

The Webb School

2017-2018 Curriculum Guide

Mission

The following words by our school founder, Sawney Webb, articulate The Webb School's mission. Our mission is "to turn out young people who are tireless workers, and who know how to work effectively; who are accurate scholars; who know the finer points of morals and practice them in their daily living; who are always courteous." These guiding principles have been in place at Webb for over 140 years, and they continue to provide direction and guidance today as we strive to learn and grow on a daily basis.

Statement of Purpose

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

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

School-Wide Enduring Understandings

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

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

History

From humble beginnings in the basement of the Culleoka Methodist Church, The Webb School, founded by William R. "Sawney" Webb, has provided graduates each year since 1870. Sawney, a graduate of the University of North Carolina, made Latin, Greek and mathematics the core of his curriculum and served as a progressive and forceful personality for his young scholars.

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

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

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

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

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

Webb's Community Today

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

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

Community service is also an integral part of the Webb experience, and all students and faculty participate in a variety of projects throughout the year. Daily nondenominational chapel services are also part of life at Webb.

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

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

The Honor System

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

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

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

The Honor Council

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

Service Learning

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

this independently, and all verified service applies, whether through Webb, a student's church, or a community organization. Any upper school student who completes 100+ hours while at Webb will be honored with a service recognition award on graduation day.

Academic Systems

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

Advisor System

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

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

Middle School students have the same advisor throughout the Middle School, and Upper School students have the same advisor throughout the upper school years. Often a sense of camaraderie develops among the members of an advisee group. Advisors seek to make each student's Webb experience as positive and productive as possible.

Progress Reports

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

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

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

Academic Support

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

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

Academic Achievement and Recognition

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

Quarter Honor Rolls

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

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

Graduation Honors

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

Summa Cum Laude - A student whose GPA for all years in high school is 4.3 or higher will graduate Summa Cum Laude.

Magna Cum Laude - A student whose GPA for all years in high school is between 4.0 and 4.29 will graduate Magna Cum Laude.

Cum Laude - A student whose GPA for all years in high school is between 3.7 and 3.99 will graduate Cum Laude.

Honor Societies

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

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

Grade Values

The Webb School uses a 4.0 weighted scale with a 10 point range. (Adopted 9/2014)

Grade	Range	College Prep	Honors	AP
A+	98-100	4.3	4.8	5.3
A	93-97	4	4.5	5
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3	3.5	4
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2	2.5	3
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.3	1.3
D	63-66	1	1	1
D-	60-62	0.7	0.7	0.7

Grades below 60 equal an F and no credit.

College Counseling

The Webb School's college counseling program offers a structured way to provide each student with information, support and resources as he or she goes through the process of applying to college. Students have access to college counselors who can answer their college-related questions at any time and who stocks college-related materials: view books, videos, catalogs, college guide books, and test registration and preparation materials. Beginning in the freshman year and moving on through the senior year, the College Counselors work with individuals and groups to help Webb students and their parents make informed decisions about possible college choices. The Webb School College Handbook outlines the college placement program in detail.

College-related testing each year includes the CWRA for freshman and juniors, the PSAT for all sophomores and juniors and the ACT Aspire for grades 6th-10th. Dates for the ACT Aspire, PSAT, SAT, and ACT are listed on the school calendar. Selected Advanced Placement Examinations occur in May. Juniors and seniors are also encouraged to take the ACT at area

high schools at least once, and international students will take the TOEFL test two or more times. Registration materials for all of these tests are available from the College Counselor.

Middle School Program of Study

Middle School Curriculum

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

Standard Middle School Course Selections

Grade 6

Humanities 6

Mathematics 6

Science 6

Foreign Language: Passport to Language

Focus 6 – Study Skills, Computer, Library Skills, Writing Skills, Reading Comprehension

Strings I (Students who are in Strings do not have Focus 6)

Middle School Programming - Physical Education, Music, Academic Contests, Outer Limits, etc.

Team Collaborations, Finance, Chinese Culture Survey, and Reader's Theater (a feeder program to Theater in upper school), Music/choir, Art, Quiz Bowl, Outer Limits (future W.I.L.D. students), and Feet-to-Feet

Grade 7

English 7

Mathematics - Math 7 or Honors Pre-Algebra 7

Science 7

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

World Geography

Computer 7

Art 7

Middle School Programming - Physical Education, Music, Academic Contests, Outer Limits, etc.

Grade 8

English 8

Mathematics - Pre-Algebra 8 or Honors Algebra I

Science 8

Foreign Language: French IB, French I, French II, Spanish IB, Spanish I, Spanish II, Chinese I, or Latin I

08 American History

Wellness

Art 8

Middle School Programming - Physical Education, Music, Academic Contests, Outer Limits, etc.

Middle School Course Descriptions

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

English

All middle school students choose, memorize, and declaim before the middle school a selection from a work of literary merit.

Humanities 6

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

English 7

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

English 8

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

Mathematics

Mathematics 6

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

Mathematics 7

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

Pre-Algebra 7

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

Pre-Algebra 8

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

Algebra I

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

Science

Science 6

The course is designed to give students foundational and general instruction in Earth and Space Science. A hands-on, lab-oriented approach is used whenever possible to introduce and reinforce the concepts that are covered during the year. Initially, students become familiar with the way that science works and the nature of science. Other major topics covered during the year are (1) Earth's Structure; (2) Geologic Processes; (3) Space; and (4) Robotics.

Science 7

Seventh graders spend most of the year exploring the main themes of environmental science and ecology by focusing on the planet earth as a space shared by all living organisms. They study the Earth, ecological interactions, biomes, people in the global ecosystem, energy

resources, other resources in the biosphere, and managing human impact. The year concludes with a field habitat study and a survey of the six kingdoms of organisms, which emphasizes invertebrates and vertebrates.

Science 8

The 8th grade Physical Science course leads students to a deeper understanding of how science works and of specific information covering various disciplines of science. A hands-on approach is used whenever possible to reinforce concepts in these fields and to prepare students for upper school courses. Topics covered during the year are (1) Scientific Problem Solving; (2) Motion and Forces; (3) Energy and Matter; (4) Properties of Matter (5) Interactions of Matter; and (6) Work and Simple Machines.

Health and Wellness

Health and Wellness is a required course for all eighth grade students. Acquiring an understanding and the establishment of good health practices to incorporate to their daily lives are the key objectives for this semester. Health topics will include overall personal health and wellness, first aid, body systems, personal fitness, nutrition, and sexual education. Issues addressed in-depth will include goal setting, stress management, steroids, alcohol and tobacco use, understanding nutrition needs, reproductive system and STD's.

Foreign Language

The Webb School Foreign Language Department Policy allows middle school students whose average is 83 by the end of Level I to continue on to Level II as they enter the upper school. The language requirement at Webb is that students successfully complete three years of the same language in the upper school.

6th grade Passport to Language: Students will cycle through Chinese, Spanish, and French and participate in conversation-based situations, dialogues, games, songs, rhymes, and Total Physical Response storytelling.

French 1A, Spanish 1A, Chinese 1A

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

French 1B, Spanish 1B, Chinese 1B

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

French I, Spanish I, Chinese I (8th grade only)

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

French II, Spanish II (8th grade only)

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

Latin I (8th grade only)

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

History

Humanities 6 includes history objectives for 6th grade students.

World Geography (7th Grade)

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

American History (8th Grade)

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

Middle School Computer

For one semester in the 7th grade and in the 06 Focus class students receive a broad-based orientation to computer applications. With increasing practice and sophistication, they work on keyboarding, word processing, spreadsheets, Internet research, and applications involving multiple formats simultaneously. Each year's work quickly reviews and then builds upon the

prior year's instruction. Ultimately, students become adept at using Microsoft Word, Excel, PowerPoint, and Google applications.

Fine Arts

Art 7

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

Art 8

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

Middle School Programs

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

Upper School Curriculum

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

Standard Course Selections

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

Grade 9

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

Grade 10

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

Grade 11

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

Grade 12

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

Graduation Requirements

English: 4 credits (*English I, II, III, and IV required*)

Fine Arts: 2 credits (*at least ½ credit each visual arts, theater & music; at least 50% of those credits must be performance-based*)

Foreign Language: 3 credits (*Same language in the upper school. A minimum score of 83 in level I or level IB is required to advance to level II in the 9th grade. Second language learners who do not enroll in the ELL program will be required to fulfill the foreign language requirement.*)

Mathematics: 4 credits (*Algebra I, Algebra II, and Geometry required. Algebra I taken in 8th grade will count as one of the four credits. Students must be enrolled in math courses at least 3 of their 4 upper school years.*)

Science: 3 credits (*Biology, Chemistry, Physics*)

History: 3.5 credits (*World History Parts I and II, US History, and Issues in Democracy*)

Speech: One semester in 9th grade (or first year for new students)

Ethics: One semester in 10th grade (or first year for new juniors)

Electives as necessary in the senior year to assure a minimum of five courses each semester

Advanced Placement Course Expectation

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

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

ELL Graduation Requirements

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

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

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

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

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

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

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

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

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

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

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

Graduation Requirement Accommodations for Students in Academic Support

Students with a diagnosed reading deficiency will be required to complete two years of a foreign language in upper school. Students with a diagnosed math deficiency will be allowed to count Pre-Algebra repeated in the 9th grade as one of their four math credits.

Upper School Program and Course Descriptions

Ethics

This semester course acquaints the student with both theory and application of major ethical systems, schools of thought and human behavior. Through lecture, small group discussions and diverse projects, students are able to define ethical behaviors, solve ethical dilemmas and incorporate ideas into real life events.

Personal Finance

This semester course engages students by weaving-relevant subject matter into an enriching and entertaining format. The course uses resources from Dave Ramsey and his Foundations in Personal Finance curriculum to meet all the state standards and benchmarks. The following are

the four major components of the curriculum: Saving and Investing, Credit and Debt, Financial Responsibility and Money Management, Insurance/Risk Management and Income/Careers.

Emerging Voices Program

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

Public Performance Program Schedule

Declamation

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

Oration

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

Junior Performance

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

Senior Research Project and Symposium

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

English

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

English I

Students will study the Foundation of World Literature with emphases on various genres. Students will write to explore, explain, convince, and create by using the five stages in the

writing process. Grammar is taught within the writing process. Vocabulary development includes literary terminology and vocabulary workshop units that enhance acquisition and usage of new words in writing and speaking.

English II

This course is designed to familiarize students with world literature. Close readings of the texts are coupled with an appreciation of the contexts within which these writers worked to facilitate students understanding of the universality of the human condition. While a variety of genres are studied, readings in fiction, drama, and verse are emphasized. Through close readings, students are equipped with the vocabulary of the critical reader and student of literature. Literary analysis, persuasive writing, and articulation of beliefs and thoughts are the focus of the course. Writing and grammar skills are emphasized through the writing process.

English III

Students read, discuss, and write about classic works of American literature. Analytical thinking and writing are the focus of this course. Grammar and writing skills are taught through the writing process. Students complete an author study based on a self-selected American author.

English III AP Language and Composition

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

English IV

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

English IV AP Literature and Composition

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

English Language Learning Curriculum

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

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

ELL English

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

Intermediate A Grammar

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

Intermediate A Literature

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

Intermediate B Grammar

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

Intermediate B Literature

This course reviews the principles of paragraph structure and focuses on basic essay organization, formatting, and revision. In addition, the course includes a review of punctuating

complex and compound sentences, fixing run-ons and avoiding fragments. Students will work with a variety of academic reading materials to develop basic reading skills (skimming for main ideas and scanning for specific information) as well as higher-level skills (making inferences and distinguishing between fact and opinion). Students will also learn to deduce the meaning of unfamiliar words from contextual and structural clues.

Advanced ELL

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

Mathematics

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

Algebra I

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

Geometry

This course, taught with the Exeter Math Harkness method, teaches the traditional Euclidian geometry is covered, with an emphasis on logical thinking, proofs, and algebraic applications. Triangle trigonometry, coordinate geometry, and transformational geometry may also be studied. The Honors section includes an emphasis on proofs and requires greater demands upon the student. Admission to the Honors section is dependent on department approval.

Algebra II and Honors Algebra II

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

College Algebra & Trigonometry

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

Honors Pre-Calculus

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

AP Calculus AB

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

AP Calculus BC

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

AP Statistics

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

Beyond Calculus

This course covers differential, integral and vector calculus for functions of more than one variable. These mathematical tools and methods are used extensively in the physical sciences, engineering, economics and computer graphics.

Linear Algebra

This course aims to introduce the student to higher level of mathematical maturity. It uses the topics of a standard undergraduate course in Linear Algebra (Gaussian reduction, vector spaces, linear maps, determinants, and eigenvalues and eigenvectors) as a context for learning to provide rigorous mathematical proofs.

Advanced Computing and AP Computer Science

Advanced Computing

The Advanced Computing class is a hands-on class that explores hardware, operating systems and server configurations. The course includes the fundamentals of Ethernet and network infrastructure. Students learn how to plan, configure and build a functioning computer. The Microsoft Windows operating system and the Open Source Linux operating system are explored

as well as their installation and configuration. Each student is introduced to the configuration of and maintenance for a web server and an e-mail server.

AP Computer Science

As described by the College Board, “The AP Computer Science course introduces students to the essential ideas of computer science and helps them to understand how computing and technology can influence the world around them. Students will be exposed to a broad range of computing tools and skills while creatively addressing real-world issues and concerns”

Science

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

Physics

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

AP Physics I

The AP Physics I class is an Algebra-based course that covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. The course also introduces electric circuits. Students will develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning.

AP Physics (Mechanics)

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

AP Physics (Electromagnetism)

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

Chemistry

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

Honors Chemistry

Chemistry is considered by many to be the central science. A firm understanding of the topics presented in this course will allow for an easy transition to the study of any of the modern sciences, engineering, or medicine. For the future nonscientist, this study will provide an understanding both of what science is and what scientists do, and hopefully instill a sense of wonder and awe for the world they inhabit. Matter will be characterized both quantitatively and qualitatively through various models that describe the nature of matter and chemical bonding. Energy changes inherently present in all chemical processes are explored as well. The ability to gain knowledge by analyzing data will be a recurring theme and various modes of inquiry, problem solving, and laboratory investigation will be utilized. Lastly, the nature of science and how it affects worldview will be discussed throughout the course of the year.

AP Chemistry

This course is based on the AP chemistry curriculum that the College Board has developed and recently revised. Mastery can greatly benefit those students who plan to study the natural sciences after completing high school. The topics of the properties of matter, atomic structure, bonding, stoichiometry, gases, intermolecular forces, kinetics, equilibrium, thermodynamics, and electrochemistry are the canon of modern chemistry. To participate in today's science, you must get up to speed, and this course is an on ramp. Students will grow in their understanding of the material world and develop the requisite skills to practice the discipline of science through discussion, problem solving, inquiry, skill building, and laboratory work.

Biology

This lab-oriented class introduces the human body and concepts of scientific methods. Concepts covered are the science of life, chemistry, biochemistry, the cell, homeostasis and transport in the body, cellular reproduction and genetics, nucleic acids and protein synthesis, scientific classification, plant evolution, bacteria, viruses and the immune system, fish, and mammals.

AP Biology

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

Anatomy and Physiology

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

AP Environmental Science

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

Foreign Languages

The Webb School believes that the study of foreign languages is essential to gain insight into other cultures, to develop the ability to communicate with other peoples, and to recognize a common humanity. Listening, speaking, reading, and writing in foreign languages are acquired through a variety of methods. Foreign language classes are proficiency-oriented, with activities based on true-to-life contexts to which students can relate. International students who have not enrolled in the ELL program will be required to fulfill the foreign language requirements

Latin I

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

Latin II

This course continues the development of Latin vocabulary and the Latin-English relationship. More complex grammatical concepts, such as the perfect system, the subjunctive, and irregular verbs are studied. Reading Latin becomes more intensive and sophisticated. Culture topics include heroes of the ancient world, numismatics (coins), and European history up through the Renaissance, specifically as it pertains to Latin and Latin pertains to it.

Latin III

This course completes the study of the grammatical elements of the Latin language (such as the supine and the passive periphrastic) and then transitions to reading Catullus and Caesar. Emphasis is also placed on a study of Roman architecture and on developing the skill of forming evidence-based arguments based on reading.

Honors Latin IV

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

AP Latin V

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

French I, Spanish I, Chinese I

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

French II, Spanish II, Chinese II

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

French III, Spanish III

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

Honors French IV

Students at this level continue to develop their abilities in the four proficiency areas of listening, speaking, reading, and writing. Fostering fluency in written and oral activities, course materials include articles, interviews, and video from contemporary sources. Students are encouraged to deepen their knowledge of their own cultures and to develop an understanding of French culture. Students in these courses may prepare for the Advanced Placement tests.

Honors French V

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

AP French Language and Culture

The AP French Language and Culture course is an exigent course taught in French at the level of Junior-year college coursework. The course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

Honors Spanish IV

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

Honors Spanish V

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

AP Spanish Language and Culture

The AP Spanish Language and Culture course is a rigorous course that is taught exclusively in Spanish and approximately equivalent to a 5th or 6th semester university course. The course requires students to improve their proficiency across the three modes of communication (interpretive, interpersonal, and presentational). The course focuses on the integration of authentic resources as well as traditional print resources with the goal of providing a rich, diverse learning experience.

Chinese Culture

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

History

World History I and II

This is a two-year course for ninth and tenth grade students. World History I, required for ninth grade students, traces the development of global societies from pre-history through the Renaissance. World History II, required for tenth grade students, concentrates on modern world history through the World Wars and to the recent past. Emphasis in both courses is placed upon the development of research and writing skills, critical evaluation of primary and secondary sources, and effective expression of ideas.

AP World History

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present.

U.S. History

This course is a survey of American history from the pre-Columbian period to the recent past and is primarily for juniors. Students acquire in-depth knowledge of the major themes of American political, social, cultural, economic, and diplomatic history. Writing skills are emphasized.

AP U.S. History

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

AP Modern European History

This is a full-year course open to seniors. Students gain in-depth knowledge of the major people, events, and ideas in all aspects of European history – political, social, economic, and intellectual – from the Renaissance to the fall of the Berlin Wall. Students are required to do extensive reading in primary and secondary source material and extensive writing to analyze historical documents and use them to interpret major themes in history. Students are required to take the Advanced Placement Examination in the spring quarter. Departmental approval is required for enrolling in this AP course.

Issues in Democracy

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

AP Government and Politics

The Advanced Placement course in United States Government and Politics is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics and an examination of the various institutions, groups, beliefs, and ideas that make up American politics. The course is taught with college-level texts. Preparation for the A.P. test will be an integral part of the course.

Microeconomics

This is a course for students interested in college-level work in microeconomics. The course begins with a study of fundamental economic concepts such as scarcity, opportunity costs, production possibilities, specialization, and comparative advantage. Major topics include the nature of functions of product markets; factor markets; and efficiency, equity, and the role of government.

Macroeconomics

The study of this course begins with the fundamental economic concepts such as scarcity, opportunity costs, production possibilities, specialization, comparative advantage, demand,

supply, and price determination. Major topics include measurement of economic performance, national income and price determination, fiscal and monetary policy, and international economics and growth.

World Religions

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

Fine Arts

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

Art I

Pre-requisites: None

Semester Course

This introductory course provides the student with hands-on studio projects and historical and social perspectives on the development of art. The projects emphasize the fundamental elements and principles of design and a concentration on drawing skills.

Art II

Pre-requisite: Art I

Semester Course

Art II continues and expands upon the skills introduced in Art I and provides a historical emphasis on the works of artists. The studio projects incorporate a wider variety of mediums and techniques that include animation, printmaking, painting and sculpture.

Advanced Art

Pre-requisites: Art I and Art II

Semester Course

This is an individualized portfolio course for the student who is seriously interested in developing as an artist through drawing, painting, printmaking, videography, digital imaging, animation, and/or sculpture. Students are required to investigate the works of renowned artists, keep a detailed sketchbook/journal, and complete a series of finished work based upon clear vision and concentrated investigation.

AP Studio Art

Two Semester Course

By taking this college level studio art course, the student is making an important declaration of a serious interest in the practical experience of art and a desire to develop the concept, composition, and execution of idea. AP Studio Art is not based on a written exam, but on a

personal portfolio. The 2-D Design and Drawing portfolios must consist of a minimum of 24 works that express a variety of concepts, techniques, and approaches and demonstrate mastery and versatility in creative abilities. Above all else, the work produced should clearly represent a personal statement or uniquely individualized approach to the interpretation of a given problem.

This is a year-long course that culminates in the submission of your portfolio to the College Board for review and approval. There are three courses that fall under the category of AP Studio Art:

AP Studio Art 2-D (two dimensional design, photography, digital imaging)

AP Studio Art 3-D (sculpture, pottery and 3 dimensional design)

AP Studio Art Drawing (painting, printmaking, pastel, drawing, mark making).

Pottery

Pottery students develop their artistic abilities in clay. They move from hand-worked creations and slab constructions to various projects thrown on the wheel. Time is also spent learning to create raku pieces.

Speech

This semester course is designed to heighten students' understanding of verbal and nonverbal communication patterns and of communication conflicts and the ways to resolve them, and to increase listening skills. A primary focus is on public speaking and the basic types of speeches from informative to persuasive to declamations and orations. Speech is a required course for freshmen.

Mock Trial

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

Theatre I

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

The Webb Players

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

Choir

Students learn to read and sing music from a variety of periods as they work to prepare and perform as an ensemble. The December *Service of Lessons and Carols* and the spring concert are highlights of the year.

Strings I

Full-year class.

Students will learn basic string techniques for the violin, viola, cello, and upright bass. Students learn to read music and musical terms through daily ensemble practice. Students will perform for a variety of events, including, but not limited to: Lessons and Carols, Grandparent's Day, Visitors' Day, Final Spring Concert and Chamber Recital. Students must rent or purchase their own instruments. Students may use Webb-owned instruments (violas, cellos and string basses only) on a first-come, first-serve basis with instructor approval.

Intermediate Strings

Full-year class. Students are recommended to take this class for two years. Advancement is subject to teacher recommendation.

*Prerequisite: Strings I and/or an audition with the instructor.

Intermediate Strings is offered as a continuation for students with basic playing experience. Students advance their playing abilities in more difficult rhythms and keys as well as learning to shift and vibrato. This class will further develop music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music and orchestral literature. Students will perform for a variety of in school and after school concerts, including, but not limited to: Lessons and Carols, Grandparent's Day, Visitors' Day, Final Spring Concert, Chamber Recital and Webb Graduation (by invitation only).

String Orchestra

Full-year class, high school only.

*Prerequisite: Strings I, Intermediate Strings and/or an audition with the instructor.

Students will develop more advanced instrumental techniques, music reading and comprehension skills, independent musicianship, style and performance techniques, critical thinking skills and exposure to orchestral literature. Vibrato should be well developed. Students will regularly shift into the higher positions. The class will perform in a variety of in-school and after-school concerts, including, but not limited to: Lessons and Carols, Grandparent's Day, Visitors' Day, Final Spring Concert, Chamber Recital, and Webb Graduation (by invitation only).

Piano I

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

Piano II

*Prerequisite: Piano I or audition with the instructor

Students spend a semester continuing to develop the skills begun in Piano I.

Advanced Piano

*Prerequisite: Piano II or audition with the instructor

Students continue to develop the skills of the previous piano courses.

Guitar

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

Additional Fine Arts offerings

Students may also participate in Studio Band and take private voice and instrumental lessons. However, academic credits are not offered for those programs.

Physical Education

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

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

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

International Program

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