

HARVARD
WESTLAKE
S C H O O L

2024–2025

CURRICULUM GUIDE



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

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INTRODUCTION TO THE HARVARD-WESTLAKE SCHOOL CURRICULUM GUIDE

Welcome to the Harvard-Westlake School curriculum guide!

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

CONTENTS

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

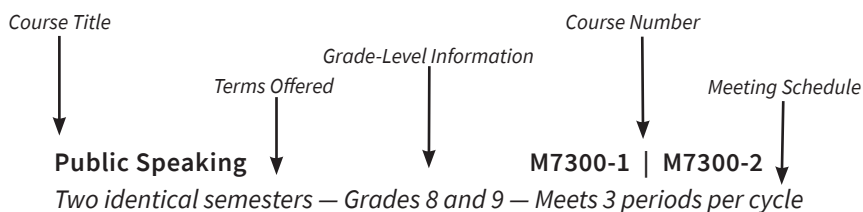
The Academics section is organized by department, and the courses offered by each department are arranged by category. For example, in Science, all of the biological subjects are listed together within the Biology category. Within a category, there may be subcategories. In World Languages, all Chinese courses are listed together under a subcategory within the Modern Languages category. The table of contents includes these categories to help you more quickly locate a particular subject of interest. Courses are arranged within the categories and subcategories in order of grade-level eligibility, with courses open to seventh-grade students listed first. A Directed Studies “department” is also included to make it easy to find all directed study course options in one place.

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

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

CURRICULUM GUIDE KEY

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



A ^{KC} at the end of a course title (for example, Honors Art History^{KC}) is used to denote the dual-designation status of courses sponsored by both the department in which the descriptions appear and the Interdisciplinary Studies and Independent Research department because these courses also fulfill Kutler Center curricular and pedagogical ideals.

Grade-Level Information

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

Course Number

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

The last digit of the course number (following the hyphen) for Academics and Arts offerings indicates whether the course runs for the full school year or for a semester. A course number that ends in a “0” indicates that the course duration is the full

year. If the course number ends in a “1,” the course is offered during first semester. Course numbers ending in a “2” indicate that the course meets during second semester. The last digit of an Athletics offering is a “3,” “4,” or “5” and represents the activity’s trimester(s). A course number ending in a “3” corresponds to the fall trimester, a “4” to the winter trimester, and a “5” to the spring trimester.

Terms Offered

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

Meeting Schedule

The meeting schedule is the number of periods (at the middle school) or blocks (at the upper school) per cycle the course meets. Middle school students (grades 7–9) follow a six-day cycle in which the majority of core subjects meet five out of every six days of school and most elective subjects meet three out of every six. Upper school students (grades 10–12) also follow a six-day cycle, but because blocks are longer than periods, core subjects meet three out of every six days of school. Directed Study courses are scheduled into shorter periods and meet twice per cycle.

PLANNING YOUR COURSE OF STUDY

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

REQUIREMENTS

Students are required to complete five academic classes per semester.

CORE REQUIREMENTS

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

Harvard-Westlake offers a language waiver to students who have educational testing that reveals a specific language-based learning difference and have a demonstrated difficulty in second-language acquisition. Students or families that have testing that they believe may qualify a student for this waiver must contact the school's learning specialist who will determine whether a waiver is warranted.

ARTS REQUIREMENTS

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

PHYSICAL EDUCATION REQUIREMENTS

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

OTHER ACADEMIC REQUIREMENTS

- Knowledge Integration and Tools for Success, grade 7—one year
- Debate, Ethics in Action, or Public Speaking, grade 8—one semester (under special circumstances, deans may grant a deferral allowing a student to satisfy the requirement in grade 9)
- Human Development 8, grade 8—one semester
- Sophomore Advisory, grade 10—one year
- Sophomore/Junior/Senior Seminar, grades 10–12—required each year

SERVICE REQUIREMENTS

- School Service, grades 7–9—three periods per semester
- Community Service, grades 7–12—one class period per cycle for one quarter in addition to six outreach hours in seventh grade; twelve outreach hours per year in eighth through twelfth grades
- Community Service, grades 10–12—completion of a six-hour CPR/AED/first-aid course (these hours can be applied to fulfilling the twelve-hour community service requirement during the year in which the course is completed)

COLLEGE ADMISSION REQUIREMENTS

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

ADDITIONAL COURSES AND ACTIVITIES

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

Students who wish to take multiple Advanced, AP, or Honors courses must carefully consider their homework requirements per cycle and other commitments. Students who elect to enroll in AP courses are required to take the AP examination in that subject in May if noted as a corequisite; otherwise, taking the examination can be assumed to be optional. Students are required to adhere to the following Honors/AP course enrollment maximums: no more than three for sophomores and five for juniors and seniors.

SEVENTH GRADE AT A GLANCE

REQUIREMENTS

Core

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

Arts

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

Physical Education

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

Other Academic

- *Library and Information Literacy*—Knowledge Integration and Tools for Success (M7900-0)

Service

- *School Service*—three periods per semester
- *Community Service*—six outreach hours in addition to attending a community service class that meets once per cycle for one quarter of the school year; students are assigned to the community service class automatically and do not need to sign up for it

ELECTIVES

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

EIGHTH GRADE AT A GLANCE

REQUIREMENTS

Core

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

Arts

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

Physical Education

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

Other Academic

- *Interdisciplinary Studies and Independent Research*—one semester of either Debate (M7302-1/2), Ethics in Action (M7304-1/2) or Public Speaking (M7300-1/2)
- *Human Development*—one semester of Human Development 8 (M7938-1/2)

Service

- *School Service*—three periods per semester
- *Community Service*—twelve outreach hours

ELECTIVES

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

- *Performing Arts*—Performing Arts electives are available in dance, music, and theater arts
- *Visual Arts*—Visual Arts electives are available in two-dimensional art, three-dimensional art, and media arts
- *Other*—the English, Interdisciplinary Studies and Independent Research, and Mathematics departments also offer eighth-grade elective courses

NINTH GRADE AT A GLANCE

REQUIREMENTS

Core

- *English*—English I (M2200-0)
- *History and Social Studies*—The Mediterranean and Europe: Ancient to Early Modern World (M6201-0)
- *Mathematics*—placement is determined by the department
- *Science*—Biology (M5200-0) or Honors Biology (M5210-0)
- *World Languages*—Chinese, French, Latin, or Spanish; in most cases, students continue to study the language chosen in seventh grade but have the option to add a second language if they intend to fulfill the World Languages requirement by studying two languages through level II

Arts

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

Physical Education

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

Service

- *School Service*—three periods per semester
- *Community Service*—twelve outreach hours

ELECTIVES

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

- *Performing Arts*—Performing Arts electives are available in dance, music, and theater arts
- *Visual Arts*—Visual Arts electives are available in two-dimensional art, three-dimensional art, and media arts
- *Other*—the English, Interdisciplinary Studies and Independent Research, Mathematics, and World Languages departments also offer ninth-grade elective courses

TENTH GRADE AT A GLANCE

REQUIREMENTS

Core

- *English*—English II (U2400-0)
- *History and Social Studies*—The Rise of the Modern World (U6405-0) or Drawing and Painting I/The Rise of the Modern World: Art and History (U0280-0 and U6412-0)
- *Mathematics*—placement is determined by the department
- *Science*—Chemistry (U5500-0) or Honors Chemistry (U5510-0)
- *World Languages*—Chinese, French, Latin, or Spanish; students must complete the study of one language through level III or two languages through level II
- *Other*—students must take a minimum of five academic courses each semester

Arts

- *Arts*—one year of either a performing or visual art taken in tenth, eleventh, or twelfth grade

Physical Education

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

Other Academic

- *Human Development*— Sophomore Advisory (U9013-0) and Sophomore Seminar (U9010-0)

Service

- *Community Service*—twelve outreach hours (including completion of a six-hour CPR/AED/first-aid course during grades 10–12)

ELECTIVES

- *Performing Arts*—Performing Arts electives are available in dance, music, theater arts, and directed study
- *Visual Arts*—Visual Arts electives are available in two-dimensional art, three-dimensional art, and media arts
- *Other*—the English, History and Social Studies, Interdisciplinary Studies and Independent Research, Mathematics, Science, and World Languages departments and the Athletics division also offer tenth-grade elective courses

ELEVENTH GRADE AT A GLANCE

REQUIREMENTS

Core

- *English*—English III: Living America (U2520-0) or Honors English III: Imagining America (U2525-0)
- *History and Social Studies*— We the People: Thematic United States History (U6420-0) or Honors United States History (U6431-0)
- *Mathematics*—placement is determined by the department
- *Science*—at least one full-year laboratory science course in either eleventh or twelfth grade
- *Other*—students must take a minimum of five academic courses each semester

Arts

- *Arts*—one year of either a performing or visual art taken in tenth, eleventh, or twelfth grade

Physical Education

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

Other Academic

- *Human Development*—Junior Seminar (U9011-0)

Service

- *Community Service*—twelve outreach hours (including completion of a six-hour CPR/AED/first-aid course during grades 10–12)

ELECTIVES

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

TWELFTH GRADE AT A GLANCE

REQUIREMENTS

Core

- *English*—any one of five English IV courses (U2727-0, U2733-0, U2735-0, U2737-0, or U2745-0)
- *Mathematics*—strongly recommended
- *Science*—at least one full-year laboratory science course in either eleventh or twelfth grade
- *Other*—students must take a minimum of five academic courses each semester

Arts

- *Arts*—one year of either a performing or visual art taken in tenth, eleventh, or twelfth grade

Physical Education

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

Other Academic

- *Human Development*—Senior Seminar (U9012-0)

Service

- *Community Service*—twelve outreach hours (including completion of a six-hour CPR/AED/first-aid course during grades 10–12)

ELECTIVES

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

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ENGLISH

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

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

All students must take an English course each year. Those interested in honors courses should be aware that homework assignments are more rigorous, texts chosen more demanding, and writing prompts more challenging than in a non-honors class.

REQUIRED COURSES

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

English 7

M2000-0

Full year — Grade 7 — Meets 5 periods per cycle

This course helps students understand literature by emphasizing critical thinking, close reading, the joy of reading, and symbolic interpretation. Students study texts such as S. E. Hinton’s *The Outsiders*; Mildred D. Taylor’s *Roll of Thunder, Hear My Cry*; James Tynion IV’s *Wynd*; and a diverse selection of poetry. Analytical writing assignments require students to use textual evidence to support their claims, and creative projects, such as interior monologues, challenge them to explore and engage with the literature from various perspectives. To encourage a love of reading, students engage in independent reading of their choice.

English 8

M2100-0

Full year — Grade 8 — Meets 5 periods per cycle

This course explores how characters grapple and cope with belonging in texts such as Toni Cade Bambara’s *Gorilla, My Love*, John Green’s *Turtles All the Way Down*, Trevor Noah’s *Born a Crime*, William Shakespeare’s *Romeo and Juliet*, and Art Spiegelman’s *Maus*. Students write analytically, contextualizing and closely examining direct quotations to support their claims. They also write poetry and personal reflections that encourage them to connect the course’s theme to their own lives.

English I

M2200-0

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

This course examines characters who are “between worlds” and searching for “home” by focusing on texts such as Homer’s *The Odyssey*, August Wilson’s *Fences*, and Charles Yu’s *Interior Chinatown*. In these and other literary works, students study characters struggling with identity and attempting to create a more harmonious society while confronting internal and external challenges. In class, they consider a variety of fictional worlds, reflecting on their role in creating peaceful and meaningful lives. The writing program includes analytical, personal, and imaginative assignments. Students continue to refine skills and learn strategies for developing a persuasive literary argument by formulating claims and supporting them with textual evidence and thorough, detailed explanations.

English II

U2400-0

Full year — Grade 10 — Meets 3 blocks per cycle

Students encounter characters caught in the struggle to be good while in conflict with external forces and their own passionate impulses. To imagine and evaluate such predicaments, students examine crux scenes—carefully crafted episodes in which characters are driven to make difficult choices. In the process, students refine their vocabulary of human motives, mental and emotional states, and ethics as they find themselves increasingly called upon to make responsible choices of their own. Readings include a variety of voices across time and cultures, such as Mary Shelley’s *Frankenstein*, William Shakespeare’s *Twelfth Night*, Margaret Atwood’s *The Handmaid’s Tale*, Jesmyn Ward’s *Salvage the Bones*, and selected short stories and poems. The writing program practices and refines analytical skills learned in the seventh through ninth grades. Students become more independent in discovering, developing, and defending their interpretations in persuasive essays. In addition, a study of language builds on students’ knowledge of grammatical concepts and promotes awareness of their stylistic options as writers.

English III Options

English III: Living America

U2520-0

Full year — Grade 11 — Meets 3 blocks per cycle

America has always been a land of stories—so many, in fact, that finding a common thread can be elusive. What, then, makes a life distinctly American when the promise of freedom often contradicts people’s lived experiences? That Thomas Jefferson wrote the Declaration of Independence while owning enslaved people is a paradox that reflects this contradiction and the disparate experiences of Americans from different backgrounds. In this course, students encounter the struggles to fulfill our communal ideals and identify ways those ideals remain elusive. With their unique perspectives, students grow to see themselves as playing vital parts in shaping and telling ongoing American stories. Readings may include F. Scott Fitzgerald’s *The Great Gatsby*, Nella Larsen’s *Passing*, Carson McCullers’ *The Member of the Wedding*, Toni Morrison’s *The Bluest Eye*, and Tommy Orange’s *There There* as well as poems by Emily Dickinson, Langston Hughes, and Walt Whitman.

Honors English III: Imagining America

U2525-0

Full year — Grade 11 — Meets 3 blocks per cycle

America is a big place—but a much bigger idea. James Baldwin once remarked that it is “larger, more various, more beautiful, and more terrible than anything anyone has ever said about it.” Baldwin may be right, but poets and novelists still try. In this course, works that reflect, celebrate, and challenge America’s cherished image of itself as a beacon of hope, freedom, and opportunity are explored. These works wrestle with many of the cultural tensions that make America a dynamic, fascinating, inspiring, and infuriating place: the promise and pitfalls of American exceptionalism, the individual versus the community, the ideal of equality, and the reality of racism. Tracing these themes through classic and contemporary texts provides a glimpse into literary history. Students should walk away more curious about themselves and their identity as Americans and more aware of the cultural values that shape them. The readings mirror the chronology of American history, allowing students to see how social and cultural forces influence the stories Americans tell about themselves. Works may include William Faulkner’s *As I Lay Dying*, F. Scott Fitzgerald’s *The Great Gatsby*, Nathaniel Hawthorne’s *The Scarlet Letter*, Chang-rae Lee’s *On Such a Full Sea*, Toni Morrison’s *Beloved*, Justin Torres’s *We the Animals*, and Jesmyn Ward’s *Sing, Unburied, Sing*.

English IV Options

Honors English IV: Dystopias and Utopias

U2727-0

Full year — Grade 12 — Meets 3 blocks per cycle

Plato imagined one of the first ideal societies in the fourth-century B.C.E. dialogue *Republic*. In 1516, Sir Thomas More’s *Utopia* gave these fictional societies a name. But what some visionaries see as utopian may be its counterpart: dystopian. Students explore texts that imagine perfect societies as well as those that extrapolate contemporary threats to nightmarish ends. Although it includes fictional works, the course is rooted in nonfiction, with an emphasis on argumentative writing and the study of rhetoric, rather than literary analysis. Each fictional text is accompanied by relevant essays, historical documents, documentaries, and other nonfiction pieces. Course texts may include Karl Marx and Friedrich Engels’s *The Communist Manifesto*; speeches by Susan B. Anthony, Martin Luther King Jr., Abraham Lincoln, Elie Wiesel, and Malcolm X; allegories by Isaac Asimov, Octavia E. Butler, and Jonathan Swift; and classic dystopias from Aldous Huxley’s *Brave New World* to Alan Moore’s *V for Vendetta*.

Honors English IV: Same House, Different Worlds

U2733-0

Full year — Grade 12 — Meets 3 blocks per cycle

Thirty years after writing *Where the Wild Things Are*, Maurice Sendak said, “I remember my own childhood vividly. I knew terrible things. But I knew I mustn’t let adults know I knew. It would scare them.” Students in this course explore the mysterious relationship between adults and children. What is the nature of the different worlds children and adults inhabit? Where do these worlds overlap? Where do they remain separate? What happens when one world encroaches upon the other? To what extent do people remain their parents’ children, even after growing up? What can adults learn from the children in their lives? In addition to investigating how literature answers these questions and others, students reflect on how authors use the parent/child relationship to illuminate larger themes, both social and personal. Works may include Jane Austen’s *Pride and Prejudice*, James Baldwin’s *Go Tell It on the Mountain*, Jamaica Kincaid’s *Annie John*, William Shakespeare’s *Hamlet*, Colm Tóibín’s *Brooklyn*, and Tarjei Vesaas’s *The Ice Palace*.

Honors English IV: Outsiders and Aliens

U2735-0

Full year — Grade 12 — Meets 3 blocks per cycle

Humans are social beings. From birth, people create communities cemented by familial, social, political, religious, and civic ties. For some, however, acceptance into these communities proves elusive. Students in this course analyze drama, fiction, and poetry to explore the stories of these outliers. What or who prevents someone from fitting in? Does any power exist for those forced to society’s margins? What do stories reveal about human nature? What do they expose about contemporary social and cultural realities? A wide range of lived human experience is studied via challenging and compelling works of classic and contemporary literature. Core texts may include Emily Brontë’s *Wuthering Heights*, Junot Diaz’s *The Brief Wondrous Life of Oscar Wao*, Cathy Park Hong’s *Minor Feelings*, Toni Morrison’s *Song of Solomon*, William Shakespeare’s *Hamlet*, Virginia Woolf’s *Mrs. Dalloway*, and selected works of poetry.

Honors English IV: Good Grief

U2737-0

Full year — Grade 12 — Meets 3 blocks per cycle

Mary Oliver declares that living requires three things: “to love what is mortal; to hold it against your bones knowing your own life depends on it; and, when the time comes to let it go, to let it go.” This course explores harrowing experiences with loss and its attendant, grief. It examines how people react to these catastrophes and struggle to make sense of them and find meaning. Through both classic and contemporary novels, plays, and poetry, students address questions from diverse angles: Why are some people able to overcome the worst losses while others cannot? To what extent do people create and perpetuate such crises? How much does success in coping, healing, and emerging wiser depend on one’s self? What does compassion really require? Works may include the Book of Job, Jane Austen’s *Sense and Sensibility*, Arturo Islas’s *The Rain God*, Rachel Khong’s *Goodbye, Vitamin*, William Shakespeare’s *Hamlet*, Danez Smith’s *Don’t Call Us Dead: Poems*, and Virginia Woolf’s *Mrs. Dalloway*.

English IV: Criminal Minds

U2745-0

Full year — Grade 12 — Meets 3 blocks per cycle

Criminal behavior can be fascinating. Stories of cruelty and human error can simultaneously disturb and compel. This course examines the psyche that disrupts order and the investigators who aim to restore peace. Students consider what the search for truth requires and how justice confronts the extremes of human behavior. From detective fiction to contemporary thrillers to texts that look beyond the traditional genre, this course explores the impulse to break rules and transgress boundaries. Students continue analytical skill-building while also writing reflective pieces, including a final project where they build a dossier that envisions themselves as a case to be cracked. Works may include Oyinkan Braithwaite’s *My Sister the Serial Killer*, Raymond Chandler’s *The Big Sleep*, Arthur Conan Doyle’s Sherlock Holmes stories, Patricia Highsmith’s *The Talented Mr. Ripley*, Naomi Hirahara’s *Clark and Division*, and Dennis Lehane’s *Mystic River*.

ELECTIVES

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

Creative Writing Workshop

M2300-1 | M2300-2

Two repeatable semesters (*once per year) — Grades 8 and 9 — Meets 3 periods per cycle*

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

Directed Study: Slam! Spoken-Word Poetry^{KC}

U2640-0

Full year, repeatable —Grades 10, 11, and 12 — Meets twice per cycle

This creative-writing course introduces students to the history, composition, and performance of poetry as an oral and aural medium. After a brief history on the emergence of modern spoken-word poetry in the context of the American civil rights movement, students study a variety of historical and modern written works and performance videos. Building on an examination of what makes for effective and moving performance poetry, the course becomes a workshop for writing, revising, and performing original works, both individual and group pieces. In the second semester, students perform in a school showcase and have the option to audition for the spoken-word team to compete in Get Lit’s April citywide Classic Slam competition.

Shakespeare and Our World^{KC}**U2635-0***Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle***Shakespeare and Our World^{KC}****U2630-1 | U2630-2***Two repeatable semesters — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

Curiosity about William Shakespeare is the only prerequisite for this course. Shakespeare’s contemporary Ben Jonson wrote that Shakespeare was “not of an age, but for all time.” This class explores the ways in which Jonson was right. Students look at Shakespeare from multiple angles—historically, theatrically, and poetically—seeking to understand why there is always someone reading, performing, or watching Shakespeare in nearly every country on earth. Assignments include creative options, allowing students to explore individual interests as they develop. The course is conceived in a three-year cycle: the readings do not duplicate plays read in other courses, and, within each cycle, no play is repeated. Students may take up to six semesters of Shakespeare and Our World. Film and theater versions, as available, are studied in connection with each text.

Honors English Seminar: The Road Ahead**U2555-0***Full year — Grades 11 and 12 — Meets 3 blocks per cycle*

For Americans, pursuing happiness is enshrined in the Declaration of Independence as a God-given right and self-evident truth. Is it any surprise then that people spend so much time searching—for the right person, the right job, the perfect meme? American writer Gore Vidal once said, “Americans are future-minded to the point of obsession. We are impatient at living in the present. Tomorrow is bound to be better... next year, next century, always what might be rather than what is.” Texts for this course feature characters on the move and seeking, not always by choice. They might be looking for something simple, like a lock that fits a mysterious key, or something more complex, like a new sense of self, a place to feel at home, or a way to make peace with their past. By tracing these journeys, students enter new worlds and see how each character’s quest feeds the soul or fuels dissatisfaction. Reading with curiosity, students search, too—for an escape, a little fun, or some meaning that is not obvious at first glance. Works may include Steph Cha’s *Your House Will Pay*, Don DeLillo’s *White Noise*, Ralph Ellison’s *Invisible Man*, Jhumpa Lahiri’s *Interpreter of Maladies*, Viet Thanh Nguyen’s *The Sympathizer*, Tim O’Brien’s *The Things They Carried*, Anthony Veasna So’s *Afterparties*, Morgan Talty’s *Night of the Living Rez*, Justin Torres’s *We the Animals*, and Edith Wharton’s *The Age of Innocence*. *Corequisite: Concurrent enrollment in Honors English III: Imagining America or an Honors English IV course.*

Honors English Seminar: One Life’s Worth

U2755-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Writers have always wondered about the value of a human life. While some lives can appear more important than others, some seem to have no value at all. And if a life can be imagined as lesser than another or even completely worthless, how can such views be reconciled with our most basic sensibilities about sitting shoulder to shoulder in a learning community? This seminar challenges assumptions about human worth and worthiness. Placing works with deep roots in Western culture into conversation with more contemporary voices, students explore issues of power, privilege, and who sets the price on a person’s value; what self-value can have to do with it; and both how this conversation is changing and how to be part of it. Core readings include Jane Austen’s *Persuasion*, Samuel Beckett’s *Waiting for Godot*, Homer’s *Iliad*, and William Shakespeare’s *The Merchant of Venice*. Readings around this core may include Terrance Hayes’s *American Sonnets for My Past and Future Assassin*, Franz Kafka’s *The Metamorphosis*, Khaled Khalifa’s *Death Is Hard Work*, Claudia Rankine’s *Citizen: An American Lyric*, Virginia Woolf’s *A Room of One’s Own*, and poems by Gwendolyn Brooks, Charles Bukowski, T. S. Eliot, Ada Limón, Adrienne Rich, Christian Wiman, and others.

Corequisite: Concurrent enrollment in Honors English III: Imagining America or an Honors English IV course.

Creative Writing

U2620-1 | U2620-2

Two identical semesters — Grades 11 and 12 — Meets 3 blocks per cycle

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

HISTORY AND SOCIAL STUDIES

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

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

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

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

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

SEVENTH GRADE

American History and Government

M6002-0

Full year — Grade 7 — Meets 5 periods per cycle

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

EIGHTH GRADE

World Civilizations

M6100-0

Full year — Grade 8 — Meets 5 periods per cycle

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

NINTH GRADE

The Mediterranean and Europe: Ancient to Early Modern World M6201-0

Full year — Grade 9 — Meets 5 periods per cycle

This survey of the Mediterranean world and Europe from the Bronze Age to the sixteenth century focuses on the political, socio-economic, and cultural developments in the region. Coursework builds skills necessary for history students: reading comprehension, critical analysis of sources, inferential and analytical thinking, writing and discussion skills, research techniques, and study strategies. Readings are drawn from a variety of primary and secondary sources; they provide an overview of historical events, cultural developments, and insights into patterns of civilization and highlight a diverse range of voices with emphasis on groups that have traditionally been subject to historical silences, such as women, peasants, and the enslaved.

TENTH GRADE

The Rise of the Modern World

U6405-0

Full year — Grade 10 — Meets 3 blocks per cycle

This course critically examines major political, economic, intellectual, social, and cultural developments of the sixteenth through the late-twentieth centuries and the interplay of those developments around the world. Students consider the significance of key ideas and movements that helped shape the modern world: economic systems, revolution, industrialism, nationalism, racism, feminism, socialism, rise of nation-states, imperialism, decolonization, globalization, and more. Coursework emphasizes skill development in critical thinking, coherent argumentation, research, argumentative writing, and the interpretation of primary and secondary sources.

The Rise of the Modern World: Art and History

U6412-0

Full year — Grade 10 — Meets 3 blocks per cycle

This course, which is taken in conjunction with the tenth-grade drawing and painting course, equips students to visually and critically understand the modern world. Students examine major artistic, political, economic, intellectual, social, and cultural developments of the sixteenth through the late-twentieth centuries and the interplay of those developments around the globe. They consider the significance of key ideas and movements that helped shape the modern world—economic systems, revolution, industrialism, nationalism, racism, feminism, socialism, rise of nation-states, imperialism, decolonization, cultural appropriation, and globalization—and how those movements impact the evolution of different artistic periods. Coursework emphasizes skill development in reading, critical thinking, coherent argumentation, research, argumentative writing, collaborative inquest, and interpretation of primary and secondary sources.

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

ELEVENTH GRADE

We the People: Thematic United States History

U6420-0

Full year — Grade 11 — Meets 3 blocks per cycle

This course is organized thematically around essential historical issues: American ideals, power, and rights, capitalism, equality, foreign policy, and immigration. It does not attempt to tell a comprehensive and chronological story of United States history; rather, it offers points of reflection on what it means to be an American and what one needs to know about the past to understand the present. In every unit, students ask who is “We” in “We the People.” Who is included and who is excluded? What does it mean to be an American, and how has this evolved over three centuries? Students learn how to navigate the past, become more responsible citizens, and strive for that more perfect, yet never finished, Union. This approach highlights continuity and change over time, encouraging students to make connections between past events and contemporary issues and to reflect on how these moments in time have helped shape our American story and identity.

Honors United States History

U6431-0

Full year — Grade 11 — Meets 3 blocks per cycle

In this survey course, students analyze major trends, themes, and characteristics of United States history from pre-colonial Indigenous-American societies through the end of the twentieth century. Coursework integrates a variety of primary sources, a college-level textbook, and an introduction to historiography by reading scholarly interpretations. The pace and depth of the workload necessitate highly developed reading skills and facility with composing in-class and homework essays. Students are expected to actively contribute through discussion and other forms of class engagement. Second semester, students research a self-designed historically debatable question and present their analysis in a scholarly essay.

FULL-YEAR ELECTIVES

AP European History

U6415-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course covers the history of Europe from 1300 to the present. It is fast paced, discusses a wide variety of topics, and, similar to a college-level history survey, requires sophisticated analysis of historical change. The course is designed for students with highly developed reading and writing skills and requires independent learning and initiative. Students are expected to invest the time and energy necessary to understand the readings and think through complex issues. Topics of study include the Renaissance and Reformation, Scientific and Industrial Revolutions, formation and fall of empires, decline of monarchies, rise of nation-states and democratic governments, spread of totalitarianism, world wars, Cold War, and formation of the European Union. Class discussions are based on in-depth analysis of primary and secondary texts, images, and propaganda. Major assessments focus on strengthening composition skills and formulating interpretations of historical change that analyze the influence of political, economic, social, and cultural factors; examine how society is influenced by religion, nationality, class, ideology, technology, gender, race, and ethnicity; and trace the role of art and literature in shaping Western views of humanity, society, and the world.

Prerequisite: Grade 10—A in The Mediterranean and Europe: Ancient to Early Modern World; Grade 11—B+ in The Rise of the Modern World or The Rise of the Modern World: Art and History.

Honors Art History^{KC}**U6490-0***Full year — Grades 11 and 12 — Meets 3 blocks per cycle*

This course provides an introduction to world architecture, painting, and sculpture from prehistoric times to the present. Students learn to interpret works of art in terms of the formal elements of composition and aesthetic principles with an emphasis on global interconnectivity. The course focuses on understanding how these mediums reflect their cultural context by examining the historical, religious, social, and economic periods in which they were produced.

Honors Urban and Ethnic Studies^{KC}**U6526-0***Full year — Grades 11 and 12 — Meets 3 blocks per cycle*

The goal of urban studies is to assess the causes and impacts of city life and ethnic studies to understand and explain cultural diversity in American society. This course merges these missions by immersing students in the systematic examination of patterns and processes that continuously shape the urban and cultural landscapes of America. Students analyze the constructs of race and ethnicity, as well as their intersection with gender and socioeconomic class, while exploring the effects of oppression and discrimination and the emergence of resistance, acculturation, and assimilation. They also deconstruct popular culture and its role in these studies. The course focuses on understanding why people live in cities (and suburbs), how urban settings influence human behavior, how human behavior sculpts the urban landscape, and how to grapple with long-term issues such as urban poverty, education, and economic transformation and dislocation. This is filtered through the lens of Los Angeles, with significant emphasis and work tied to the city and region.

International Relations**U6530-0***Full year — Grades 11 and 12 — Meets 3 blocks per cycle*

This course introduces students to key theories of war, peace, and cooperation among states and nonstate actors. In addition to the textbook, students read classic and contemporary literature from the academic field. Ongoing and contemporary global issues—such as nuclear proliferation, trade disputes, war crimes, and humanitarian crises—are also covered. The course’s primary teaching strategies are simulations, academic debates, research projects, and class discussions.

Honors World History

U6515-0

Full year — Grade 12 — Meets 3 blocks per cycle

This course provides a broad study of the development of world civilizations, incorporating the history of peoples and cultures from every part of the globe. Coursework prepares students to compare diverse societies across geographic regions, from the earliest human societies through the twentieth century. In addition to studying the rise and fall of empires, key issues incorporated into each unit include the origins and development of gender inequality; growth and evolution of religious beliefs; influence of philosophical, intellectual, and technological breakthroughs; roles of law and government; and influence of the economy and environment in shaping human society. Second semester focuses on the modern era from 1500 CE to the present, investigating the interaction of peoples and ideas across continents to examine how and why some societies dominated their regions of the world and others did not.

Prerequisite: Honors United States History or B+ in United States History or We the People: Thematic United States History.

AP United States Government and Politics

U6600-0

Full year — Grade 12 — Meets 3 blocks per cycle

Students in this course analyze the constitutional underpinnings of American government; the civil liberties guaranteed to the people of the United States; the political beliefs and behaviors of American citizens, political parties, and interest groups; and the institutions and policy processes of the national government. Current political, legal, and governmental issues are used to illustrate major points and refine students' understanding.

AP Comparative Government and Politics

U6610-0

Full year — Grade 12 — Meets 3 blocks per cycle

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

SEMESTER ELECTIVES

Directed Study: Democracy in Decay

U6810-1

First semester — Grades 10, 11, and 12 — Meets twice per cycle

This course investigates factors that contribute to the weakening of democratic governments. It begins with a study of the failure of democratic governments in the 1920s and 1930s to understand the political, economic, and social factors that undermined democratic institutions and eroded trust in popular government and then looks toward current questions: Have changes in contemporary society led to a decline in the effectiveness and popularity of democratic governments? Is there an anti-democratic wave spreading around the world? Students choose among a group of countries where democracy has significantly decayed in the past decade for an in-depth analysis of the causes of that decline. The semester concludes with an assessment of the current strength of popular rule in well-established democracies such as the United States and Great Britain.

INTERDISCIPLINARY STUDIES AND INDEPENDENT RESEARCH

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

Eighth-grade students must complete one semester of Debate, Ethics in Action, or Public Speaking to satisfy the eighth-grade ISIR requirement. Under special circumstances, deans may grant a deferral allowing a student to satisfy this requirement in ninth grade.

SINGLE-DESIGNATION ELECTIVES

Public Speaking

M7300-1 | M7300-2

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

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

Debate**M7302-1 | M7302-2***Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

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

Ethics in Action**M7304-1 | M7304-2***Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

With a focus on collaboration, critical thinking, and empathy, students discuss, research, and create presentations based on real-world ethical dilemmas. The course introduces ethical principles, such as Kantian, consequentialism/utilitarianism, care ethics, and classical virtue ethics, and prepares teams of students to argue cases posed by the National High School Ethics Bowl as well as dilemmas from current events, literature, and media. Through presentations, scrimmages, group research, and learning games, students demonstrate skills central to citizenship: navigating challenging moral issues in a rigorous, systematic, and open-minded way.

Zero to One: An Introduction to Entrepreneurship**M7602-1 | M7602-2***Two identical semesters — Grades 8 and 9 — Meets 3 periods per cycle*

This course demystifies the world of entrepreneurship by exploring fundamental concepts and skills common to the entrepreneur. Students embark on a journey to understand how startups grow into businesses that work and what it takes to earn that first customer. Through case studies, practical exercises emphasizing design thinking, and interactive discussions, students develop the skills essential to entrepreneurship, such as ideation, prototyping, problem identification and solving, communication, and presentation. Students also cultivate important financial literacy skills in the context of entrepreneurship. Throughout the semester, students research the growth and development of their favorite for-profit and non-profit organizations and use those examples as a touchstone to contextualize their learning. The course culminates in a final presentation on the company of their choice.

Media for the Modern Age

M7220-1 | M7220-2

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

This course explores media literacy, the ethics of journalism, and the changing media landscape. It examines the responsibilities of journalists and the roles social and traditional media play in our lives. Students learn to evaluate the credibility of news stories and photographs, examine bias, and seek out a variety of reliable sources. Students are also encouraged to think critically about current events, engage with diverse perspectives, and consider how reporting can reinforce or combat bias and inequities. The course provides a foundation in responsible journalism and student press law and is a prerequisite for Introduction to HW Media.

Introduction to HW Media

M7225-1 | M7225-2

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

Students write, produce, and promote news, feature, sports, and opinion stories for all Harvard-Westlake media outlets. Students should expect to spend time in and out of class researching, reporting, photographing (still and/or video), producing, and promoting stories. They use studio- and field-recording equipment as well as a variety of design, editing, and content publication tools. Leadership skills are developed as students learn to meet deadlines and exercise sound journalism ethics.

Prerequisite: Media for the Modern Age, taken previously or concurrently.

Student Leadership

M7074-0

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

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

Ethnic Studies**M7630-1 | M7630-2***Two identical semesters — Grade 9 — Meets 3 periods per cycle*

This course puts at its center the voices of marginalized communities and provides a space for all students to see themselves reflected in the curriculum. Through historical documents, class discussions, and individual and group projects, students explore aspects of their identities; the intersection of social identities, history, and immigration; systems of power and oppression; and social justice movements. By studying the histories of race, ethnicity, nationality, gender, and culture, students cultivate respect, empathy, and solidarity to foster active social engagement and community building.

HW Media I**U7295-0***Full year — Grade 10 — Meets 3 blocks per cycle*

Students write, produce, and promote news, feature, sports, and opinion stories for all Harvard-Westlake media outlets. Working under the guidance of students in HW Media II and III (and supervision of teachers/advisors), students investigate topics relevant to the community and work together to develop and circulate daily print and digital media productions using audio, broadcast/streaming, and/or social media formats. They learn to defend, both orally and in writing, decisions regarding the message, medium, and style of their journalistic output and its legal and ethical soundness. Students analyze writing styles, perspectives, and values in professional media and their own work.

Prerequisite: A middle school journalism course or Introduction to HW Media.

Directed Study: The Aesthetics of Resistance**U7013-0***Full year — Grades 10, 11, and 12 — Meets twice per cycle*

This course approaches graphic design—a medium that can be studied and mastered, and which ultimately informs everything we think about—as a liberal art. Through the aesthetic lens, it explores the ways in which we navigate the world of politics, injustice, labor, race, gender, and inequity. Students examine moments when dissent moves from the margins of society to its very center; how, having begun as something mostly unorganized and unruly in real or virtual space, it suddenly erupts into the mainstream. Students examine the look of resistance through practical and theoretical exercises. They create projects using manual printing processes and Adobe® Photoshop® and Illustrator®. Students leave the class not only with knowledge of how the marginalized can use irony, subversion, and provocation to disrupt systems, but also with a firm grasp on historical and contemporary methods of printing, distribution, analog and digital dissemination, viral movements, and signs and symbols.

Directed Study: California Studies**U7029-0***Full year — Grades 10, 11, and 12 — Meets twice per cycle*

This seminar-style, discussion-based course traverses the cultural landscape and history of California from its admission to the Union in 1850 to present times. It focuses on the political and social aspects of the state, with an emphasis on gender and race. The texts, articles, videos, and other resources read/watched foster the discussions in which the classroom community engages. At least one field trip vital to enhancing the course experience is planned. Students complete both an independent research paper and a group presentation pertaining to an aspect of California culture approved by the instructor.

Directed Study: Linguistics and the Evolution of English**U7033-0***Full year — Grades 10, 11, and 12 — Meets twice per cycle*

This course introduces linguistics and its many subdisciplines through an in-depth study of the English language. Students first learn how linguists study and describe languages scientifically. They explore what language is and discuss how it is stored, processed, and produced by the brain. English works as a system, and by comparing it with other world languages, students discover what makes it unique. Next, language is examined as a marker of identity as students analyze the geographic and social diversity of English, look at its many dialects, and ask why people sometimes care so much about how they themselves—and often others—speak. Finally, students consider the origins of this linguistic system by surveying its history, examining literature from Beowulf to the present day, asking where English came from, and learning how linguists reconstruct stages of language that predate writing.

China Studies: Past, Present, Future**U7034-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

Through this course, students develop a foundation for understanding modern China politically, culturally, and socially. Analyzing traditions, such as saving face, “eating bitterness,” and filial piety, enables students to contextualize trends in China’s foreign policies, domestic development, and current affairs. Through primary sources and case studies, the foundations that have shaped modern China, including the legend of Mulan and Confucianism, are examined. Ethnic minorities in modern China, the art and literature of ancient China, the Wuxia genre, the Cultural Revolution, U.S.–China relations, and regional conflicts with Hong Kong and Taiwan are among the topics covered. Gaining appreciation for the differences between Chinese and Western cultures advances students’ understanding of identity. Student work includes group presentations, in-class discussions, conversations with guest speakers, and building a learning portfolio. No prior Chinese language study is required.

Middle East Studies**U7035-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

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

Latin America Studies**U7036-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

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

Black Diasporas: Shaping Modern America

U7037-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course captures the Black diaspora and its aesthetic across time, space, and imagination, looking forward before looking back. First semester, students analyze rich texts of Afrofuturism such as *Black Panther*; Takashi Okazaki's manga, *Afro Samurai*; the works of Octavia Butler; the music of Outkast; and the jazz compositions of Kamasi Washington before shifting focus to recent hip hop within the era of late-stage (or corporate) capitalism. Second semester, they examine the origins of hip hop, including how the genre was manifested and shaped during the post-World War II era and blended into the Great Migration of Southern Blacks as they moved to the North, Midwest, and West during the early- to late-twentieth century. This migration created “chocolate cities,” where communities with specific, regional aesthetics were forged and Black folk could live out their present lives and imagine a future for themselves and their nation. Students from all backgrounds are welcome to learn and apply visual and cultural literacy, critical thinking, and historical insights to better understand modern America and, potentially, reimagine its future.

Memory, Self, and Society

U7044-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Memories make people who they are, but why do people recall some experiences so vividly and forget others? How can memory be improved, and how is it sometimes manipulated for personal or political reasons? What role does memory play in this age of information overload? Students explore these questions while considering a range of perspectives from cultural studies, neuroscience, psychoanalysis, and psychology. They also examine depictions of recollection in literature, film, and popular culture. Throughout the year, students not only write about their experiences but also study and practice techniques to improve their memories.

Gender Studies: From Sappho to #MeToo

U7050-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course traces a history of women, sexuality, and gender from ancient to modern times. It focuses on feminism and gender issues from the twentieth century to the present and introduces key concepts in the study of sex and gender. The course is rooted in discussion and explores these concepts through a variety of media. Much of the content is driven by student interests and concerns. Students complete a research project presented in a form of their choice. They also prepare an independent project in lieu of a final examination.

Catalyzing Change: Entrepreneurial Thinking

U7053-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Students develop the entrepreneurial skills and mindset necessary to become effective agents for change within their communities. Exploring change agency through a diverse set of contexts, students hone skills related to ethnographic observation, insight synthesis, problem assessment, solution creation, market research, communication, and responsive design. Through case-based guided workshops and project-based coursework centered on their own initiatives, students gain hands-on experience solving problems and effecting change. Students who want to create sustainable change are encouraged to enroll.

Unconventional Leadership

U7075-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Directed Study: History and Philosophy of Artificial Life U7012-1 | U7012-2

Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle

This discussion-based seminar explores the boundaries of life and what it means to be human. How do humans distinguish themselves as different from machines? To consider what it means to have life or personhood, and how technologies have changed both, students explore several fields, including history, literature, media studies, philosophy, and science. Texts include primary literature written by philosophers and scientists starting with the Enlightenment and a few short stories from the Romantic era onward. Some television shows and films are viewed as well. Students acquire historical and philosophical context to explain why certain works, such as Mary Shelley's *Frankenstein*, are timeless and ethically meaningful. They may also suggest materials and serve as discussion facilitators.

The Ethics of Social Media

U7256-1 | U7256-2

Two identical semesters — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Can a fake tweet cause the stock market to crash or change the results of an election? What is a real image or fact, and does it matter? This course explores the ever-changing landscape of information, media, and technology and the roles they play in people's lives. Students learn to evaluate the credibility and format of information, examine bias, and identify and use reliable sources. The class studies the ethical dilemmas inherent in social media and current news cycles and evaluates issues such as logical fallacies, the function of algorithms in content curation, and the stratification of culture. Most work is done in class and involves longer-term small-group and individual projects related to current events.

Myth and Its Meaning in the Ancient and Modern World

U7007-1

First semester — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Directed Study: The Election

U7014-1

First semester — Grades 10, 11, and 12 — Meets twice per cycle

This Kutler Center seminar provides an interdisciplinary approach to tracking and providing context for the 20204 presidential election and will only be offered this school year. Informational content on the who, what, and how of the election complements contextual analysis of the process and outcome. While focused especially on media—both traditional and new technologies—and its role and impact, cultural, sociological, and economic influences and effects are also considered. An array of materials from multiple sources, along with guest speakers, provides ideas for students to explore and from which to create their own takeaways.

Classical Athenian Society and Its Modern Influence

U7004-2

Second semester — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Directed Study: Public Education in America—Ideal to Reality

U7017-2

Second semester — Grades 10, 11, and 12 — Meets twice per cycle

In 1837, Horace Mann became the first secretary of the newly created Massachusetts Board of Education. Mann believed that a nonsectarian “common school” system, in which every student had the opportunity to be educated at local taxpayer expense, was key to the success of democracy. His ideas became the basis for the country’s public school system. Since then, the public system has struggled to educate all children equally. How do class, race, geography, and politics factor into the kind of education that children receive? This course examines issues surrounding public school systems in the United States, such as funding, segregation, the charter school movement, teachers’ unions, and various government efforts that have attempted to improve the nation’s schools.

Directed Study: Beyond Code—Artificial Intelligence, Ethics, and Society

U7041-2

Second semester — Grades 10, 11, and 12 — Meets twice per cycle

This course explores the intersection of technology, ethics, and society in an age of artificial intelligence (AI). Because coding is not required, the course is open to all students regardless of their experience with computer programming. Students examine the complex ethical challenges and societal implications that arise from rapid advancements in AI technologies. Through a colloquium-style format that incorporates speakers from Harvard-Westlake faculty, the industry, and academia, students develop knowledge and insight to navigate the future landscape of AI and shape a world in which technology serves humanity responsibly and ethically.

HW Media II**U7296-0***Full year — Grade 11 — Meets 3 blocks per cycle*

Students write, produce, and promote news, feature, sports, and opinion stories for all Harvard-Westlake media outlets. Students serve in a leadership role as part of a peer-editing and production team for one or more student media products. Options range from serving as a section or managing editor to business manager or as an editor-in-chief over a full staff. Students work to create a sense of community, foster the development of good journalistic principles, help each other and their peers in the selection of story ideas, conduct primary research, and serve as writing coaches.

Prerequisite: HW Media I.

Directed Study: Venture Beyond**U7002-0***Full year, repeatable — Grades 11 and 12 — Meets twice per cycle*

This course focuses on disrupting the patterns and routines that shape traditional notions of success at Harvard-Westlake and creates space for students to authentically explore their “why.” Students cultivate ideas and projects that are important to them and are aided by mentors from the school’s alumni community. While students encounter tough choices, challenges, and the failures that often come with entrepreneurial efforts, they also cultivate a stronger sense of meaning, purpose, happiness, and wisdom. Enrollment priority is given to those continuing project work from Catalyzing Change: Entrepreneurial Thinking.

The Science of Psychology**U7021-0***Full year — Grades 11 and 12 — Meets 3 blocks per cycle*

This course offers a comprehensive overview of the major topics in psychology: developmental principles, physiological psychology, learning and memory, personality development, emotion and cognition, abnormal psychology, and social psychology. It introduces students to the wide scope of psychological science; it is not a preparation course for the AP exam. A capstone project is the focus of the final month.

Directed Study: Race, Identity, and the Law

U7027-0

Full year — Grades 11 and 12 — Meets twice per cycle

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

Cinema Studies I

U7058-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Designed for film appreciation, criticism, and analysis, this course teaches students the art of “reading” film. Students are taken step-by-step through the vocabulary of film with the goal of gaining a command of “the grammar of film” and an understanding of how films tell their stories. *Bonnie and Clyde* is used as a benchmark to look at the movements and directors preceding and following that seminal film, including, among others, film noir, the French New Wave (particularly François Truffaut and Jean-Luc Godard), Peter Bogdanovich, and Alfonso Cuarón. More than one-hundred films are viewed, several of them in their entirety. Films highlighted include *A Clockwork Orange*, *Battleship Potemkin*, *Casablanca*, *Citizen Kane*, David Lean's *Oliver Twist*, *The 400 Blows*, *The Birth of a Nation*, *There Will Be Blood*, and *Y tu mamá también*. Directors studied in-depth include Lean and Stanley Kubrick. Over the course of the year, students prepare two term projects and review four films. The first project's topic is “The Language of Film.” Students choose their topic for the second project. Several tests and a midyear examination are also given.

Criminal Law: Current Events and Public Advocacy U7025-1 | U7025-2

Two identical semesters — Grades 11 and 12 — Meets 3 blocks per cycle

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

Business: A Metacognitive Approach

U7005-0

Full year — Grade 12 — Meets 3 blocks per cycle

In this course, students extract core concepts from their other studies and employ them to discover the forces that drive careers, commerce, and human economic behavior. Working in small teams, they tackle problems and scenarios that introduce them to economics, finance, insurance, accounting, negotiation, social equity, strategy, and entrepreneurship. Through this shared guided experience, they gain a deeper understanding of prior learning and develop a metacognitive mindset, one that will serve them well in college and beyond. Even more importantly, team and class collaborations provide a hands-on laboratory for wrestling with teamwork, management, and leadership skills. Visiting alumni “sages” reinforce the character issues that emerge, from initiative and courage to ethics and a service mentality. Along the way, students are challenged to consider their life paths, learning more about the diversity of opportunities ahead and thinking about what “success” means to them.

Cinema Studies II**U7059-0***Full year — Grade 12 — Meets 3 blocks per cycle*

This course evaluates the cultural significance and artistic merits of international cinemas as well as current trends in American films. In the first semester, students analyze the influence of Hollywood and how countries develop a national voice by examining the French New Wave; Japanese cinema and the films of Akira Kurosawa and Yasujiro Ozu; Mexican cinema and the films of Alfonso Cuarón, Alejandro González Iñárritu, and Guillermo del Toro; and Indian cinema, including Bengali and Bollywood movies. They also study pan-European films responding to the Holocaust and World War II. In the second semester, students investigate ongoing trends in contemporary American cinema from the last ten years. Students view movies in class, write responses, and participate in class conversations.

Prerequisite: Cinema Studies I.

HW Media III**U7297-0***Full year — Grade 12 — Meets 3 blocks per cycle*

Students write, produce, and promote news, feature, sports, and opinion stories for all Harvard-Westlake media outlets. Students serve in a leadership role in charge of a peer-editing and production team for one or more student media products. Options range from serving as a section or managing editor to business manager or as an editor-in-chief over a full staff. Students work to create a sense of community, foster the development of good journalistic principles, help each other and their peers in the selection of story ideas, conduct primary research, and serve as writing coaches. They demonstrate mastery of all media reporting and writing principles as well as print, digital, and mobile package planning and execution.

Prerequisite: HW Media II.

DUAL-DESIGNATION ELECTIVES

Descriptions for the following courses can be found in the department section under which each is listed.

English

Directed Study: Slam! Spoken-Word Poetry^{KC} U2640-0

Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle

Shakespeare and Our World^{KC} U2635-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Shakespeare and Our World^{KC} U2630-1 | U2630-2

Two repeatable semesters — Grades 10, 11, and 12 — Meets 3 blocks per cycle

History and Social Studies

Honors Art History^{KC} U6490-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Honors Urban and Ethnic Studies^{KC} U6526-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Performing Arts

Directed Study: American Playwrights^{KC} U1055-2

Second semester, repeatable — Grades 11 and 12 — Meets twice per cycle

Science

Natural Disasters: Science and Social Impact^{KC} U5705-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Directed Study: Bioethics^{KC} U5820-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

Visual Arts

Graphic Design through the Medium of Merch^{KC}

U0630-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

World Languages

Honors Latin Literature^{KC}

U3376-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Post-AP Spanish Seminar^{KC}

U3583-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

SENIOR INDEPENDENT STUDY

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

An independent study may be on any topic not wholly unrelated to subject matter taught in courses or activities at the school and may involve any of a wide range of learning activities, but it must have, at a minimum, the following attributes:

- It must involve a substantial intellectual effort by the student.
- It must be judged by the student and faculty advisor as central to the student's intellectual development.
- It must result in a product that can be clearly specified by the student in advance and subsequently evaluated by the faculty member supervising the project.
- It must involve a clearly reasoned set of learning activities or steps that can be monitored as the project unfolds.
- It must culminate in time to be graded by the supervising faculty member before the end of the relevant semester.

LIBRARY AND INFORMATION LITERACY

The Library and Information Literacy department fosters the personal and academic resourcefulness students need to succeed at Harvard-Westlake and beyond. Through classroom teaching and one-on-one instruction, students learn how to acquire, analyze, organize, and use information in current contexts. With print and digital collections that support the curriculum across all departments, librarians teach formal research skills as well as skills needed for self-directed reading and inquiry. The librarians work collaboratively with academic departments to ensure that the skills taught are relevant and reinforced across grade levels.

All students must take Knowledge Integration and Tools for Success in the seventh grade.

Knowledge Integration and Tools for Success

M7900-0

Full year — Grade 7 — Meets 3 periods per cycle

This course develops students' research abilities, media literacy, and self-management skills. Students explore learning outcomes focused on inquiry, technology, and personal development while they demonstrate curiosity and practice skills to succeed at Harvard-Westlake, college, and beyond. Through problem solving, critical thinking, and research into real-world topics, students learn how to self-manage, relate to others, and learn effectively; acquire, organize, and store information; evaluate legitimacy and usefulness of sources; practice ethical digital citizenship; and responsibly take part in the ongoing conversation that is research.

MATHEMATICS

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

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

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

Placement tests are given to students new to Harvard-Westlake to determine the courses for which they qualify to enroll. Students may not replace a core course in the mathematics sequence with a course taken over the summer or elsewhere unless the student is a rising tenth grader who has not yet taken Geometry.

The upper school mathematics curriculum consists of three tracks: regular, advanced, and honors. Students who earn an A year-end grade in their regular- or advanced-track course are eligible to move to the advanced or honors track after completing a mandatory Harvard-Westlake summer school course or a packet of independent work provided by the Mathematics department and passing a placement test. The final determination regarding advancement is made by the department head. This decision is final and not subject to appeal.

Upper school students in the advanced and honors tracks must earn a grade of B or higher in their current course to remain in those tracks. Students not meeting this requirement must change tracks or complete a mandatory Harvard-Westlake summer school course and pass the assessment examination.

To see a visual representation of the sequence of Mathematics courses, visit the Mathematics department website and click on the link to the Math Courses Flowchart.

All students must complete a full year of study in Mathematics each year through eleventh grade and are strongly encouraged to continue through the senior year. Students are advised by their current teacher as to the best program of study.

MATHEMATICS

Prealgebra

M4000-0

Full year — Grade 7 — Meets 5 periods per cycle

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

Algebra I: Grade 7

M4100-0

Full year — Grade 7 — Meets 5 periods per cycle

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

Prerequisite: Placement test.

Algebra I

M4110-0

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

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

Prerequisite: Prealgebra and permission of current instructor.

Advanced Algebra I**M4120-0***Full year — Grades 8 and 9 — Meets 5 periods per cycle*

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

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

Advanced Algebra II**M4125-0***Full year — Grades 8 and 9 — Meets 5 periods per cycle***Advanced Algebra II****U4425-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

This course reinforces and extends Algebra I concepts, including linear and quadratic equations, radicals, exponents, and rational expressions. The emphasis, however, moves from mechanics to analysis and focuses on functions, graphing, and applications. New concepts introduced include complex numbers, generalized polynomial functions, exponential and logarithmic functions, and, briefly, unit circle trigonometry. Graphing calculators are used to reinforce students' understanding of both new and formerly introduced concepts.

Prerequisite: Grade 8—Algebra I: Grade 7 and permission of current instructor; Grades 10–12— B in Advanced Geometry.

Honors Algebra II**M4140-0***Full year — Grades 8 and 9 — Meets 5 periods per cycle***Honors Algebra II****U4430-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

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

Prerequisite: Grade 8—Algebra I: Grade 7 and permission of current instructor; Grades 10–12—B in Honors Geometry.

Advanced Geometry

M4210-0

Full year — Grade 9 — Meets 5 periods per cycle

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

Prerequisite: Permission of current instructor.

Honors Geometry

M4220-0

Full year — Grade 9 — Meets 5 periods per cycle

This course provides a study of Euclidean geometry and an introduction to transformational, coordinate, and three-dimensional geometries. It covers the same topics as Advanced Geometry but is more fast-paced and challenges students to interpret complex written problems and write well-supported solutions to those problems and rigorous proofs.

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

Geometry

M4200-0

Full year — Grade 9 — Meets 5 periods per cycle

Geometry

U4400-0

Full year — Grade 10 — Meets 3 blocks per cycle

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

Prerequisite: Permission of current instructor.

Honors Precalculus**M4300-0***Full year — Grade 9 — Meets 5 periods per cycle***Honors Precalculus****U4450-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

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

Prerequisite: B in both Honors Algebra II and Honors Geometry.

Algebra II**U4420-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

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

Prerequisite: Algebra I, Advanced Algebra I, Geometry, or Advanced Geometry.

Precalculus**U4500-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

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

Prerequisite: Algebra II or higher.

Advanced Precalculus

U4510-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Honors Algebra II or B in Advanced Algebra II.

Calculus and Statistics

U4605-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Precalculus or Advanced Precalculus.

AP Calculus AB

U4620-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: B in Advanced Precalculus.

Corequisite: AP Calculus AB examination.

AP Calculus BC

U4530-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: B in Honors Precalculus.

Corequisite: AP Calculus BC examination.

AP Calculus C

U4621-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: B in AP Calculus AB.

Corequisite: AP Calculus BC examination.

Linear Algebra

U4650-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course is for students who have demonstrated ability and interest in studying mathematics beyond the level of calculus. Topics include set theory, vector spaces, basis and dimension, matrix arithmetic, eigenvalues and vectors, and diagonalization. Jordan canonical form, graph theory, and Markov processes may also be covered. The focus is on exposing students to a foundational branch of mathematics while developing their ability to think and communicate mathematical ideas at the advanced level. Students learn to write proofs and are expected to become familiar with LaTeX, an industry-standard document-preparation system for high-quality typesetting. The majority of class time is spent in discussion and working with peers and the instructor.

Prerequisite: B in AP Calculus BC or AP Calculus C.

Multivariable Calculus

U4540-0

Full year — Grade 12 — Meets 3 blocks per cycle

This course offers an in-depth study of the techniques and applications of calculus in higher dimensions. It covers in detail all of the topics traditionally covered in a college-level calculus course: differentiation of vector-valued functions, optimization, integration on manifolds, Stokes' theorem, and the divergence theorem. Knowledge of these topics is necessary for students who plan on majoring in mathematics, physics, engineering, economics, statistics, or computer science.
Prerequisite: B in AP Calculus BC or AP Calculus C.

AP Statistics

U4610-0

Full year — Grade 12 — Meets 3 blocks per cycle

This course prepares students to master the theory and practice of four broad themes in statistics: describing data (exploratory data analysis), collecting data (sampling, experimental design, sampling design), understanding random behavior (constructing simulations, probability), and making conclusions from data (inference). Students collaboratively analyze case studies, design and implement statistical experiments, and learn to identify the necessary conditions and mechanics for hypothesis testing. They also gain proficiency with statistical software.
Prerequisite: Advanced Precalculus, Calculus and Statistics, or A in Precalculus.
Corequisite: AP Statistics examination.

COMPUTER SCIENCE

Introduction to Programming I

M7100-1 | M7100-2

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

This course introduces students to programming fundamentals in Python. Topics include input/output, variables, conditionals, and loops. Students gain experience designing solutions, testing them, and troubleshooting errors. A primary goal is for students to develop a foundation they can apply to the study of any programming language. Programming involves mathematical and logical reasoning; therefore, successful completion of, or concurrent enrollment in, Advanced Algebra I or higher is recommended.

Introduction to Programming II

M7110-1 | M7110-2

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

This course introduces students to more programming fundamentals in Python. Topics include top-down design, functions/methods, objects, classes, and inheritance. Students gain experience designing solutions, testing them, and troubleshooting errors. A primary goal is for students to develop a foundation they can apply to the study of any programming language. Programming involves mathematical and logical reasoning; therefore, successful completion of Advanced Algebra I or higher is recommended.

Prerequisite: Introduction to Programming I.

Introduction to Computer Science

U4754-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course designed for students new to programming introduces the basics of computer science through a project-based approach. Among the concepts students initially explore are loops, classes, and data structures. This is followed by an investigation into the object-oriented programming paradigm.

Advanced Computer Science

U4704-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course introduces the fundamentals of computer science. Students learn the guiding principles of object-oriented software design and programming in Java. They apply concepts such as abstraction, encapsulation, inheritance, and arrays to solve problems. Topics include algorithm design, writing classes, programming principles, class hierarchy, inheritance, and interfaces. Material is introduced in presentations that are reinforced through homework. Students are assigned laboratory exercises to develop their ability to create solutions to problems in realistic situations. While there is no prerequisite, a solid foundation in mathematical reasoning and prior programming experience are recommended, and priority is given to students who have taken Introduction to Programming I and II or Introduction to Computer Science.

Honors Design and Data Structures

U4715-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

Prerequisite: AP Computer Science A or Advanced Computer Science.

Honors Topics in Computer Science

U4720-0

Full year — Grade 12 — Meets 3 blocks per cycle

This course extends students' knowledge of computer science and advanced topics such as decentralized programming, cryptocurrency, design of and ethics in artificial intelligence, and web development. Creating practical applications allows students to develop the skills and discipline necessary to program for industry. Coding in teams in Solidity, JavaScript, Assembly, and Python, they are given the opportunity to realize their potential and become technical directors of large projects. Students are evaluated on their design, technical communication, and coding mechanics and utility. Topics may change depending on the interests of the class and advances in computer science.

Prerequisite: Honors Design and Data Structures.

ECONOMICS

Economics

U4675-0

Full year — Grade 12 — Meets 3 blocks per cycle

This course emphasizes the philosophy, development, and operation of market-based economic systems and their impact on individuals and society. Students learn about inflation, unemployment, and national output. They explore government options to address contemporary economic problems through fiscal and monetary policy. Through simulations and project-based learning, students learn how markets operate to allocate scarce resources to meet the unlimited needs and wants of society. The course also demonstrates how economic forces affect our lives and introduces students to financial decision making, including budgeting, banking, saving, and investing. Lastly, students analyze issues of international trade and explain how the U.S. economy affects—and is affected by—economic forces beyond its borders. Course grades are determined by contributions to group projects, class participation, research papers, and traditional assessments.

Honors Economics

U4681-0

Full year — Grade 12 — Meets 3 blocks per cycle

This course introduces students to the principles of micro- and macroeconomics. Emphasis is placed on mathematical modeling and quantitative analysis. The microeconomic portion of the course focuses on the pervasive problem of scarcity and how individual choices, incentives, and systems of prices affect the allocation of limited resources among competing uses. This includes an analysis of the effect of competition, cartels, monopolies, and government regulation on resource allocation and human welfare. The macroeconomic portion of this course is an introductory study of the domestic and international factors affecting national income, inflation, and unemployment. Among these factors, the role of money and government taxation and expenditure policy are emphasized. Although this course covers the AP Microeconomics and AP Macroeconomics syllabi, it does not specifically focus on preparing students for those examinations. Students planning to take the AP examinations will need to prepare for them independently, and review materials will be made available to them. Concurrent enrollment in Calculus and Statistics or an AP Calculus course is encouraged.

Prerequisite: Honors Precalculus, Advanced Precalculus, or A in Precalculus.

SCIENCE

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

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

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

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

INTEGRATED SCIENCE

Integrated Science I

M5000-0

Full year — Grade 7 — Meets 5 periods per cycle

This laboratory course introduces physical and Earth science concepts through independent and collaborative work. During experiments and other activities, students learn to gather data, interpret results, apply mathematical and computational skills, construct arguments from evidence, and communicate findings. Students spend time learning about natural phenomena, solving problems, performing hands-on laboratory work, and participating in small- and large-group discussions. The course helps students develop scientific and critical thinking and provides a foundational skill set for further scientific study.

Integrated Science II

M5100-0

Full year — Grade 8 — Meets 5 periods per cycle

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

BIOLOGY

Biology

M5200-0

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

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

Honors Biology

M5210-0

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

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

Prerequisite: Placement test.

Directed Study: Bioethics^{KC}**U5820-0***Full year — Grades 10, 11, and 12 — Meets twice per cycle*

Should humans be cloned? How are medical trials on humans regulated? Who owns the intellectual property of biological molecules? Should research investigating the biology behind sexual orientation be funded? Who should have access to genetic information? These are just a few of the questions that society grapples with as medicine and biotechnology advance. This course explores moral issues from philosophical and policy standpoints. Students investigate the science behind the phenomena and use case studies to understand the perspectives and interests involved. With each case, students also research how current policies, procedures, and laws respond to and regulate each scenario.

Human Anatomy and Physiology**U5420-0***Full year — Grades 11 and 12 — Meets 3 blocks per cycle*

This advanced course in biology connects the anatomy (structure) to the physiology (function) of the human body. The year begins with an introduction to the main organ systems of human biology (circulatory, respiratory, digestive, endocrine, etc.). Students investigate the organs and tissues involved in these systems through dissections and by viewing videos of surgeries. Interactive models and articles from scientific journals are used to reveal the functions of those structures. Second semester, students engage in an extensive research project. They explore experimental techniques used to study physiology and the history and ethics of human research. The project continues with students applying the techniques researched, when applicable, to collect and analyze data sets and concludes by researching a physiological disorder and the treatments for that disorder.

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

Genetics and Biotechnology

U5422-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

This course introduces fundamental techniques of biotechnology; it examines how these techniques have revolutionized our understanding of genetics, medicine, and human evolution, and it considers selected ethical and societal issues stirred by this revolution in biology. In the first semester, students learn how scientists discovered that DNA controls heredity and address the issues of scientific priority, competition, and genetic variation. Students perform experiments using some of the basic techniques of biotechnology (bacterial transformation, genetic recombination, the polymerase chain reaction, protein purification, and RNA interference) on different model organisms and examine how these techniques are used in connection with protein and DNA sequencing, microarrays, and bioinformatics. In the second semester, students learn how to identify genes and apply that knowledge to raw sequencing data. Students then focus on how disease-related genes are discovered and investigate associated issues, such as cloning, stem-cell research, and the CRISPR/Cas9 system. They study how genomics has provided a new perspective on evolutionary processes and relationships within and among species.

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

Research in Molecular Genetics

U5432-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Working with the Seung Kim Laboratory at the Stanford University School of Medicine, this course provides students who have a strong interest in cutting-edge science the opportunity to develop into contributing members of a research laboratory. Employing transposon biology and other techniques used by molecular biologists and geneticists, students create their own transgenic fruit flies, which are sent to a fly data bank for use in professional laboratories that do tissue-specific genetic manipulation. During the fall, students spend much of their time building stable stocks and doing five selective-mating crosses. In the spring, they use a variety of molecular techniques to characterize their fly lines. Students confirm their findings through larval dissection and fluorescent microscopy. The project culminates with students sharing their findings through a poster presentation with peer schools at a symposium hosted at Stanford. In addition to completing original research, students sharpen their communication skills and ability to read and process scientific literature.

Honors Molecular and Cellular Biology

U5435-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Chemical basis of biological structure and function, experimental design, data analysis, and evolutionary change are major themes reinforced throughout the year. Subject areas include macromolecules, enzyme regulation, cell structure and function, energy transformation (cell respiration, photosynthesis), cell communication, cell reproduction (DNA structure/function, mitosis), protein synthesis, gene regulation, and biotechnology. Inquiry-based lessons and interactive lectures present topics at a level similar to a first-year course for a college biology major. Assessments measure students' general knowledge in the subject, as well as their ability to apply biological concepts to the explanation of real-world phenomena, analyze and evaluate evidence presented in data tables and graphs, and solve quantitative and qualitative problems. In the laboratory, students define biological questions, formulate hypotheses to answer those questions, design experiments that quantitatively test their hypotheses, and analyze collected data using statistical methods. In this course, students practice reasoning and compositional skills that strengthen their oral and written arguments.

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

Honors Evolution and Ecology

U5440-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Evolution and its impact on biological systems, experimental design, and data analysis are major themes reinforced throughout the year. Subject areas include heredity (meiosis and Mendelian genetics), mechanisms of evolutionary change, population genetics, speciation, classification and biodiversity, ecology, and human impact on the biosphere. Inquiry-based lessons and interactive lectures present topics at a level similar to a first-year course for a college biology major. Assessments measure students' general knowledge in the subject, as well as their ability to apply biological concepts to the explanation of real-world phenomena, analyze and evaluate evidence presented in data tables and graphs, and solve quantitative and qualitative problems. In the laboratory, students define biological questions, formulate hypotheses to answer those questions, design experiments that quantitatively test their hypotheses, and analyze collected data using statistical methods. Throughout the course, students practice the reasoning and compositional skills that strengthen their written and oral arguments.

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

CHEMISTRY

Honors Chemistry

U5510-0

Full year — Grade 10 — Meets 3 blocks per cycle

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

Prerequisite: B in Honors Biology or A- in Biology and, taken in ninth grade, B in Honors Geometry, Honors Algebra, or Honors Precalculus or A- in Advanced Geometry or Advanced Algebra II or placement test.

Chemistry

U5500-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course includes lecture, discussion, and integrated laboratory experiments designed to introduce students to the nature of matter. The major topics presented are nomenclature, chemical reactions, stoichiometry, atomic structure, periodicity, bonding, molecular geometry, phases of matter, equilibrium, thermodynamics, and acid–base chemistry. The course presents abstract concepts and emphasizes quantitative problem-solving skills. Analytical thinking, more than memorization, is the key to success in the course.

Organic Chemistry

U5520-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

This course introduces students to the structure and reactivity of carbon-containing compounds. Topics include basic nomenclature, spectroscopy, stereochemistry, functional groups and their transformations, electronic structure, reaction mechanisms, and synthesis. An advanced mathematics background is not required, but students who enroll should be comfortable with topics from regular chemistry, such as periodic trends, Lewis dot structures, valence shell electron pair repulsion (VSEPR) theory, intermolecular forces, and polarity. Students taking this class will relate organic chemistry to real-world applications in a diverse set of fields, including biology, biochemistry, biomedical engineering, materials chemistry, forensics, genetics, environmental science, polymer chemistry, medicine, and pharmacology.

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

AP Chemistry

U5530-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

Prerequisite: A in Honors Chemistry and permission of current instructor.

EARTH AND SPACE SCIENCES

Natural Disasters: Science and Social Impact^{KC}

U5705-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Every region on Earth experiences the effects of natural hazards. This laboratory course discusses how science impacts society's understanding of and responses to the natural world and aims to give students a foundation for critically evaluating future approaches to managing hazards from technical, personal, and societal points of view. During the first half of each unit, students focus on the scientific understanding of natural processes that cause natural disasters, such as earthquakes, volcanic eruptions, tornadoes, hurricanes, and floods. In the second half, students examine how society evaluates and confronts the dangers posed by these natural processes from political, social, and ethical perspectives. Students study technological advances that allow a large population to monitor, predict, and warn society about natural hazards and impending disasters. Case studies of recent and past natural disasters are discussed, focusing on both the geological and meteorological context of the hazard and its impact on individuals, society, and the environment.

Honors Geology

U5710-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Designed to appeal to a wide range of scientific backgrounds and interests, this laboratory course enables students to develop an understanding of the principles of physical geology, which includes the study of earth materials, structural geology, volcanism, earthquakes, and plate tectonics. The knowledge acquired provides perspective for how other science disciplines are impacted by, and rely upon, natural resources. During the required three-day field trip to Death Valley National Park, students gain an appreciation that comes from first-hand field study experiences. Students who take this course are eligible to receive college credit from University of California system schools.

Prerequisite: Honors Chemistry, B in Chemistry, or B in any full-year science course taken in eleventh grade.

Astronomy

U5650-1 | U5650-2

Two identical semesters — Grades 11 and 12 — Meets 3 blocks per cycle

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

MULTIDISCIPLINARY SCIENCES

Introduction to Robotics

M7148-1 | M7148-2

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

This interdisciplinary elective introduces students to the engineering design process while building and programming robots with the VEX EDR system. Robots are programmed in VEXcode beginning with drop-and-drag Scratch and advancing to text-based coding in Python and C++. Students develop problem-solving, real-world engineering, computer science, and iterative-design skills through hands-on building projects. Students who join the middle school's robotics team are not required to take this course; conversely, students can take the course without joining the team.

Robotics Engineering and Design

M7149-1 | M7149-2

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

This interdisciplinary elective is designed for students interested in solving real-world challenges through the engineering design process. Students learn the basics of computer animated design, engineering electrical circuits, and creating custom parts through additive and subtractive manufacturing techniques. Students who plan to compete on the middle school's VEX robotics team and/or are interested in participating in the upper school's First Robotics Competition are strong candidates for this class.

Prerequisite: Introduction to Robotics and permission of current instructor.

Directed Study: Environmental Service

at Harvard-Westlake

U5815-1 | U5815-2

Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle

Students learn about environmental efforts on campus and their importance to climate change, biodiversity loss, environmental justice, and more. Weekly mini-lessons provide a guide, after which students conduct an investigation that explores the application of the lesson. The investigation may take the form of either laboratory-style inquiry or self-guided research. Class time is also spent engaged in active service. This action component includes paper and battery recycling, tending to native plant gardens, cultivating hydroponic and traditional soil-garden produce, and composting. Additional ways in which the school can become more sustainable are explored—for example, by reducing beef, snacks containing palm oil, and packaging in the cafeteria; using solar panels on roofs; and installing water catchments systems. Students are assessed on slide-show presentations and articles written for the environmental newsletter in which they share the results of their investigations, demonstrate their understanding of classroom lessons, and report on their actions around campus.

Principles of Engineering

U5685-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

Prerequisite: Chemistry or Honors Chemistry.

AP Environmental Science

U5730-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

Prerequisite: Honors Chemistry, B in Chemistry, or B in any full-year science course taken in eleventh grade.

Oceanography and Marine Biology

U5750-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

PHYSICS

Physics I

U5600-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

This course provides an introduction to physics through the study of mechanics, fluids, waves, and sound. It covers the same topics as Honors Physics I, but with less emphasis on mathematical problem solving and more on real-world application of physical principles. Students can expect regular hands-on laboratory experiences with less rigorous analysis than Honors Physics I. The course is for students who possess an interest in physics, basic algebra skills, and a willingness to think abstractly.

Prerequisite: Advanced Algebra II or higher.

Honors Physics I

U5610-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

This course introduces the study of mechanics, fluids, waves, and sound. Conceptual understanding and qualitative explanations are emphasized, along with more traditional numerical problem solving. Students take part in extensive laboratory work and focus on experimental design and written analysis of results. The curriculum provides more in-depth study and complex problem solving than Physics I as well as more rigorous laboratory analysis. The course serves as a good background for those who wish to continue in science or engineering. It offers an accelerated noncalculus mathematical treatment of physics.

Prerequisite: B in Honors Chemistry or Honors Algebra II or A- in Chemistry or Advanced Algebra II and permission of current instructor.

Corequisite: Advanced Precalculus or higher.

AP Physics C: Mechanics

U5640-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

AP Physics C: Electricity and Magnetism

U5644-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Taken together, these two courses constitute the equivalent of a full year of university physics for science and engineering students. Mechanics includes the study of vectors, motion, dynamics, work and energy, momentum, rotational motion and dynamics, oscillations, and gravitation, and Electricity and Magnetism (E&M) covers charge, electric field and potential, capacitance, resistance, inductance, circuits, the magnetic field, electromagnetic oscillations, Maxwell's equations, and electromagnetic waves. These courses focus on advanced problem solving and require a high degree of mathematical competence. Test and quiz problems are designed to evaluate a student's awareness of the fundamental principles. Accordingly, they often differ significantly from the problems found in homework assignments. Students may enroll in just Mechanics or both Mechanics and E&M concurrently; only students who have completed Honors Physics I may enroll in just E&M.

Prerequisite: AP Calculus BC or concurrent enrollment in AP Calculus C. For Electricity and Magnetism, AP Physics C: Mechanics (taken previously or concurrently) or Honors Physics I is also required.

Directed Study: Topics in Modern Physics**U5814-0***Full year — Grades 11 and 12 — Meets twice per cycle*

This course is for independently motivated physics students who wish to learn about topics beyond those covered in the AP Physics C courses. With some flexibility based on student interest, these may include fluid mechanics, thermodynamics, waves, quantum theory, special and general relativity, nuclear physics, and cosmology. Classes are discussion-based and active participation is expected. Assessments consist primarily of student presentations at the end of each unit.

Prerequisite: AP Physics C: Mechanics (taken previously or concurrently).

Honors Physics II**U5611-0***Full year — Grade 12 — Meets 3 blocks per cycle*

This algebra-based, accelerated introductory physics course explores topics including rotational motion, electrostatics, electrical circuits and capacitors, electromagnetism, geometric and wave optics, and an introduction to quantum physics. Treatment of these topics requires laboratory work, sophisticated problem solving, and substantial conceptual understanding. Experimental design and qualitative explanations are also emphasized. This course provides a good background for those wishing to continue in science or engineering after graduation.

Prerequisite: Honors Physics I or A- in Physics I.

WORLD LANGUAGES

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

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

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

Students must complete the study of one language through level III (strongly recommended) or two languages both through level II to satisfy the Harvard-Westlake School diploma requirement for World Languages study. A language waiver may be granted to students who have educational testing that reveals a specific language-based learning difference and have a demonstrated difficulty in second-language acquisition. Students or families that have testing that they believe may qualify a student for this waiver should contact the school's learning resource specialist who will determine whether a waiver is warranted.

CLASSICAL LANGUAGES

Latin

Latin IA

M3300-0

Full year — Grade 7 — Meets 5 periods per cycle

This course introduces students to Latin. Working with both original material created for the course and adapted ancient and post-classical resources, including texts, videos, and audio recordings, Latin syntax is practiced. Knowledge of foundational vocabulary and idioms is developed through extensive reading and spoken exercises. Roman culture is addressed through projects on ancient geography, mythology, and daily life.

Latin IB

M3305-0

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

A continuation of Latin IA, students develop their reading, writing, and speaking skills with longer, more complex sentences. Vocabulary acquisition and reading comprehension are emphasized through texts focused on the mythology and history of the ancient world. Students further explore Roman culture and its legacy with projects on ancient religion and other topics of their choosing.

Prerequisite: Latin IA or placement test.

Latin II

M3320-0

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

Latin II

U3355-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Through extensive reading and Latin composition exercises, students improve their analytical skills and develop mastery of Latin syntax. Vocabulary is expanded with emphasis on derivational morphology. Students delve deeper into their exploration of Latin grammar, transitioning from adapted texts to authentic source materials. Cultural projects cover Roman politics and literature, preparing students to read the texts assigned in more advanced courses.

Prerequisite: Latin IB or Latin I.

Latin I**M3310-0***Full year — Grade 9 — Meets 5 periods per cycle*

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

Advanced Latin III**M3331-0***Full year — Grade 9 — Meets 5 periods per cycle*

Students learn to read and translate literary prose and poetry, building on the grammatical foundation laid by previous Latin courses. Latin texts are read, translated, and analyzed. Curriculum is adjusted yearly to best accommodate the proficiency of the students and aims to practice skills necessary for enrollment in AP Latin, such as contextualization and textual analysis. Classical civilization is explored throughout the course, including key moments in Roman history, classical mythology, and the cultural legacy of the Romans beyond the ancient world.

Prerequisite: Latin II.

Latin III**U3360-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

Students learn to read and translate literary prose and poetry, building on the grammatical foundation laid by previous Latin courses. Original Latin texts are read, translated, and analyzed. Students expand their vocabularies, develop textual analysis skills, and continue to learn the grammar needed to engage with ancient texts. Classical civilization is explored throughout the course, including key moments in Roman history, classical mythology, and the cultural legacy of the Romans beyond the ancient world.

Prerequisite: Latin II.

Honors Latin III

U3363-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

During the first semester, this course reviews vocabulary, grammar, and syntax presented in previous Latin courses using a literary-based approach to sharpen reading skills and the analysis of literary prose. Throughout the year, students explore additional grammatical features to engage with Latin prose and poetry. Original texts, including Vergil's *Aeneid*, poems by Catullus, and other materials, are examined. This course proceeds at a faster pace, covers increasingly complex topics, and demands more reading of Latin texts than does the Latin III course. Students must do more work on their own and with less help from the instructor. Written quizzes on both previously seen and sight material and tests compose more of the grade in Honors Latin III than in Latin III.

Prerequisite: A- in Latin II and permission of current instructor.

Latin IV

U3365-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Latin V

U3370-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Latin IV—Latin III, Advanced Latin III, or Honors Latin III; Latin V—Latin IV or AP Latin.

AP Latin**U3380-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

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

Prerequisite: B+ in Latin V, Latin IV, or Honors Latin III, A- in Advanced Latin III, or A in Latin III and permission of current instructor.

Corequisite: AP Latin examination.

Honors Latin Literature^{KC}**U3376-0***Full year — Grades 11 and 12 — Meets 3 blocks per cycle*

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

Prerequisite: B in AP Latin and permission of current instructor.

Directed Study: Latin**U3390-0***Full year — Grade 12 — Meets twice per cycle*

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

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

Greek

Directed Study: Ancient Greek

U3920-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

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

MODERN LANGUAGES

Chinese

Chinese IA

M3000-0

Full year — Grade 7 — Meets 5 periods per cycle

Chinese IA is an introduction to Mandarin Chinese. Basic knowledge of Pinyin, daily conversational vocabulary, Chinese characters, and grammar are taught. Listening, speaking, reading, and writing skills are developed, although emphasis is placed on speaking. Pronunciation and writing of Pinyin is practiced throughout the year. Students participate in situational conversations and make presentations on topics related to daily life. The Chinese writing system is introduced, including basic strokes, stroke order, radicals, and simple and useful Chinese characters. Texts and audiovisual materials depict aspects of Chinese culture, including festivals, gestures, mannerisms, and schools.

Chinese IC

M3007-0

Full year — Grade 7 — Meets 5 periods per cycle

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

Prerequisite: Placement test.

Chinese IB**M3005-0***Full year — Grades 7 and 8 — Meets 5 periods per cycle*

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

Prerequisite: Chinese IA or placement test.

Chinese II**M3020-0***Full year — Grades 8 and 9 — Meets 5 periods per cycle***Chinese II****U3055-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

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

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

Advanced Chinese III**M3031-0***Full year — Grade 9 — Meets 5 periods per cycle*

This course is designed for students demonstrating the interest and motivation to pursue more in-depth Chinese studies. Curriculum is adjusted yearly to best accommodate the language proficiency of the students and aims to help transition their proficiency from intermediate-high to advanced-low. Interpretive listening and reading skills are developed as well as interpersonal and presentational speaking and writing skills. Materials in the target language supplement the textbook in order to provide a realistic depiction of current Chinese society. Cultural studies of Chinese history, traditions, customs, the educational system, and contemporary issues are discussed. Classes are conducted mainly in the target language and aim to prepare students for enrollment in AP Chinese Language and Culture.

Prerequisite: Chinese II.

Chinese I

M3010-0

Full year — Grade 9 — Meets 5 periods per cycle

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

Chinese III

U3060-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Chinese II.

Honors Chinese III

U3063-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: A- in Chinese II and permission of current instructor.

Chinese IV

U3065-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Chinese III, Advanced Chinese III, or Honors Chinese III.

Chinese V

U3068-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

The goal of this course is to deepen students' understanding of different aspects of China, including family, generational characteristics, traditional Chinese values, and current issues. The course also examines topics related to Chinese culture outside of mainland China. Listening comprehension and oral proficiency are emphasized and audiovisual materials are used extensively. Students are primarily graded on class discussions, class preparation, and understanding of the material. *Prerequisite: Chinese IV or AP Chinese Language and Culture and permission of current instructor.*

AP Chinese Language and Culture

U3070-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

In this course, vocabulary and grammar are reviewed, and proficiency in listening, reading, speaking, and writing in Chinese is achieved. Skills are practiced in interpretive, interpersonal, and presentational modes. Listening and reading comprehension are taught using materials from Chinese sources. Writing and speaking focus on communicating via story narrations, email exchanges, conversations on daily topics, and cultural presentations. Chinese cultural events also are reviewed. The course is rigorous and proceeds at a fast pace, both in terms of in-class instruction and home/laboratory work. Chinese III students who qualify to enroll will be given the Honors Chinese III curriculum to study during the summer before the course begins.

Prerequisite: B+ in Honors Chinese III, A- in Advanced Chinese III, or A in Chinese III, Chinese IV, or Chinese V and permission of current instructor.

Honors Chinese Literature and Culture

U3075-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: B in AP Chinese Language and Culture and permission of current instructor.

French

French IA

M3100-0

Full year — Grade 7 — Meets 5 periods per cycle

Students begin the formal study of French, developing listening and reading skills as well as exploring speaking and writing through activities focused on comprehension. French and francophone cultural elements are introduced with accompanying vocabulary and idioms, as are fundamental grammatical structures and simple verb forms. Using both original materials created for the course and French-language resources intended for native speakers, including written texts, videos, audio recordings, and web-based content, students reflect on elements of identity and the intersection of identity and culture.

French IB

M3105-0

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

A continuation of French IA, this course expands the exploration of the French language with a focus on listening and reading skills. Students practice speaking on various themes and begin to develop writing skills appropriate to the novice level. French and francophone cultural elements are introduced with accompanying vocabulary and idioms, as are fundamental grammatical structures and simple verb forms. Course material blends original content with sources intended for native speakers, including written texts, videos, audio recordings, and web-based content. Reflecting on the intersection of identity and culture, students engage in conversations and writing practice exploring different aspects of those experiences. *Prerequisite: French IA or placement test.*

French II

M3120-0

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

French II

U3155-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Students build on what they have learned in level I courses, strengthening their interpretive, interpersonal, and presentational abilities. The course is organized around thematic units that allow students to enrich their vocabulary and develop their understanding of key grammatical concepts. With a focus on francophone cultures, students work extensively with authentic materials produced by and for native speakers. This allows them to make relevant connections between their own culture and those of French-speaking countries and helps them to develop critical-thinking skills.

Prerequisite: French IB or French I.

French I

M3110-0

Full year — Grade 9 — Meets 5 periods per cycle

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

Advanced French III

M3131-0

Full year — Grade 9 — Meets 5 periods per cycle

This course is designed for students demonstrating the interest and motivation to pursue more in-depth French studies. Proceeding at a faster pace, classes are conducted almost entirely in French as students practice spoken and written interpretive, interpersonal, and presentational skills. Using materials from francophone television, movies, literary works, news articles, and songs by contemporary artists, students refine their command of grammar, syntax, and vocabulary. This course is recommended for students interested in enrolling in AP French Language and Culture and provides specific tools necessary for that course, such as the ability to interpret authentic sources and write persuasive essays in the target language. Curriculum is adjusted yearly to best accommodate the proficiency of the students.

Prerequisite: French II.

Honors French II

U3156-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

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

French III

U3160-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: French II or Honors French II.

Honors French III

U3163-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: B+ in Honors French II or A- in French II and permission of current instructor.

French IV

U3165-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Conducted entirely in the target language, this course develops proficiency in spoken and written French and emphasizes the refinement of conversational and writing skills by building active and passive vocabulary. Analysis of various forms of communication, including movies, songs, magazine articles, internet sources, and literary pieces intended for native speakers, is the basis for class discussions and compositions. The course also provides an in-depth review of grammar and syntax applicable to the AP French Language and Culture curriculum.

Prerequisite: French III, Advanced French III, or Honors French III.

French V: Contemporary Culture and Communication

U3170-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: French IV, AP French Language and Culture, or Honors French Literature and Arts.

AP French Language and Culture

U3175-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This college-equivalent course in advanced French language and culture may be taken in the fourth or fifth year of study. It develops interpretive, interpersonal, and presentational skills and enables students to understand spoken French in a variety of situations and accents; read articles, prose, and verse excerpts of moderate difficulty and mature content; make presentations about various topics; and express ideas and critical opinions accurately and with reasonable fluency, both verbally and in writing. Particular attention is devoted to the following interdisciplinary themes: global challenges, science and technology, personal and public identities, contemporary life, families and communities, and beauty and aesthetics.

Prerequisite: B+ in Honors French III, A- in Advanced French III, A- in French IV and placement test, or A in French III and placement test and permission of current instructor.

Corequisite: AP French Language and Culture examination.

Honors French Literature and Arts

U3176-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

German

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

Directed Study: Beginning German

U3930-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

This course introduces German language and culture, covering all cases and verb tenses. Students must work independently and make time to listen to audio recordings and watch video presentations between classes. The course uses audio materials featuring native speakers and texts providing grammatical explanations and practice materials. Online materials add cultural and linguistic enrichment.

Directed Study: Intermediate German

U3931-0

Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle

Students continue to explore basic grammatical concepts, vocabulary, verb tenses, passive voice, and subjunctive mood and expand their knowledge of German culture and customs through discussions and increasingly advanced reading selections. Conducted in German, spoken language is also emphasized through increased exposure to idiomatic expressions. Short essays and cultural reports improve students' written German.

Prerequisite: Directed Study: Beginning German and permission of current instructor or prior enrollment.

Japanese

Directed Study: Japanese Language and Culture

U3280-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

This course introduces students to Japanese language and culture. They learn the basics of the language through the exploration of architecture, art, food, geography, history, literature, pop culture, including anime and movies, and religion. Students develop cultural understanding and language skills through instruction, class discussions, activities outside of the classroom, and an independent research project.

Korean

Directed Study: Korean Language and Culture

U3940-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

This course provides an introduction to Korean language and culture and is intended for students with minimal prior exposure. Students learn how to read and write Korean and how to use the language in a conversational fashion while exploring Korean culture and its influence on the language.

Spanish

Spanish IA

M3500-0

Full year — Grade 7 — Meets 5 periods per cycle

Students begin a formal study of Spanish. Listening, speaking, reading, and writing skills are practiced as students learn grammar and vocabulary to describe personal identities and daily life. Similarities and differences between U.S. and Hispanic cultures are also discussed. Interactive lessons, including the use of online text, video, audio, and oral activities, as well as materials intended for native Spanish-speaking audiences, familiarize students with the diversity of peoples and cultures that form the Spanish-speaking world.

Spanish IB**M3505-0***Full year — Grades 7 and 8 — Meets 5 periods per cycle*

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

Prerequisite: Spanish IA or placement test.

Spanish II**M3520-0***Full year — Grades 8 and 9 — Meets 5 periods per cycle***Spanish II****U3555-0***Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

Students build on what they have learned in level I courses, strengthening their interpretive, interpersonal, and presentational abilities. The course is organized around thematic units that allow students to enrich their vocabulary and develop their understanding of key grammatical concepts. They strengthen their writing skills by integrating the use of different verb tenses in short paragraphs and compositions. With a focus on Hispanic cultures, students work extensively with materials produced by and for native speakers. This allows them to make relevant connections between their own culture and those of Spanish-speaking countries and helps them to develop critical thinking skills.

Prerequisite: Spanish IB or Spanish I.

Spanish I**M3510-0***Full year — Grade 9 — Meets 5 periods per cycle*

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

Advanced Spanish III

M3531-0

Full year — Grade 9 — Meets 5 periods per cycle

This course is designed for students demonstrating the interest and motivation to pursue more in-depth Spanish studies. Proceeding at a faster pace, classes are conducted almost entirely in Spanish as students practice spoken and written interpretive, interpersonal, and presentational skills. Using materials from Spanish television, movies, literary works, news articles, and songs by contemporary artists, students refine their command of grammar, syntax, and vocabulary. This course is recommended for students interested in enrolling in AP Spanish Language and Culture and provides specific tools necessary for that course, such as the ability to interpret authentic sources and write persuasive essays in the target language. Curriculum is adjusted yearly to best accommodate the proficiency of the students.
Prerequisite: Spanish II.

Honors Spanish II

U3556-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course is designed for students demonstrating the interest and motivation to pursue the study of Spanish at a more accelerated pace. Students develop all modes of communication (interpretive, interpersonal, and presentational). Learning centers on audio, visual, and written sources intended for native speakers. Students move beyond talking about themselves and their immediate community to talking about ideas and problems that affect society and the world and are given ample practice writing short paragraphs and essays using the indicative and subjunctive moods. Students develop strategies for communicating exclusively in Spanish and increase their knowledge of the Spanish-speaking world and its cultures.
Prerequisite: A in Spanish I or Spanish IB and permission of current instructor.

Spanish III

U3560-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Spanish II or Honors Spanish II.

Honors Spanish III

U3563-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: B+ in Honors Spanish II or A in Spanish II and permission of current instructor.

Spanish IV

U3565-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Spanish III, Advanced Spanish III, or Honors Spanish III.

Spanish V: Interdisciplinary Hispanic Studies

U3570-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Spanish IV or higher.

AP Spanish Language and Culture

U3580-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: B+ in Honors Spanish III, A in Spanish IV, or A in Spanish III and placement test and permission of current instructor.

Corequisite: AP Spanish Language and Culture examination.

AP Spanish Literature and Culture

U3581-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

Prerequisite: Post-AP Spanish Seminar or A- in AP Spanish Language and Culture and permission of current instructor.

Corequisite: AP Spanish Literature and Culture examination.

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

Prerequisite: AP Spanish Literature and Culture or B+ in AP Spanish Language and Culture.

DIRECTED STUDIES

Directed study courses are listed among the offerings within departments, which is where the full course description for each can be found. These courses meet twice per cycle and can be added as an eighth course to an upper school student's schedule. In addition to checking the grade-level information and the prerequisite to determine eligibility, students considering enrolling in a directed study are advised to consult with their dean to discuss the impact of adding this type of course to their schedule.

English

Directed Study: Slam! Spoken-Word Poetry^{KC} **U2640-0**
Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle

History and Social Studies

Directed Study: Democracy in Decay **U6810-1**
First semester — Grades 10, 11, and 12 — Meets twice per cycle

Interdisciplinary Studies and Independent Research

Directed Study: The Aesthetics of Resistance **U7013-0**
Full year — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: California Studies **U7029-0**
Full year — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Linguistics and the Evolution of English **U7033-0**
Full year — Grades 10, 11, and 12 — Meets twice per cycle

**Directed Study: History and Philosophy of
Artificial Life** **U7012-1 | U7012-2**
Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: The Election **U7014-1**
First semester — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Public Education in America—Ideal to Reality <i>Second semester — Grades 10, 11, and 12 — Meets twice per cycle</i>	U7017-2
Directed Study: Beyond Code—Artificial Intelligence, Ethics, and Society <i>Second semester — Grades 10, 11, and 12 — Meets twice per cycle</i>	U7041-2
Directed Study: Venture Beyond <i>Full year, repeatable — Grades 11 and 12 — Meets twice per cycle</i>	U7002-0
Directed Study: Race, Identity, and the Law <i>Full year — Grades 11 and 12 — Meets twice per cycle</i>	U7027-0

Performing Arts

Directed Study: Dance <i>Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle</i>	U1274-0
Directed Study: Performing Arts <i>Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle</i>	U1800-0
Directed Study: Dance <i>Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle</i>	U1275-1 U1275-2
Directed Study: Performing Arts <i>Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle</i>	U1801-1 U1801-2
Directed Study: HW Jazz Singers <i>Full year, repeatable — Grades 11 and 12 — Meets twice per cycle</i>	U1360-0
Directed Study: American Playwrights^{KC} <i>Second semester, repeatable — Grades 11 and 12 — Meets twice per cycle</i>	U1055-2

Physical Education

Directed Study: Yoga I <i>Three repeatable trimesters — Grades 10, 11, and 12 — Meets twice per cycle</i>	U8450-3 U8450-4 U8450-5
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Science

Directed Study: Bioethics^{KC} U5820-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Environmental Service

at Harvard-Westlake

U5815-1 | U5815-2

Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Topics in Modern Physics

U5814-0

Full year — Grades 11 and 12 — Meets twice per cycle

World Languages

Directed Study: Japanese Language and Culture

U3280-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Ancient Greek

U3920-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Beginning German

U3930-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Korean Language and Culture

U3940-0

Full year — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Intermediate German

U3931-0

Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Latin

U3390-0

Full year — Grade 12 — Meets twice per cycle

OTHER PROGRAMS

DIVERSITY, EQUITY, AND INCLUSION

Student Leadership: Inclusion, Diversity, and Equity (SLIDE) **U7098-0**

Full year — Grades 10, 11, and 12 — Meets twice per cycle

Student Leaders for Inclusion Diversity and Equity (SLIDE) is a coalition devoted to diversity, equity, and inclusion (DEI). SLIDE promotes DEI at Harvard-Westlake by engaging in robust internal discussions that encourage allyship and cross-cultural understanding, supporting and uplifting each other, collaborating with the Prefect Council and all student affinity groups, conversing with administrators about how the school can cultivate a true sense of belonging for students of marginalized identities, attending trainings to become better leaders, and hosting all-community town halls and large-scale events. This non-credit course functions as a leadership development program as well as a common meeting time for productive reflection, intersectional courageous conversations, logistical organizing, and DEI event-planning. SLIDE membership comprises leaders of all identity-based affinity groups on campus, students who attend the Student Diversity Leadership Conference (SDLC), and students who have demonstrated DEI leadership in other ways within the school community.

Prerequisite: Application.

HUMAN DEVELOPMENT

Harvard-Westlake strives to foster the joyful pursuit of academic excellence while nurturing emotional, moral, and character development. Human development classes are one way in which the school attempts to do so. Students take Human Development 8 in the eighth grade as a one-semester course. Human development topics continue to be explored at the upper school in Sophomore Advisory and in the sophomore, junior, and senior seminars.

Human Development 8

M7938-1 | M7938-2

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

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

Sophomore Advisory

U9013-0

Full year — Grade 10 — Meets once per cycle

This course is intended to create lasting relationships with mentors and classmates through experiential learning. It focuses on developing stronger social and emotional skills while also forging new supportive connections at the upper school. Topics include self-awareness, self-management, relationship skills, responsible decision making, and social/global awareness. All sophomores are automatically enrolled in this required course; attendance is mandatory.

Sophomore Seminar

U9010-0

Full year — Grade 10 — Meets once per cycle

This seminar focuses on the process—rather than the end result—of adolescence and explores communication, community, empathy, identity, inclusion, relationships, resilience, and well-being. Through exercises and activities completed in class, students develop self-awareness, interpersonal skills, strategies for responsible decision-making, and ways to navigate difficult conversations. Led by the upper school deans, the course introduces college terminology and approaches to study skills and building a narrative for their high school experience. Students are expected to attend and participate in a positive, active manner that is respectful of others.

Junior Seminar

U9011-0

Full year — Grade 11 — Meets once per cycle

This seminar focuses on the start of the college application process. Students learn how to research colleges, complete an application, and use the platforms necessary for the college search. Discussions also provide an overview of the college acceptance process, including how decisions are made. Seminars are led by the upper school deans, who serve as their students' college counselor.

Senior Seminar

U9012-0

Full year — Grade 12 — Meets once per cycle

This seminar builds upon the skills and lessons learned in the sophomore and junior seminars. Students discuss, in great depth, all aspects of the college application process, best practices for processing college decisions, opportunities to reflect on the Harvard-Westlake experience, and elements of a successful transition to college and beyond. Meetings are moderated by the upper school deans and occasionally feature guest speakers, including Harvard-Westlake alumni.

SCHOOL AND COMMUNITY SERVICE

School Service

All middle school students are required to participate in school service. They serve three periods per semester for a total of six periods each year. Some of the work sites include the attendance office, bookstore, and library. Students may also receive credit for cleaning and maintaining the Cody & Cassidy Horn Commons, collecting recyclables, and helping various teachers and departments with simple tasks. Middle school students may also participate in volunteer school service.

Community Service

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

Harvard-Westlake students must participate in community service every year.

Middle School Community Service Program

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

All middle school students may fulfill their community service obligations during the summer and/or outside of school during the academic year by working with an organization that meets Harvard-Westlake's outreach guidelines. Students *must* complete their grade-level community service requirement before registering for the next grade.

Middle school students *must* complete their assigned school service and their grade-level community service outreach before the end of the school year to be eligible for the honor roll.

Upper School Community Service Program

The community service program is promoted and directed by the upper school community council and overseen by faculty or staff advisors. Students may initiate their own projects or may attend one of the school-sponsored projects scheduled throughout the year by the council. School-sponsored projects vary in focus and include volunteer work with social service agencies, environmental clean-up, after-school tutoring, and other outreach programs.

Every upper school student participates in at least twelve outreach hours each year. This requirement may be completed during the summer that precedes a given school year. Projects must include "hands-on" experience through which students interact directly with those served. Upper school community service must directly aid an underserved population or, in the case of environmental causes, involve students in activities that require direct physical interaction with the environment.

In addition, all upper school students are required to complete a six-hour CPR/AED/first-aid course before they graduate. They can take a course offered at Harvard-Westlake during the school year or one offered by the American Red Cross or American Heart Association outside of school. These hours are eligible to be applied toward satisfying the twelve-hour community service requirement for the year in which the course is completed.

ARTS

ARTS

ARTS

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PERFORMING ARTS

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

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

Every student must take at least one full-year Arts course during grades 9–12. Students must take at least one semester of Performing Arts in the seventh or eighth grade, an additional semester of either Performing Arts or Visual Arts in the eighth or ninth grade, and an additional year of either Performing Arts or Visual Arts in tenth, eleventh, or twelfth grade.

DANCE

Physical Education Credit for Dance Courses: Students in eighth through twelfth grades can fulfill some or all of their Physical Education requirement by taking dance classes. To find out more about this option, please refer to the Athletics section (see Dance Program under the Physical Education subsection) of this guide.

Introduction to Contemporary Dance

M1200-0

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

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

Contemporary Dance Workshop I

M1210-1 | M1210-2

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

This course is for dancers with prior training and performance experience who wish to deepen their understanding of contemporary dance and choreography. Students explore a wide range of styles and techniques (including ballet, jazz, hip hop, and modern dance) and learn about their historical and cultural origins. Through improvisation, collaboration, and choreographic studies, dancers find their voices and learn to express themselves through movement. The course ends with a showcase of student-created works and includes after-school rehearsals during the week prior to that event.

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

Contemporary Dance Workshop II

M1212-1 | M1212-2

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

This course builds on the technical, creative, and performance skills of Contemporary Dance Workshop I. Students learn choreographed combinations and explore a culturally diverse variety of dance genres. Strength, flexibility, and coordination improve through the study of ballet, modern dance, jazz, and hip hop techniques, while improvisation and choreographic prompts emphasize creativity and self-expression. Students expand their critical-thinking capabilities by analyzing and discussing the works of contemporary choreographers. The course ends with a performance of works created in collaboration with their peers and includes after-school rehearsals during the week prior to that event.

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

Dance Production

M1220-0

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

This advanced course develops choreographic and performance skills through technique classes, improvisation studies, analytical thinking, and practical experience in rehearsal and performance. Dancers collaborate to create an original, professionally produced concert with an option to participate in additional after-school rehearsals from November to February. All students are required to participate in two weeks of after-school and Saturday rehearsals leading up to the concert in early March.

Prerequisite: Audition or prior enrollment.

Contemporary Dance Methods

U1250-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course offers an in-depth exploration of dance technique, choreography, improvisation, performance, aesthetics, and characteristics through lecture, video, and physical practice. Genres include, but are not limited to, modern, contemporary, jazz, hip hop, and ballet. Students learn to identify and discuss various dance forms as well as compose and perform through a series of collaborative choreographic assignments and showcases. The class provides the opportunity to appreciate dance as an art form and a space to explore expression through movement. Students enrolled in this course are welcome to join Harvard-Westlake's dance ensemble and perform in the annual dance concert.

Choreography

U1265-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course offers an in-depth study of choreography and the creative process through lectures and physical practice. Dance genres include, but are not limited to, modern, contemporary, jazz, hip hop, and ballet. Technique and performance are also examined. Students focus on developing choreographic approaches for both site-specific and stage work. The class provides the opportunity to appreciate dance as an art form and creates a space to explore expression through movement. Students enrolled in this course are welcome to join Harvard-Westlake's dance ensemble and perform in the annual dance concert.

Prerequisite: Audition or prior enrollment.

Dance Performance and Production

U1270-0

Full year, repeatable — Grades 11 and 12 — Meets 3 blocks per cycle

This is an advanced course designed for dancers serious about performing. Students choreograph and participate in the annual dance concert and various showcases throughout the year. Through lecture and physical practice, students learn how to produce a dance performance. They develop as dance artists and choreographers. The class provides the opportunity to appreciate dance as an art form and a space to explore expression through movement.

Prerequisite: Audition or prior enrollment.

Advanced Dance Seminar

U1260-1 | U1260-2

Two repeatable semesters — Grades 11 and 12 — Meets once per cycle

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

Prerequisite: Application.

MUSIC

Choral Music

Performance Ensembles

Tenor Chorus

M1301-0

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

This beginning-level course for students with developing and changing voices focuses on the fundamentals of singing and music literacy. Students who have or will develop a lower vocal range are encouraged to enroll regardless of their current stage of voice maturation. Typically, this chorus is made up of new baritones, mid-voice tenors, and unchanged tenors who are new to choral singing. The course covers breathing, pitch matching, tone production, and the coordination of the young voice and also introduces the fundamentals of sight-singing. A varied repertoire accessible to inexperienced singers is explored. After-school rehearsals are generally limited to the week of a concert or performance.

Treble Chorus

M1302-0

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

This beginning-level course for students with developing treble voices focuses on the fundamentals of singing and music literacy. Typically, this chorus is made up of students new to choral singing who have treble voices that will remain in the soprano–alto range. The course covers breathing, pitch matching, tone production, and the coordination of the young voice and also introduces the fundamentals of sight-singing. A varied repertoire accessible to inexperienced singers is explored. After-school rehearsals are generally limited to the week of a concert or performance.

Vocal Ensemble

M1310-0

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

This auditioned ensemble is for intermediate-to-advanced treble voices. The ensemble is made up of singers with soprano and alto ranges who have some prior singing experience. The course focuses on improving vocal technique and musicianship skills, including sight-singing and music literacy. The repertoire is varied and generally includes multiple voice parts. Independent cappella groups may be derived from this ensemble. Vocal Ensemble represents the school in the community. After-school rehearsals are generally limited to the week of a concert or performance.

Prerequisite: Audition or prior enrollment.

Wolverine Singers

M1313-0

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

This auditioned ensemble is for intermediate-to-advanced tenor, baritone, and bass voices. The ensemble is made up of students who have some prior singing experience. Students may join this ensemble regardless of their stage of voice maturation. The course focuses on improving vocal technique and musicianship skills, including sight-singing and music literacy. The repertoire is varied and generally includes multiple voice parts. After-school rehearsals are generally limited to the week of a concert or performance.

Prerequisite: Audition or prior enrollment.

Madrigals

M1315-0

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

This advanced ensemble is for experienced singers representing all voice parts who are dedicated to the choral art. The course focuses on improving vocal technique and musicianship skills, including more advanced levels of sight-singing and music literacy. The repertoire is drawn from a cappella as well as accompanied styles in genres ranging from classical to contemporary and is generally voiced for four-part ensembles. Independent cappella groups may be derived from this ensemble. Madrigals represents the school in the community. After-school rehearsals are generally limited to the week of a concert or performance.

Prerequisite: Audition or prior enrollment.

Wolverine Chorus

U1350-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Wolverine Chorus is a nonauditioned choir for soprano, alto, tenor, and bass voices. The course is designed to teach and facilitate the application of fundamental musical concepts. These include aural skills, vocal technique, musicianship, critical listening, group dynamics, and how to rehearse and perform a diverse choral repertoire ranging from Western European choral standards to contemporary songs and folk music from various world cultures. Sight-singing ability, while helpful, is not required. The chorus performs in three major concerts per year and participates in festivals, special events, and trips. Extra rehearsals and some work outside of class, while minimal, are required.

Chamber Singers

U1355-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Audition or prior enrollment.

Bel Canto

U1365-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course is for an ensemble of treble voices from the tenth through twelfth grades. The class introduces choral techniques such as blend, diction, intonation, voicing, and vowel production. Advanced choral skills, such as multipart singing, stylistic tonal modification, and vibrato, also are addressed. It covers a variety of musical styles from the Renaissance to the twenty-first century, as well as some arrangements of popular a cappella and Broadway music. Sight-singing ability is not required but recommended. Bel Canto performs in three major concerts and select festivals throughout the school year. Extra rehearsals and work outside the classroom are required.

Prerequisite: Audition or prior enrollment.

Instrumental Music

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

Classical Performance Ensembles

Beginning Band

M1500-0

Full year — Grade 7 — Meets 5 periods per cycle

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

Beginning Strings

M1400-0

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

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

Middle School Concert Strings

M1405-0

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

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

Prerequisite: Audition or prior enrollment.

Middle School Symphony

M1420-0

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

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

Prerequisite: Audition or prior enrollment.

Concert Band

M1505-0

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

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

Prerequisite: Audition or prior enrollment.

Symphonic Band

M1510-0

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

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

Prerequisite: Audition or prior enrollment.

String Techniques

U1462-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This is a skill building and performance-based course for string players with at least one year of instrumental training. Students have the opportunity to perform alongside upper school symphony players in a minimum of two concerts per year. The class focuses on advancing string technique through vibrato, shifting, tone production, intonation, sight-reading skills, and more. Students receive individualized coaching, develop as ensemble players, and study music theory and history as they relate to the repertoire. Typically, there is one required after-school dress rehearsal before each performance.

Symphony

U1460-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Audition or prior enrollment.

Harvard-Westlake Chamber Orchestra

U1465-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

As the most-advanced orchestra on the upper school campus, this course is for highly trained string, woodwind, brass, and piano musicians. Students rehearse and perform challenging music representing various styles and periods. They deepen their experience with advanced chamber orchestra repertoire. Auditions for this limited-enrollment ensemble are in the spring. Students perform in three concerts, participate in nationally recognized competitions and festivals, and travel on national or international tours. Extra rehearsals outside the classroom, while minimal, are required.

Prerequisite: Audition.

Jazz Performance Ensembles

Middle School Jazz Band

M1515-0

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

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

Prerequisite: Audition or prior enrollment.

Rhythm Section Workshop

M1530-0

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

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

Prerequisite: Audition or prior enrollment.

Jazz Band

U1550-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Audition or prior enrollment.

Studio Jazz Band

U1552-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Audition or prior enrollment.

Jazz Ensemble

U1555-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Audition or prior enrollment.

Jazz Rhythm Section

U1560-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

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

Prerequisite: Audition or prior enrollment.

Jazz Horn Section

U1561-0

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course for saxophone, trumpet, and trombone players interested in developing skills for playing jazz and improvising focuses on developing technique, ear training, jazz repertoire, functional musical literacy, transcription, and modern performance practices. Students learn improvisational techniques used to create great jazz solos and professional tools of the trade for playing in a horn section. Enrollment may be limited.

Prerequisite: Audition or prior enrollment.

Music Theory, Composition, and History

Music Technology for Musicians I

M1620-1 | M1620-2

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

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

Prerequisite: A middle school instrumental or choral music course.

Music Technology for Musicians II

M1625-2

Second semester — Grade 9 — Meets 3 periods per cycle

Students advance to more complex studies in music theory, composition, orchestration, and music history and cultural traditions. Students are also introduced to ear training and film scoring. Music technology equipment, including Apple Mac Pro computers, Kurzweil stage pianos, and Logic Pro software, is used on a daily basis.

Prerequisite: Music Technology for Musicians I.

AP Music Theory

U1740-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Elements of theory, harmony, and form—including scales and keys, intervals, chords, structural analysis and manipulation of Common Practice harmony, as well as melodic and harmonic dictation—are thoroughly explored.

Prerequisite: Beginning Music Theory or application.

Music Tutorials

Music Tutorial

U1749-0

Full year, repeatable — Grades 10, 11, and 12 — Meets once per cycle

Each Music Tutorial offers student members of another Performing Arts course the opportunity to develop discipline-specific skills. The content is determined through individual meetings with the instructor of the tutorial and is intended to supplement and enhance other in-class instruction. Typical tutorials are undertaken in music-related areas, such as composition, arranging, counterpoint, conducting, orchestration, jazz and commercial improvisation, early music, music history, music production, and voice and instrumental study. A limited number of tutorials can be supported by the music faculty each year, and the one meeting per cycle is arranged by the instructor. Students must be capable of working independently to complete the substantial amount of work assigned.

Prerequisite: Application.

THEATER ARTS

Acting

Course Sequence: At the upper school, Acting classes are offered in a specific sequence: Acting I: Improvisation, Acting II: Scene Study, Acting III: Performance Styles, and Advanced Performance Studies. Acting I and II are introductory courses and may not be waived. Musical Theater I: Technique is separate from the acting course progression and may be taken by grade-eligible students at any time.

Drama Workshop

M1100-1 | M1100-2

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

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

Acting

M1000-1 | M1000-2

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

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

Musical Theater I: Technique

U1060-1

First semester — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course explores the foundations of American musical theater history and performance, paying special attention to the act of storytelling through song and dance. Moving between personalization and characterization, students focus on solo work from various decades and styles of musicals, approaching the material as actors first. With this method, singers of all levels can comfortably and effectively participate in classwork and gain valuable tools to advance their skills. Theater dance technique and choreography are also taught through this lens, placing character objective and action at the forefront. Throughout the semester, students connect the work to the artistic landscape in which musical theater was born and look at how the industry continues to evolve today. The class culminates in an ensemble performance of a fully staged musical number and is a great vehicle for expanding students' repertoire and audition readiness.

Acting I: Improvisation

U1022-1

First semester — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course, recommended for novice performers and seasoned actors alike, explores the fundamentals of improvisation through games and exercises designed to build skills in active listening, dynamic presence, playfulness, and spontaneity. Students master the art of “yes, and…” through creative collaboration, preparing them for higher levels of acting technique while also improving their communication skills. As the course progresses, students employ improvisation as a tool for character development by focusing on physical, vocal, and imaginative agility and then apply these skills to structured solo and ensemble work, culminating in an original class-created performance project.

Acting II: Scene Study

U1027-2

Second semester — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Students develop and deepen their approach to the art of acting while simultaneously gaining exposure to several notable acting techniques and viable pathways to character development through an exploration of characters and scenes from contemporary plays. All classwork springs from the Atlantic Acting School’s concept of “practical aesthetics,” which stresses the universal necessity of objective-driven action across a diverse range of dramatic literature and acting styles. The acting process is demystified by giving each actor a set of analytical and physical tools with which to work, starting with the ability to use one’s experiences and imagination to transform “self” into character. The course highlights the actor’s ability to be present in a believable way within any circumstance as well as conditions the actor’s willingness and resilience to transform the concept of “self” beyond pre-established boundaries.

Prerequisite: The Actor and the Stage I, Acting I: Voice and Movement, or Acting I: Improvisation.

Advanced Performance Studies

U1050-1 | U1050-2

Two repeatable semesters — Grade 12 — Meets 3 blocks per cycle

This course provides an in-depth exploration of theatrical forms and performance practices. It focuses on acting training but also includes directing and dramaturgy, devising and writing original theater pieces, exploring traditional and experimental forms as well as theatrical theory, and examining works of writers formerly underrepresented in the American theater canon. Students operate as an acting company, with emphasis placed on collaboration and ensemble dynamics. Their work is presented in end-of-semester showcases.

Prerequisite: Acting III: Performance Styles.

Playwriting

Directed Study: American Playwrights^{KC}

U1055-2

Second semester, repeatable — Grades 11 and 12 — Meets twice per cycle

At the end of Tony Kushner’s epic play, *Angels in America*, the character Prior Walter addresses the audience directly and urges them to action with “The Great Work begins.” While Prior’s message reflects on the AIDS crisis in the 1980s, his pronouncement has since become a rallying cry for American playwrights. Students in this course dig into important theatrical pieces from the last few decades that are doing the work in Prior’s appeal. As they study and honor the diverse voices making an impact on the current climate, students are encouraged to find their own voices as playwrights through a series of writing workshops and projects. This course explores a wide range of contemporary American theater-makers (e.g., Ayad Akhtar, Annie Baker, David Henry Hwang, Dominique Morisseau, Suzan-Lori Parks), is appropriate for both experienced and novice theater artists, and is recommended for students participating in the school’s annual playwrights festival.

Technical Theater

Middle School Stagecraft I

M1110-1 | M1110-2

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

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

Middle School Stagecraft II

M1112-2

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

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

Prerequisite: Middle School Stagecraft I.

Stagecraft I

U1162-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course continues the lessons taught in Middle School Stagecraft I and II and adds a history of practices and practitioners from Greek theatre to the modern stage. It focuses on the disciplines of scenery, lighting, sound, and stage management. Aesthetics, the design process, and implementation of designs are emphasized. Students master high-end lighting and sound equipment and gain a basic understanding of hand tools and scenic construction practices. The final assessment is based on a project each student chooses from the disciplines offered. Students enrolled in this class serve in an array of roles during rehearsals, technical rehearsals, and live productions. Those not working directly on a project are expected to view the production and contribute to classroom discussions. All students participate in a group strike of scenery, lights, and costumes the day after a production closes.

Introduction to Costume Design

U1170-1 | U1170-2

Two identical semesters — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course introduces fundamental principles and practices of costume design. In the first quarter, students focus on how costume enhances overall production design by conveying aspects of character, story, and mood. In the second quarter, students use creative brainstorming, script analysis, and research to design costumes for an unrealized production. Though students sketch their ideas, figure drawing skills are not a prerequisite. Class discussion, participation, and constructive peer critique are essential.

Sewing I-III**U1175-1 | U1175-2***Two repeatable semesters — Grades 10, 11, and 12 — Meets 3 blocks per cycle*

This hands-on, mixed-level class is for students who want to learn how to sew. Students with no prior experience start with the basics and then move on to skills needed for garment assembly. Repeat students undertake projects that develop confidence in working independently. Everyone completes between two and four wearable items each semester. The importance of sustainability in fashion is also discussed.

Stagecraft II**U1163-0***Full year, repeatable — Grades 11 and 12 — Meets 3 blocks per cycle*

This advanced course is for students who wish to design their own learning paths in one or two of the following stagecraft disciplines: stage management, stage design, carpentry, lighting, sound, or theatrical history. Students work on mainstage performances and unrealized projects while acting as Stagecraft I mentors.

Prerequisite: Stagecraft I.

DIRECTED STUDY**Directed Study: Dance****U1274-0***Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle***Directed Study: Dance****U1275-1 | U1275-2***Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle*

This course is for beginner-to-advanced dance students interested in studying ballet and/or hip hop—student interest determines the genre(s) covered. Technique, body alignment, aesthetics, history, and proper movement mechanics are emphasized and serve as a strong foundation for dancers, athletes, and actors. Ballet classes are accompanied by a pianist. Students taking this course for a full year may earn one trimester of Physical Education credit.

Directed Study: Performing Arts**U1800-0***Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle***Directed Study: Performing Arts****U1801-1 | U1801-2***Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle*

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

Prerequisite: Application.

Directed Study: HW Jazz Singers**U1360-0***Full year, repeatable — Grades 11 and 12 — Meets twice per cycle*

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

Prerequisite: Audition or prior enrollment.

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

VISUAL ARTS

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

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

FOUNDATIONS

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

Foundations in Visual Arts

M0005-0

Full year — Grade 7 — Meets 3 periods per cycle

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

Visual Arts 7

M0001-1 | M0001-2

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

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

TWO-DIMENSIONAL ART

Mixed Media I

M0201-1 | M0201-2

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

Art projects are made accessible in this beginning studio course. A wide variety of popular media is used to encourage visual expression, experimentation, and investigation. Students are introduced to basic drawing skills; the primary focus, however, is on inspiring personal creativity through two-dimensional paintings, collage work, various forms of printmaking, and three-dimensional assemblage. Instruction is also provided in the use of colored pencils, acrylic paints, and pastels.

Drawing and Painting Technique: Representation and Themes

M0215-1 | M0215-2

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

Students investigate a variety of techniques and content inspired by both contemporary and historical artists. Initially, they engage in research with the goal of realizing their own visual language and direction. Assignments focus on abstract thinking and developing paintings based on themes chosen by each student, leading to a body of work that expresses the abstract or representational. Most importantly, this course sets the groundwork for students who plan to continue their painting studies at the upper school.

Drawing and Painting I/The Rise of the Modern World: Art and History

U0280-0

Full year — Grade 10 — Meets 3 blocks per cycle

This interdisciplinary course combines a tenth-grade history course (see description for course number U6412-0, The Rise of the Modern World: Art and History, located in the Academics section of this guide under the History and Social Studies course offerings) with a drawing and painting course. For students who love art history and/or studio art, it offers the opportunity to study history through art and to develop and hone artistic techniques and talents.

Corequisite: The Rise of the Modern World: Art and History.

Drawing and Painting I

U0255-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This introductory drawing and painting course is open to students who do not take Drawing and Painting I/The Rise of the Modern World: Art and History in the tenth grade and are interested in honing their two-dimensional art-making skills. The first semester focuses on foundational drawing and visual literacy; the second semester builds upon those skills by exploring representational and abstract wet-media techniques. Areas of study include line, tone, perspective, and color theory using professional artists' materials (e.g., charcoal, graphite, ink and wash, acrylics, oils). Historical and contemporary art examples illustrate the use of technique and content. Students keep and contribute weekly to a sketchbook.

Drawing and Painting II

U0260-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

This course provides an intermediate exploration of the technical, historical, and theoretical aspects of fine art drawing and painting. Students participate in studio-based projects derived from a range of influences, including modern realism, observational art, and contemporary painting. Projects are designed to enhance foundations in composition and rendering while simultaneously encouraging critical thinking through discussions of concepts, art history, and theory.

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

Honors Senior Seminar: Drawing and Painting

U0267-0

Full year — Grade 12 — Meets 3 blocks per cycle

This advanced culminating course offers self-motivated seniors an in-depth investigation into drawing and painting. First semester focuses on advanced projects, and a self-directed body of artwork leads to the senior exhibition second semester. Projects reinforce the technical knowledge gained from prerequisite courses, introduce new and advanced techniques, and prepare students for the conceptual thinking required for their self-directed work. Group critiques for assessment and interdisciplinary cohort groups are emphasized. Visual Arts faculty provide feedback in an end-of-year panel review of student work.

Prerequisite: Drawing and Painting II and application.

THREE-DIMENSIONAL ART

Introduction to Three-Dimensional Art

M0075-1 | M0075-2

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

In this hands-on, project-based studio art class, students explore techniques and materials for engaging clay and other three-dimensional mediums. Through hand-building methods, such as coil forming and slab construction, students begin to understand the qualities and capabilities of clay. By mold making, casting, and modeling with a variety of sculptural materials, students learn the principles of three-dimensional art making and design. Students experiment with new processes while honoring craft as a discipline in the arts. Benchmark pieces of historical and contemporary art are referenced to guide student work on each project.

Introduction to the Potter's Wheel

M0100-1 | M0100-2

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

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

Potter's Wheel I: Expanded Practice

M0110-2

Second semester — Grade 9 — Meets 3 periods per cycle

Students learn a variety of techniques to guide their personal studio practice. They build upon the introductory potter's wheel skills and begin to refine their knowledge base, build confidence, and grow their technical skills. Students make larger forms, learn about handles and lids, and put these elements together to make complex pieces. They also study more dynamic glazing and surface-altering techniques and how to finish their work with more intention.

Prerequisite: Introduction to the Potter's Wheel.

Three-Dimensional Art: Ceramics/Sculpture

U0710-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course explores the varied materials and processes associated with the production of three-dimensional art and design. The first semester concentrates on potter's wheel skills, including techniques and practices associated with finishing thrown ware such as firing and then glazing ceramic vessels, and the material properties of clay. Through repeated practice, students progressively bridge the gap between the hand and mind, becoming increasingly proficient ceramicists and potters. Second semester provides an aesthetic, technical, and historical exploration of sculpture through the use of clay (modeling and use of an armature), glass (cutting, polishing, taping, sandblasting), metal (oxy/acetylene brazing), and plaster (creating forms with an armature—layering, carving, sanding, and refining) and is designed to build cultural and artistic awareness, technical ability, and confidence; cultivate individual creativity; and promote a conscious use of materials and a greater understanding of the elements and principles of art. Historical and contemporary sculpture is reviewed to provide context and inspiration.

Ceramics II

U0060-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

Prerequisite: Three-Dimensional Art: Ceramics/Sculpture.

Glass

U0080-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

This course is dedicated to the aesthetic and historical exploration of varied materials and technical processes associated with the production of glass art. Students become familiar with glass cutting, performance-based work, mosaic, gluing, casting, fusing, slumping, sandblasting, sand casting, glassblowing, and hot sculpting. The course also covers the use of wax and clay as modeling materials for finished glass objects, along with varied mold-making processes. The study of historical and contemporary glass artworks provides context and inspiration for the projects. The class cultivates individual creativity and promotes a conscious use of materials and a greater understanding of the elements and principles of art. A digital-image portfolio of student work may be produced.

Prerequisite: Three-Dimensional Art: Ceramics/Sculpture.

Sculpture II

U0160-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

In this course, students explore an expanding variety of processes for creating three-dimensional objects. Through the techniques of carving, modeling, constructing, welding, casting, and woodworking, students realize forms in metal, wood, plaster, clay, wire, stone, and glass. Conceptual thinking is emphasized and deeper dives are taken into contemporary issues in sculpture. A digital-image portfolio of student work may be produced.

Prerequisite: Three-Dimensional Art: Ceramics/Sculpture.

Honors Senior Seminar: Three-Dimensional Art

U0755-0

Full year — Grade 12 — Meets 3 blocks per cycle

This advanced course offers self-motivated seniors an in-depth investigation into three-dimensional art. With an instructor's guidance, it provides the opportunity to structure a substantial learning experience in place of traditional coursework. A rigorous studio experience that emphasizes concepts, skills, and each student's unique vision culminates in the creation of an art portfolio and group exhibition. Students complete a body of artwork in three-dimensional media including, but not limited to, sculpture, ceramics, glass, installation, and mixed-media. There is an expectation of deeper conceptual thinking in relation to community, audience, art-making traditions, and cultural and personal histories, and how those can be conveyed through their choice of medium, at this stage in the artist's development. Students are expected to invest in the work of their peers as well as their own. Visual Arts faculty provide feedback in an end-of-year panel review of student work.

Prerequisite: Ceramics II, Glass, or Sculpture II and application.

MEDIA ARTS

Graphic Design

Introduction to Graphic Design

M7122-1 | M7122-2

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

This course is for students who want to use design as a creative process in communications. Students learn to think like designers while conceptualizing and creating real-world projects. They develop skill sets in typography and image-making across digital and traditional formats; apply this knowledge in projects that cover logotypes, product design, and brand identity; and make pitches for poster, magazine, and book-cover designs. Students learn to use Adobe® software (Photoshop® and Illustrator®) to create projects that define their personal design aesthetic.

Graphic Design through the Medium of Merch^{KC}

U0630-0

Full year, repeatable —Grades 10, 11, and 12 — Meets 3 blocks per cycle

Everyone with a brand, from nonprofits and politicians to bands and coffee shops, wants “merch.” These products can create excitement and brand loyalty. But how can someone make effective merchandise? Students in this course are introduced to and explore the craft, materials, techniques, and ideology of graphic design for tee shirts and other forms of fashion merchandising. The curriculum is grounded in two-dimensional design. Students explore their favorite brands and clothing, construct their own visual identity, and then deconstruct the design and creation of these products. They learn the fundamentals of adding designs to garments, including silkscreen, embroidery, and direct-to-garment printing, and the software tools that relate to these processes. Students emerge with ample exposure to the production of merchandise, as well as a vocabulary for design-thinking and how to communicate ideas through this medium.

Photography

Introduction to Digital Photography

M0305-1 | M0305-2

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

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

Introduction to PhotoGraphics

M0310-1 | M0310-2

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

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

Photography I

U0355-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This course covers the fundamentals of analog and digital photography, including camera operation, film processing and darkroom printing, photoshopping, and non-destructive image editing, as well as visual literacy, through the evaluation of images. It explores photography as a form of communication and a medium for storytelling and creative self-expression. The class also discusses photography as a fine-art and documentary practice by exploring themes such as identity, representation, memory, and community through the work of contemporary artists. Students meet and participate in workshops led by guest artists, collaborate with other schools on thematic projects, go on field trips, and share their work with the broader community in a spring semester exhibition.

Photography II

U0360-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

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

Prerequisite: Photography I.

Honors Senior Seminar: Photography

U0367-0

Full year — Grade 12 — Meets 3 blocks per cycle

This advanced photography and two-dimensional art course is student-led and offers self-motivated seniors an in-depth investigation into photographic-image making. With an instructor's guidance, it provides the opportunity to structure a substantial learning experience in place of traditional coursework. Students asynchronously work on their own projects, research, writings, and artistic development. A rigorous studio experience that emphasizes concepts, skills, and each student's unique vision culminates in the creation of an art portfolio and group exhibition. Independent explorations are punctuated with critiques and class discussions around various texts, artists, and artworks. Students are expected to invest in the work of their peers as well as their own. Visual Arts faculty provide feedback in an end-of-year panel review of student work.

Prerequisite: Photography II and application.

Video Art

Video Storytelling I

M0400-1 | M0400-2

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

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

Video Storytelling II

M0410-1 | M0410-2

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

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

Prerequisite: Video Storytelling I.

Video Art I

U0550-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This full-year course teaches the basic techniques used in making experimental and short films. The series of projects and exercises empowers students to write, shoot, edit, and discuss their own works of art. No previous experience is necessary. The class is hands-on, collaborative, and critically engaging. Students learn about the history of film, video, and art so they can use that knowledge to interpret the world from their own points of view and tell their own stories. Students exhibit their works online and on campus in screenings, installations, and gallery shows. Selected works are submitted to film festivals.

Video Art II

U0560-0

Full year — Grades 11 and 12 — Meets 3 blocks per cycle

Using the technical skills learned in Video Art I, students spend the year writing, producing, directing, filming, and editing their own projects. Through class presentations, screenings, and shooting in the studio and field, students become more familiar with the language of film and video art. Technical and aesthetic skills are expanded as long takes, Super 8mm film, deep listening and soundscapes, video collage, screenplay adaptations, and video art's intersection with performance art are explored. Projects are collaborative as well as individually driven, and students are encouraged to think conceptually and bring their whole selves to the work they create.

Prerequisite: Video Art I.

Honors Senior Seminar: Video Art

U0575-0

Full year — Grade 12 — Meets 3 blocks per cycle

This course is for self-motivated seniors who have a passion for audiovisual storytelling and time-based artmaking. With an instructor's guidance, it provides the opportunity to structure a substantial learning experience in place of traditional coursework. Student filmmakers/artists take the technical and conceptual skills learned during the preceding two years and apply them to the production of original short films and video art installations. The yearlong series of projects—which may span narrative, experimental, and documentary genres—is solely imagined and realized by the students. A professional practices component provides students with experience in critically analyzing, writing, and speaking about contemporary media art and opportunities to apply to film festivals and exhibitions. Students are expected to invest in the work of their peers as well as their own. Visual Arts faculty provide feedback in an end-of-year panel review of student work.

Prerequisite: Video Art II and application.

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ATHLETICS

Physical activity, exercise, and wellness are essential to the Harvard-Westlake School experience. Whether through physical education or participation in sport, the goal is for each student to develop an appreciation for an active lifestyle, good character, and a positive self-image. While teaching skills and strategies specific to each sport or activity, an emphasis is placed on:

- lifelong habits that contribute to being a well-rounded person;
- team building and sportsmanship;
- development of leadership skills;
- cooperation among peers.

The program also challenges students to raise their fitness levels and develop an understanding of the relationship between fitness and lifelong wellness. Some students choose to participate in interscholastic sports. Others may choose to fulfill their requirement through physical education and/or dance classes. Students who wish to earn credit for participation in more than one physical education activity in a single trimester must obtain approval from the Physical Education department head prior to enrollment.

REQUIREMENTS

- Physical Education 7, grade 7—one year
- Physical Education, grade 8—one year
- Physical Education or Interscholastic Sports, grades 9–12—six trimesters; three trimesters in grade 9 strongly recommended

ATHLETICS COURSE

Athletic Team Student Manager **U8997-3 | U8997-4 | U8997-5**
Full year — Grades 9, 10, 11, and 12 — Meets up to 5 days per week

This course enables students to support athletic teams in a non-athletic role. Students are assigned various tasks by the coach or administrator and are expected to attend all assigned practices and games/competitions. Students may enroll either in or out of season, depending on the needs of the program and program head.

Sports Science: Care and Performance

U8992-0

Full year — Grades 10, 11, and 12 — Meets 3 blocks per cycle

This yearlong introductory course is laboratory and project based. Topics range from practical elements of care to cognitive neuroscience to the meaning of “team.” Units of study include exercise physiology in sports medicine and performance training; care practice; the principles of strength, speed, endurance, and flexibility; testing for strength, speed, and endurance; perception-action coupling; biomechanical analysis and functional movement screens; sports psychology; and leadership. Students are graded on unit tests and quizzes, homework and laboratory assignments, and a capstone project at the end of the year.

PHYSICAL EDUCATION

Physical education classes are available to students in every grade and include a variety of sports and fitness activities.

SEVENTH- AND EIGHTH-GRADE PROGRAM

Every seventh- and eighth-grade student must sign up for a full year of physical education. Students in the seventh grade must enroll in Physical Education 7, a full-year course. Physical Education 8 is divided into semesters so that students in the eighth grade have the option to fulfill their Physical Education requirement by taking both Physical Education 8 and a dance class. A full year of dance also satisfies the Physical Education requirement (see Dance Program later in this section for course options).

Physical Education 7

M8007-0

Full year — Grade 7 — Meets 5 periods per cycle

This course introduces students to individual sports, team sports, fitness, and aquatics. The program challenges students to raise their fitness levels and develop motor and leadership skills, good character, and a positive self-image. During first semester, students rotate through activities of varying intensity. In the second semester, students are assigned to one of two tracks. Placement in the sports-performance track is determined by student desire and staff approval. This track alternates between weight-room workouts and playing sports. The fitness track continues to build athletic skills and improve fitness through sports and games.

Physical Education 8

M8008-1 | M8008-2

Two repeatable semesters — Grade 8 — Meets 5 periods per cycle

The eighth-grade program continues to develop the knowledge and skills introduced in Physical Education 7. Students who enroll for the entire year have the opportunity to sign up for the sports-performance track designed to prepare middle school athletes for high school sports. This track alternates between weight-room workouts and playing sports. If space is available, students who enroll for one semester may also sign up. The fitness track continues to teach students to develop lifelong habits and build character through teamwork, communication, and cooperation while playing sports.

HIGH SCHOOL PROGRAM

Courses offered by the Physical Education department to high school students are divided into trimesters. This allows for a smooth interaction between physical education and interscholastic sports. High school students may earn Physical Education credit by participating on interscholastic sports teams. For each completed trimester on an interscholastic sports team, students earn one trimester of Physical Education credit. Physical education classes are offered each trimester to students who choose not to participate on a sports team. Dance classes may also be taken to satisfy the Physical Education requirement (see Dance Program later in this section). Students must complete six trimesters of physical education while in the ninth through twelfth grades; students are encouraged to complete three of these trimesters in grade 9. The trimesters are designated as fall (3), winter (4), and spring (5).

Physical Education 9

M8009-3 | M8009-4 | M8009-5

Three repeatable trimesters — Grade 9 — Meets 5 periods per cycle

Students participate in a variety of activities each trimester. These activities may include badminton, basketball, fitness, football, soccer, softball, team handball, ultimate Frisbee, volleyball, weight training, and others deemed appropriate by the Physical Education department.

Strength and Conditioning

U8403-3 | U8403-4 | U8403-5

Three repeatable trimesters — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Students participate in a sports performance program designed to prepare them for competition on an interscholastic athletic team. Harvard-Westlake athletes are encouraged to enroll during the off seasons of their sport. Class activities include weight training, agility training, and physical conditioning. Individual student programs comprise exercises aimed at improving performance in the sport(s) of their choice.

Directed Study: Yoga I

U8450-3 | U8450-4 | U8450-5

Three repeatable trimesters — Grades 10, 11, and 12 — Meets twice per cycle

This course provides an introduction to basic yoga and is open to students of all levels. Postures, breath control, and meditation are emphasized. Students learn these practices in the context of a larger mind/body discipline through which they can acquire greater self-awareness. Students work toward an independent daily practice of yoga.

DANCE PROGRAM

Dance classes are offered through the Performing Arts department.

Students in grades 8–12 can fulfill some or all of their Physical Education requirement by taking dance classes. Students in grades 9–12 may earn one trimester of Physical Education credit for taking a semester dance class and up to three trimesters of credit for completing a full-year dance class.

Dance classes offered on the upper school campus also satisfy the Arts requirement.

Middle School Dance Classes

Eighth- and ninth-grade students may take the dance classes listed below to earn Physical Education credit. Descriptions of each course can be found in the Arts section, Performing Arts subsection, of this guide, under Dance.

Introduction to Contemporary Dance **M1200-0**

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

*When taken in ninth grade, this class fulfills *two trimesters* of the Physical Education requirement.

Contemporary Dance Workshop I **M1210-1 | M1210-2**

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

Contemporary Dance Workshop II **M1212-1 | M1212-2**

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

Dance Production **M1220-0**

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

Upper School Dance Classes

The dance courses offered on the upper school campus eligible to be taken to earn Physical Education credit are listed below. Descriptions of each course can be found in the Arts section, Performing Arts subsection, of this guide, under Dance.

Contemporary Dance Methods **U1250-0**

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Choreography **U1265-0**

Full year, repeatable — Grades 10, 11, and 12 — Meets 3 blocks per cycle

Directed Study: Dance **U1274-0**

Full year, repeatable — Grades 10, 11, and 12 — Meets twice per cycle

Directed Study: Dance **U1275-1 | U1275-2**

Two repeatable semesters — Grades 10, 11, and 12 — Meets twice per cycle

Dance Performance and Production **U1270-0**

Full year, repeatable — Grades 11 and 12 — Meets 3 blocks per cycle

Advanced Dance Seminar **U1260-1 | U1260-2**

Two repeatable semesters — Grades 11 and 12 — Meets once per cycle

INTERSCHOLASTIC SPORTS

Harvard-Westlake students are encouraged to participate on an interscholastic sports team. Seventh- and eighth-grade students cannot earn Physical Education credit for this participation. Students in ninth through twelfth grades receive one Physical Education credit for each season they participate on interscholastic sports teams (including training seasons).

Most middle school teams are members of the Junior High Delphic League. Most freshman, junior varsity, and varsity teams are members of the Mission League (boys) or Los Angeles Athletic Association (girls). If a team requires tryouts, they are held before each season. Middle school students are informed about tryout times through Harvard-Westlake's daily bulletin. This information is also projected on the Wolvercreens on campus. High school students (grades 9–12) interested in participating on an interscholastic athletic team should contact the head of that program for tryout information.

Students must receive approval from the coach before signing up for an interscholastic athletic team. Leaving or being dismissed from an athletic team may result in Physical Education credit not being given for that trimester.

Generally, middle school teams practice three days per week for approximately two hours. In season and during the school year, high school athletic team practice times shall not exceed two-and-a-half hours on weekdays and three hours on Saturdays. Fall athletes are expected to attend practices during August; winter and spring athletes are expected to attend practices and games scheduled during school breaks in their seasons. Athletes should note that, in many cases, full participation includes a commitment to the sport beyond the trimester of the regular season. Students are expected to participate in these off-season activities unless they have a conflicting Harvard-Westlake commitment.

ATHLETIC PHILOSOPHY

Harvard-Westlake Athletic Philosophy

Harvard-Westlake Athletics strives to embody the mission of the School by building community through teamwork, pursuing athletic excellence, and promoting integrity through sportsmanship while enthusiastically representing the School with purpose and pride.

ATHLETIC PROGRAMS BY SEASON

Below is a list of the interscholastic sports teams offered by the seasons during which their athletic contests are played. Unless indicated otherwise with a parenthetical note, all students are eligible to play.

Yearlong

Cheerleading (grades 9–12)
Drumline (grades 9–12)
Equestrian
Fencing (grades 9–12)
Robotics—VEX
Robotics—FRC (grades 9–12)

Fall

Cross Country
Field Hockey (grades 9–12)
Football
Golf (girls, grades 9–12)
Swimming and Diving (grades 7 and 8)
Tennis (girls)
Volleyball (girls)
Water Polo (boys, grades 9–12)

Winter

Basketball
Fencing (grades 7 and 8, program extends into both the fall and spring seasons)
Soccer
Water Polo (girls, grades 9–12)
Wrestling

Spring

Baseball
Field Hockey (grades 7 and 8)
Golf (grades 7 and 8 and boys, grades 9–12)
Lacrosse
Softball
Swimming and Diving (grades 9–12)
Tennis (boys)
Track and Field
Volleyball (boys)

COURSE NUMBERS BY ATHLETIC PROGRAM

Use the following course numbers to sign up for Harvard-Westlake interscholastic sports teams. Placement on all teams is at the discretion of the coach. Course numbers in **bold** print denote the competitive season.

Only students in the seventh and eighth grades are eligible to enroll in Middle School sports teams. Students must obtain coach approval to sign up for a training season if not enrolling in the competitive season for that sport.

Athletic Service	Fall	Winter	Spring
HWTV (grades 9–12)	8993-0	8993-0	8993-0
Baseball	Fall	Winter	Spring
Baseball—Middle School			8217-5
Baseball (grades 9–12)	8762-3	8762-4	
Baseball—JV			8761-5
Baseball—Varsity			8760-5

Basketball	Fall	Winter	Spring
Basketball—Middle School Boys		8205-4	
Basketball—Middle School Girls		8110-4	
Basketball—Boys (grades 9–12)	8732-3		8732-5
Basketball—Girls (grades 9–12)	8532-3		8532-5
Basketball—Freshman Boys		8734-4	
Basketball—JV Boys		8731-4	
Basketball—JV Girls		8531-4	
Basketball—Varsity Boys		8730-4	
Basketball—Varsity Girls		8530-4	
Cheerleading	Fall	Winter	Spring
Cheerleading (grades 9–12)	8930-3	8930-4	8930-5
Cross Country	Fall	Winter	Spring
Cross Country—Middle School	8302-3		
Cross Country—JV Boys	8711-3		
Cross Country—JV Girls	8501-3		
Cross Country—Varsity Boys	8710-3		
Cross Country—Varsity Girls	8500-3		
Drumline	Fall	Winter	Spring
Drumline (grades 9–12)	8940-3	8940-4	8940-5
Equestrian	Fall	Winter	Spring
Equestrian—Middle School	8335-0	8335-0	8335-0
Equestrian (grades 9–12)	8920-0	8920-0	8920-0
Fencing	Fall	Winter	Spring
Fencing—Middle School	8300-3	8300-4	8300-5
Fencing (grades 9–12)	8902-3	8902-4	8902-5
Field Hockey	Fall	Winter	Spring
Field Hockey—Middle School			8307-5
Field Hockey (grades 9–12)			8612-5
Field Hockey—Freshman	8614-3		
Field Hockey—JV	8611-3		
Field Hockey—Varsity	8610-3		

Football	Fall	Winter	Spring
Football—Middle School	8202-3		
Football (grades 9–12)		8702-4	8702-5
Football—JV	8701-3		
Football—Varsity	8700-3		
Golf	Fall	Winter	Spring
Golf—Middle School			8312-5
Golf—Boys (grades 9–12)		8772-4	
Golf—Girls (grades 9–12)			8622-5
Golf—JV Boys			8771-5
Golf—JV Girls	8621-3		
Golf—Varsity Boys			8770-5
Golf—Varsity Girls	8620-3		
Lacrosse	Fall	Winter	Spring
Lacrosse—Middle School			8208-5
Lacrosse (grades 9–12)		8822-4	
Lacrosse—JV			8821-5
Lacrosse—Varsity			8820-5
Robotics	Fall	Winter	Spring
Robotics—Middle School	8392-3	8392-4	8392-5
Robotics—VEX (grades 9–12)	8955-3	8955-4	8955-5
Robotics—FRC (grades 9–12)	8950-3	8950-4	8950-5
Soccer	Fall	Winter	Spring
Soccer—Middle School Boys		8210-4	
Soccer—Middle School Girls		8115-4	
Soccer—Boys (grades 9–12)	8742-3		8742-5
Soccer—Girls (grades 9–12)	8552-3		8552-5
Soccer—JV Boys		8741-4	
Soccer—JV Girls		8551-4	
Soccer—Varsity Boys		8740-4	
Soccer—Varsity Girls		8550-4	

Softball	Fall	Winter	Spring
Softball—Middle School			8127-5
Softball (grades 9–12)	8572-3	8572-4	
Softball—Varsity			8570-5
Swimming and Diving	Fall	Winter	Spring
Swimming—Middle School	8317-3		
Swimming and Diving—Boys (grades 9–12)	8782-3	8782-4	
Swimming and Diving—Girls (grades 9–12)	8582-3	8582-4	
Swimming and Diving—JV Boys			8781-5
Swimming and Diving—JV Girls			8581-5
Swimming and Diving—Varsity Boys			8780-5
Swimming and Diving—Varsity Girls			8580-5
Tennis	Fall	Winter	Spring
Tennis—Middle School Boys			8222-5
Tennis—Middle School Girls	8130-3		
Tennis—Boys (grades 9–12)		8792-4	
Tennis—Girls (grades 9–12)		8512-4	8512-5
Tennis—JV Boys			8791-5
Tennis—JV Girls	8511-3		
Tennis—Varsity Boys			8790-5
Tennis—Varsity Girls	8510-3		
Track and Field	Fall	Winter	Spring
Track and Field—Middle School			8322-5
Track and Field—Boys (grades 9–12)		8802-4	
Track and Field—Girls (grades 9–12)		8602-4	
Track and Field—Frosh/Soph Boys			8803-5
Track and Field—JV Boys			8801-5
Track and Field—JV Girls			8601-5
Track and Field—Varsity Boys			8800-5
Track and Field—Varsity Girls			8600-5

Volleyball	Fall	Winter	Spring
Volleyball—Middle School Boys			8225-5
Volleyball—Middle School Girls	8100-3		
Volleyball—Boys (grades 9–12)		8812-4	
Volleyball—Girls (grades 9–12)			8522-5
Volleyball—Freshman Boys			8814-5
Volleyball—Freshman Girls	8524-3		
Volleyball—Frosh/Soph Girls	8523-3		
Volleyball—JV Boys			8811-5
Volleyball—JV Girls	8521-3		
Volleyball—Varsity Boys			8810-5
Volleyball—Varsity Girls	8520-3		
Beach Volleyball—Varsity Girls			8525-5
Water Polo	Fall	Winter	Spring
Water Polo—Boys (grades 9–12)			8722-5
Water Polo—Girls (grades 9–12)	8542-3		8542-5
Water Polo—JV Boys	8721-3		
Water Polo—Varsity Boys	8720-3		
Water Polo—Varsity Girls		8540-4	
Wrestling	Fall	Winter	Spring
Wrestling—Middle School		8332-4	
Wrestling (grades 9–12)	8752-3		8752-5
Wrestling—JV		8751-4	
Wrestling—Varsity		8750-4	

