media and expand their online presence by maintaining portfolio websites. Open to students who have taken Media Arts or with departmental approval, this course is intended for artists who wish to both broaden their repertoire of digital artmaking skills and to independently deepen their expertise in a specific media of choice.

**Honors Studio Art****1.25 workload**

This course is a guided studio exploration for the advanced artist who is ready for the rigor of independent art making. Candidates submit a proposal at the beginning of the year that is considered by the Arts faculty. Once approved, students are responsible for creating a schedule of work and goals, which are supervised by a member of the Arts faculty. Each student is given individual feedback and support throughout the year. By the end of each semester, students will have produced a cohesive body of work along with an artist statement and a better understanding of their own artistic process. This course is open to students who have taken Advanced Art or New Media Culture & Communication and receive departmental approval to enroll. It may be repeated for credit with departmental approval.

## Co-Curricular Programs in the Afternoon

The Webb Schools conduct a comprehensive afternoon activities program in the belief that these experiences contribute significantly to the development of character, mutual support, and school spirit. Webb's afternoon program provides students with access to a range of academic, arts, community and athletic offerings. Students may choose to play an interscholastic sport or participate in such activities as robotics, outdoor activities, dance, athletic training, theater, community service and museum education. Each of these choices requires a different time commitment and experience, permitting students the flexibility to choose an option that best fits their needs and extracurricular pursuits.

All students participate in the program each season of the year, and as part of Webb's commitment to physical health and education, the school requires all students to participate in an interscholastic sport at least one season each year. Most programs meet Monday-Friday from approximately 3:30 to 5:30 p.m. Some programs meet in the evening or morning to accommodate multiple team practices. Athletic and afternoon programs involving competitions will involve some evening or weekend commitments. Many activities require specialized equipment. Families who have concerns about affording equipment should reach out to our Director of Financial Aid or Director of Athletics and Afternoon Activities for assistance.

Fall Season: Mid-August – Early November

Winter Season: Mid-November – Early February

Spring Season: Mid-February – Early May

	Fall	Winter	Spring
<b>Academics/ Arts</b>	Dance Company Debate Paleontology Museum Lab Robotics Technical Theater Theater	Dance Company* Music Performance Paleontology Museum Lab Robotics Science Fair Research Lab Technical Theater	Art Studio Literary Magazine Musical Theater Paleontology Museum Lab Technical Theater
<b>Athletics</b>	Athletic Trainer** Basketball Clinic Cross Country (VWS & WSC)* Football* Functional Fitness Golf (VWS)* Tennis (VWS)* Volleyball (VWS)* Water Polo (WSC)* Yoga & Hiking	Athletic Trainer** Baseball Clinic Basketball (VWS & WSC)* Functional Fitness Golf Clinic Soccer (VWS & WSC)* Softball Clinic Tennis Clinic Triathlon* Water Polo (VWS)* Wrestling*	Athletic Trainer** Badminton* Baseball* Functional Fitness Golf (WSC)* Softball (VWS)* Swimming & Diving (VWS & WSC)* Tennis (WSC)* Track (VWS & WSC)* Volleyball (WSC)* Yoga & Hiking
<b>Community Engagement</b>	Community Service Outdoor Activities Digital Storytelling Yearbook	Community Service Outdoor Activities Sports Broadcasting* Yearbook Webb Archive	Community Service Outdoor Activities Digital Storytelling Yearbook

\*These activities can be used to meet the minimum one season per year team sport requirement. Juniors or seniors can also earn their team sport credit as a manager for one of these programs.

\*\*Juniors or seniors can also earn their team sport credit through one of these activities.

## **Academics & Arts in the Afternoon**

### **Art Studio** (offered in spring)

Art Studio allows students to explore their own artistic interests in topic, content and media with guided support. Students will learn how to prepare an independent project, conduct research into methods and techniques, manage a project calendar and execute a finished piece tailored to their own personal area of interest. Prior experience in the visual arts is not a requirement; students of all skills levels are encouraged to join.

### **Dance Company** (offered in fall and winter)

In the fall season, Webb's dance company explores dance as a performing art through observation and practice. From contemporary to modern and creative to technical, students will study how movement informs their human experience. Classes will typically begin with a warm up, lead into across-the-floor progressions and culminate in a center-floor combination. With a range of activities from silly and fun to contemplative and serious, students will explore how dance can encourage confidence and self-expression through movement. The Winter Dance program is an incredible opportunity for students to take a risk in their creative endeavors and to push the limits of self-expression through movement. The winter season builds off the work of the fall dance program; fall participation is not required, but new students must audition to participate. The Winter Dance program counts as a sports credit due to the physical demands and culminating end-of-season performance requiring intense teamwork. The season focuses on putting together the show, which is half choreographed by the instructor and half choreographed by the students.

### **Debate** (offered in fall)

The afternoon debate activity serves as a great introduction to the Webb debate program. Whether debating the legalization of drugs, the trade war, gun control or free speech issues, the atmosphere is low-stress and enjoyable. Through games and activities, students practice argumentation, refutation, plans and counterplans and many other key debate techniques. This activity is designed as an introduction for those new to debate or the parliamentary style. In addition to gaining a variety of useful skills, many participants choose to continue with the debate program and compete in tournaments with the Webb Debate Team.

### **Literary Magazine** (offered in spring)

Students in this activity will create, edit and publish a literary magazine to serve the Webb community. As editorial staff, students will craft a mission and vision for the magazine, solicit submissions of poetry, fiction, creative nonfiction, photography, art and more from their peers as well as creating their own work and then select the best submissions for publication. The final product will be distributed to the Webb community, culminating with a celebratory reading and release party. Joining the literary magazine will give student authors and artists the opportunity to be inspired by the deep creativity and artistic abilities of the Webb community, as well as the chance to conceive, spearhead and lead a publication on campus.

### **Music Performance** (offered in the winter)

This activity is open to instrumentalists, vocalists and pianists. Depending on the skill level and instrumentation in the given class, a variety of creative endeavors take place each year. Possible options include private practice with coaching, small ensemble practice, jazz combo and individualized music study. Students are also invited to design a music project, the scope of which must be covered during the class time. Such projects can involve duos, trios, quartets, mixed ensembles, world musical instruments or composition practice.

### **Musical Theater** (offered in the spring)

Musical Theater involves the rehearsing and production of a full-length musical, to be performed in the Liu/Cheung Theater for a three-night run in May. During the rehearsal process, students will hone their performance skills by working on vocal techniques, dance and movement, comprehensive script analysis, and song interpretation. Actors are required to attend all afternoon rehearsals and both technical rehearsals, which take place on the two weekends prior to the opening of the show. The cast is selected by a singing and movement audition during the last week of January, and auditions are open to all students.

### **Paleontology Museum Lab** (offered in fall, winter and spring)

The Alf Museum serves the campus, local community, and world as a center for research and education on our planet's history. Student volunteers assist in every facet of the museum, such as cleaning fossils in the preparation lab, laser scanning a dinosaur bone in the research lab or maintaining the skulls and skeletons on exhibit. Students will learn the science and artistry of fossil conservation, digital documentation and public outreach as they join the museum's team of scientists and support staff. After an introduction to the basics of lab safety and fossil care, students will work with museum staff to identify and complete projects of interest to the student and of benefit to the museum. No prior experience or participation in the museum is required.

### **Robotics** (offered in fall and winter)

Through an affiliation with the FIRST Tech Challenge national robotics program, Webb's robotics teams design, build, program and operate robots to compete in head-to-head challenges using an alliance format. Participants call it "the hardest fun you'll ever have!" Students develop STEM skills and practice engineering principles while realizing the value of hard work, innovation and sharing ideas. Robots are built from the ground up using stock materials and can be programmed using a variety of languages, including Java. Teams also design and market their team brand and perform community outreach for which they can win awards. Each season concludes with regional championship events and a FIRST National Championship event.



**Science Fair Research Lab** (offered in winter)

Science Fair Research lab provides an environment for students to explore independent scientific research and prepare for science fairs such as the Los Angeles County Science Fair and The Archer School STEM Fair. Open to students from all grade levels, this activity will help students choose interesting, viable projects to pursue and provide the time and lab space to complete their work. It will allow students to be mentored in proper research skills, best practices in generating data, and in sharing data with the public. The activity will provide hands-on support and mentorship to help students get ready for exciting opportunities to present their research to the public.

**Technical Theater** (offered in fall, winter and spring)

Technical Theater provides hands-on training for students interested in the non-performance side of productions. Students will explore the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered include design research and principles; scene shop organization; painting and construction techniques; principles and application of sound, lighting, and computer technology; the use of special effects; publicity and business management; theater safety; and the function of technical stage personnel in production work. Fall season technicians work with the actors in theater to prepare, rehearse and produce a full-length play to be performed in the Liu/Cheung Theater for a three-night run in November. Emphasis is placed on scenic/prop design and construction, and lighting/sound design and programming. Technicians are required to attend all afternoon rehearsals, technical workdays and evening and weekend Theater rehearsals. During the winter season, students will hone their skills as well as collaborate with the Webb Dance Company to produce a full-length dance show to be performed in the Liu/Cheung Theater for a two-night run in January. Technicians are required to attend all afternoon rehearsals, technical rehearsals, and workdays. Spring season technicians work with actors to rehearse and produce a full-length musical to be performed in the Liu/Cheung Theater for a three-night run in May. Emphasis is placed on scenic/prop design and construction, and lighting/sound design and programming. Technicians are required to attend all afternoon rehearsals, technical workdays and evening and weekend Theater rehearsals.

**Theater** (offered in fall)

Each fall the theater program rehearses and produces a full-length play to be performed in the Liu/Cheung Theater for a three-night run in November. During the rehearsal process, students will hone their performance skills by examining different acting techniques, engaging in comprehensive script analysis, and exploratory performance work. Actors are required to attend all afternoon rehearsals and both technical rehearsals, which take place on the two weekends prior to the opening of the show. The cast is selected by audition during the first week of classes, and auditions are open to all students.

***Athletics in the Afternoon*****Athletic Trainer** (offered in fall, winter and spring)

Student athletic training is a hands-on opportunity for students to help fellow student athletes. Students with a background in anatomy will be able to use the knowledge they have learned about the human body and see real-time issues that athletes have with injuries. Student trainers will learn how athletes heal and recover from injuries and return to activities. Students looking to pursue a career in medicine can use this as an opportunity to learn more about muscles, bones and ligaments. Daily duties include set-up or clean-up for practice and/or games, and treatment of athletes using ice, heat and stretching.

**Badminton** (offered in spring)

While testing out new racket technology in 2013, Malaysia's Tan Boon Hoeng smashed a badminton birdie into the record books at 493 km/h, making it the fastest recorded object in sports. While Webb players are not yet smashing birdies this fast, Webb badminton has a strong tradition of success. Through hard work and fun, the Webb Badminton team is a family making great memories. Competition includes individual, doubles and mixed doubles and typically consists of 16 to 18 matches. Players must provide gym shoes.

**Baseball** (offered in spring)

Players will learn and incorporate the fundamentals of fielding, hitting, and running while learning more advanced concepts for the varsity level. Webb's excellent coaching staff helps develop players as well as teaches teamwork and collaboration, along with a love for the game. Junior varsity and varsity levels are designed to accommodate interested athletes of all abilities. The baseball season includes approximately 20 games. Players will need to provide their own cleats and glove.

**Baseball Clinic** (offered in winter)

Baseball clinic introduces participants to the sport of baseball covering all aspects of the game. Athletes will work on proper fielding, hitting, pitching and conditioning techniques to develop skills and prevent injury. One to two intra-squad games are planned each week to give students the opportunity to improve through live action play. Participants must provide their own cleats and glove.

**Basketball** (offered in VWS and WSC in winter)

Basketball is a "life sport" that can be enjoyed for years to come. The Webb Schools basketball program is committed to being competitive while maintaining integrity, sportsmanship and developing athletes with character. Proper attention to fundamentals and team strategy will develop athletes of all levels. Athletes play games in the Les Perry Gymnasium and utilize the McCarthy Fitness Center for strength training. Webb provides multiple levels of play, and all teams play a full complement of 16 to 20 games. Players must provide gym shoes.

**Basketball Clinic** (offered in fall)

Basketball clinic allows both new and experienced VWS and WSC basketball players to improve their basketball skills during the off-season. Practices are held on the blacktop courts outside of the gym and focus on skill development in the areas of dribbling, ball handling, passing and shooting. A significant amount of time is spent in game-like scrimmages. Appropriate footwear is required.

**Board Sports** (not offered in 2023-24)

Board Sports is an opportunity to have an authentic Southern California experience by learning the basics or progressing your skills on a skateboard and surfboard. While we will not be competing against rival programs, each student will set goals at the start of the season and work toward those goals for the rest of the season. We will get to the beach at least three times during the season (based on ocean conditions and van availability) and will spend most days skateboarding or learning relevant skills around campus. Students need not have any prior experience; they just need a skateboard, a helmet, knee pads and an adventurous attitude.

**Cross Country** (offered in VWS and WSC in fall)

The focus of cross country is distance running, which develops both the cardiovascular system and mental fortitude of athletes as they push themselves to run farther and faster. Competitions are 3-mile races which typically occur once per week in both small and large-scale events. Participants of all experience levels are encouraged to join; both junior varsity and varsity teams are offered. Practices involve runs of different lengths, including team-oriented activities such as repetitions of a short distance in a relay-style setting. Runs take advantage of Webb's own 150-acre campus and proximity to the Thompson Creek Trail and Claremont Wilderness Park trails. Required equipment includes running shoes, lightweight clothing and a water bottle.

**Football** (offered in fall)

Football is a game of physical and mental skill involving interdependence on teammates for success. Students who join Webb's team will become part of a winning tradition and create enduring high school memories and friends to last a lifetime. Highly experienced staff teach proper techniques to ensure a safe and positive experience for athletes as well as essential lessons in working as a team. Students will work out on Webb's beautiful Faculty Field as well as utilize our well-equipped McCarthy Fitness Center. The season consists of 10 games, and summer practice is encouraged for local families. Athletes interested in trying football for the first time are welcome. Each player will need their own cleats, but all other equipment is furnished by Webb.

**Functional Fitness** (offered in fall, winter and spring)

The primary goal of Functional Fitness is to help Webb students obtain their fitness goals through strength and conditioning training. Students in Functional Fitness utilize the McCarthy Fitness Center and learn the basics of strength training and how to safely conduct themselves in an athletic weight room. Additionally, more advanced students will learn how to design a weightlifting program to achieve their fitness goals and can utilize Webb's sport-specific training programs to better prepare for an upcoming season. Functional Fitness is for students of all fitness levels, from those who have never been in a gym to seasoned athletes. Because Webb encourages new students to engage in more group-oriented activities in the afternoon, this activity is only open to new students with special permission from the Director of Athletics.

**Golf** (offered in VWS in fall and WSC in spring)

The VWS and WSC golf teams provide athletes the opportunity to learn and grow in their golf skills as well as bond with team members. While the focus is on developing skills, students should possess a basic understanding of the game and have some prior experience. Students practice at beautiful Marshall Canyon, an 18-hole course in the foothills above La Verne, just minutes away from the Webb campus. The team competes in approximately 12 matches during the season; each match is nine holes. A full set of golf clubs is required.

**Golf Clinic** (offered in winter)

Golf clinic provides VWS and WSC students the opportunity to improve their golf skills during the off-season. Students new to golf are also welcomed to join this activity. Time will be spent at the driving range, on the putting green, on the golf course and working with professional swing coaches. This activity also includes conditioning with running and weight training. A full set of golf clubs is required.

**Running Clinic** (offered in winter)

Running Clinic is designed for the student who has an interest in distance running and might also be interested in cross country or track and field. While previous running experience is not required, it is helpful in preparing students for the challenges offered in Running Clinic. The natural setting of the Webb campus, as well as the surrounding area, offers a diverse variety of trails, parks, fields, and other local terrain for daily running routes. While the group runs together, individual motivation is particularly important for this clinic. Students should come with the goal to improve their overall fitness, especially their cardiovascular fitness, and embrace the mental and physical challenges that distance running naturally brings. Students will need lightweight running clothing, running shoes and a water bottle.

**Soccer** (offered in VWS and WSC in winter)

Soccer team practices and games will focus on developing the technical, tactical, physical, and psychological demands of soccer in a fun, yet challenging environment with an emphasis on character and team building. Webb fields junior varsity and varsity teams which each play between fifteen and twenty games over the course of a season. Athletes train and play on well-maintained fields on our 150-acre campus. Students who wish to participate need to have shin guards and cleats.



**Softball** (offered in VWS in spring)

The Vivian Webb softball team mentally and physically challenges and strengthens student athletes as they develop lifelong friendships. Players will learn throwing, hitting, fielding, and running with a focus on playing as a team. Players of all levels are encouraged to be a part of the rich tradition of excellence with the school and program. The season consists of approximately 20 games. Athletes will need a softball glove and cleats.

**Softball Clinic** (offered in winter)

Softball clinic introduces participants to the sport of softball covering all aspects of the game. Athletes will work on proper fielding, hitting, pitching and conditioning techniques to develop skills and prevent injury. One to two intra-squad games are planned each week to give students the opportunity to improve through live action play. Participants must provide their own cleats and glove.

**Swimming and Diving** (offered in spring)

Swimming and Diving is open to swimmers and divers of all abilities. Initial season practices will focus on technique and endurance and then progress to strength and speed-work. Junior varsity and varsity teams train together and cheer each other on as a single team. Practices and home meets are held on campus at the Barbara Mott McCarthy Aquatics Center. The practice schedule consists of two hours in the afternoon with optional morning weight-training, yoga, and swim practices. All swimmers will need one to two training suits, a towel and goggles. Those with long hair may wish to purchase a swim cap. Diving practice runs for roughly one hour three mornings a week and in the afternoon twice a week. Beginning and experienced divers are encouraged to join. Divers need a training suit and towel.

**Tennis** (offered in VWS in fall and WSC in spring)

Tennis is a life-long sport that develops focus and patience as well as physical and mental strength and endurance. Strategies for both singles and doubles play are taught through practice and play. Tennis at Webb is team building at its best. Every student learns patience, focus, attitude, control, sportsmanship and strength. Students practice on one of Webb's six on-campus tennis courts. The season includes up to 20 matches involving events two to three times a week for both the varsity and junior varsity teams. Individual tennis rackets and appropriate tennis shoes are mandatory for play.

**Track and Field** (offered in spring)

The Track and Field team incorporates a wide variety of events for students looking to challenge themselves to meet individual goals while competing for the success of the entire team. Track events include running events ranging from sprints to distance running. Field events include strength events such as shot put and discus and jumping events such as long jump, triple jump, high jump and pole vault. Track meets typically occur once a week plus up to four Saturday events. Athletes must provide event-appropriate footwear.

**Triathlon** (offered in winter)

The Webb triathlon program introduces athletes to the three areas of triathlon: swimming, biking and running. Students do not need to be an expert in any of the areas to participate. We will provide lessons on basic skills and allow them to progress at their own tempo. Southern California is the home of the sport of triathlon and students will find world-class triathletes throughout the area. Serious triathletes will have the opportunity to train and compete at the highest level. Students will be required to attend at least one off-campus race during the season, typically scheduled on either a Saturday or Sunday. The triathlon season will be a rewarding experience for every level and will get students into amazing shape. Students must provide running shoes and bathing suit and have access to a bicycle. The school has a limited number of bikes available.

**Volleyball** (offered in VWS in fall and WSC in spring)

Webb's volleyball program focuses on skill development in setting, hitting and passing, with an emphasis on learning how to communicate with teammates during play. Webb offers multiple levels of play to accommodate players of all skill levels and background, so new and expert players will find the program rewarding and challenging. Students practice in the Les Perry Gymnasium and take advantage of weight training facilities located within. Each team competes in approximately 18 matches during the season. Players must provide gym shoes and knee pads.

**Water Polo** (offered in VWS in winter and WSC in fall)

As the oldest Olympic team sport, water polo provides athletes an exciting challenge with its unique mix of swimming, wrestling, soccer and basketball. Webb offers junior varsity and varsity teams for student athletes of all experience levels. A swim background is helpful, but not necessary. Students practice in Webb's outdoor pool on-campus at the Barbara Mott McCarthy Aquatics Center. Competition typically involves two games per week plus two weekend tournaments during the season. Students must provide a swimsuit and goggles.

**Wrestling** (offered in winter)

The Webb wrestling team focuses on building character and integrity while teaching proper wrestling technique to athletes of all experience levels and athletic backgrounds. This close-knit group works as a team that strives to collectively improve through the success of each member. Competition involves one meet per week and four weekend tournaments. Wrestlers must provide their own wrestling shoes and headgear.

**Yoga and Hiking** (offered in fall and spring)

The yoga and hiking program provides students with the time and space to be active and mindful. On yoga days students learn and practice postures from popular styles such as Ashtanga, Bikram and yoga flow and utilize yoga bowls and essential oils. On hiking days students explore the wilderness around our campus and hike on several of the magnificent trails in the Claremont area. This activity welcomes students of all yoga experience. Students must have a water bottle, comfortable walking shoes and a sun hat.

**Community Engagement in the Afternoon****Community Service** (offered in fall, winter and spring)

This activity is a partnership between participating Webb students and off-campus organizations to build up the community and “serve with a generous spirit.” Students will have direct impact in the local community through actively supporting the work of local groups. Activities range from preparing books for the Prison Library Project and working in community gardens to actively engaging with students of all ages through mentoring, academic tutoring and athletics. Participants should be willing to tutor or lead physical activities for first through eighth-grade students. In addition, dress will need to be appropriate for outdoor work that could be physically demanding. The only criteria are a flexible attitude and the desire to make a difference.

**Digital Storytelling** (offered in fall and spring)

Build on your passion for storytelling – especially through video and photos – with Webb’s Marketing and Strategic Communications Office. This activity will take you across campus to chronicle sports, activities and events for our social media channels and website. You will hone visual storytelling skills, photo editing and writing, learn marketing strategies and how to create compelling content. Students will need either a digital camera or smartphone.

**Outdoor Activities** (offered in fall, winter and spring)

Outdoor Activities is an experiential outdoor program for students of any level of outdoor experience. Novice to experienced hikers and climbers will develop new skills and enjoy the local terrain and diverse trails in Southern California. Students will visit Hangar 18 climbing gym three times a week. Prior climbing experience is not necessary as all climbers will go through safety training and climbing instruction. The other two days a week will most often be spent hiking the beautiful trails around campus. These activities will be supplemented with various other outdoor activities like ultimate frisbee, flag football and kickball. Appropriate footwear is required.

**Sports Broadcasting** (offered in winter)

Sports Broadcasting is a student-run multi-media outlet that provides sports news to the school community. The focus of this activity is on broadcasting and documenting Webb sporting events and other school teams such as Robotics and Debate. Participants will learn the operational and technical skills needed to stream contests live and to promote athletic events through several different multimedia channels. Students who wish to develop or further their experience in sports and news broadcasting, photography, videography and social media are encouraged to join.

**Yearbook** (offered in fall, winter and spring)

Students participating in the yearbook activity will create El Espejo, the Webb yearbook. Assisted by teachers, students use browser-based software to develop 264 pages of layouts capturing the atmosphere of Webb. Participants are also responsible for photographing student life at Webb and may use cameras provided to yearbook staff or their own. Working to create the school yearbook reinforces student creativity and social skills. While it is an exciting experience, great diligence is required to meet hard deadlines. Students must be self-motivated and committed to producing quality work.

**Webb Archive** (offered in winter)

Housed in Fawcett Library, the Webb Archive is a treasure trove of school memorabilia – from yearbooks and letters to architectural drawings and photographs. Dive into 100 years of history, working as an archivist by helping to digitize, catalog and organize the collection. You will also help Webb celebrate its Centennial Years by selecting items for display. Finally, you will help ensure we are collecting memorabilia from today to ensure your Webb experience is well documented.