



The Williams School



Course Catalog

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ACADEMIC LIFE AT WILLIAMS

The Williams School is proud of its academic reputation. A course catalog offers only a glimpse of what it means to be a student at the school, but it does offer a window on the academic life. Graduation requirements, expectations and descriptions of courses follow. The faculty is committed to developing approaches to teaching that meet the needs of students and that engage them in the process of learning. They use many forms of instruction ranging from traditional lectures and demonstrations to seminars, group work, laboratory experiments, field trips, performances, and technology explorations.

THE CURRICULUM

The Williams School seeks to help students realize their potential. At its most pragmatic level, the aim of the program is to equip students with the skills necessary for success in college and in life. At its most idealistic, the aim is to encourage intellectual curiosity and the love of learning. At every level the teachers never lose sight of the formation of character. The curriculum puts its faith in the civilizing effects of the humanities and of the arts and in the power of the scientific method. Teachers put their faith in their students and in their disciplines, believing in the potential of the students and in the importance of the subjects taught. Ours is a traditional curriculum, enhanced by technology, which stresses the connections among the various subjects. The faculty members are also learners who try to bring to the program effective pedagogy and scholarship. We believe a Williams graduate is well taught, well informed, and ready for a demanding college program.

THE ACADEMIC PROGRAM

The division between the Middle and Upper School is more than a classification according to grade. The seventh and eighth grade curriculum is based on a middle school philosophy responsive to the developmental needs and learning styles of younger students. The Upper School follows a college preparatory program, which increases in its demands throughout the four years. Advanced Placement and some elective courses in the senior year are taught at the college level. Placement in Honors and Advanced Placement level courses is subject to department approval.

The school year consists of two semesters, each two quarters in length. Teachers assess the students by letter grade and written comment every quarter. Upper School courses generally have formal examinations as end of semester assessments. Students may gain college credit by taking Advanced Placement (AP) courses and examinations in certain subjects. Each department offering Advanced Placement courses may require additional summer work, and, in some cases, additional class work.

Seniors are encouraged to work on a Senior Project preceding graduation. These projects require careful planning, and students must have the help of a faculty advisor. Oral and written presentation of the results of the project is required.

Williams benefits greatly from its connection with Connecticut College. The school makes use of a number of the College's facilities, and selected students are able to take courses at the College in their senior year. In turn, Connecticut College students can pair with Williams' faculty as teaching interns.

A number of the best students in the Senior class are inducted into the Williams Chapter of the Cum Laude Society, a national honor society.

The average class size at Williams is 13; the student-teacher ratio is 9:1.

THE MIDDLE SCHOOL PROGRAM

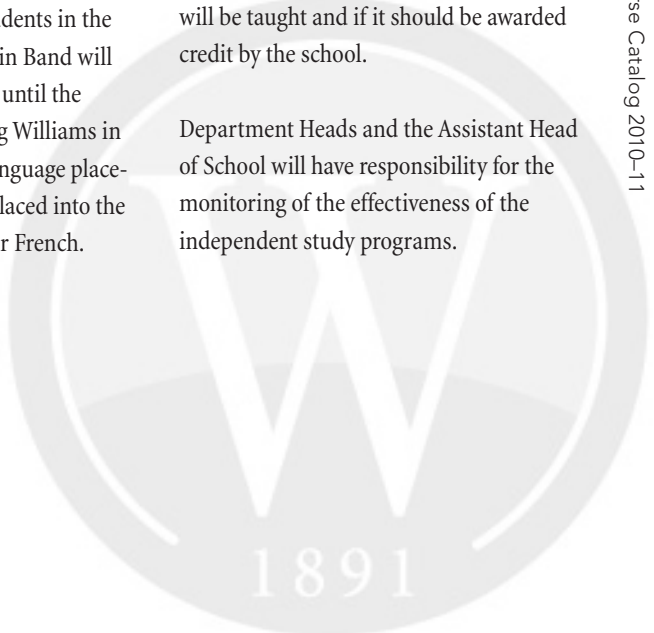
The courses in grades seven and eight are intended to develop cognitive and study skills necessary for effective entry into the Upper School. By exposing students to a wide range of courses in the Middle School, Williams places an emphasis on the development of writing skills, analytic skills, and effective communication. In grade seven, students take English, American History, Math (Prealgebra), Life Science, Modern Language (French or Spanish), and Enrichment. In grade eight, students take English, Geography, Math (students are placed in the appropriate level by the department), Modern Language (French or Spanish), Physical Science, Latin I, and Enrichment. Whenever students are not scheduled in a class, they are in a supervised study hall. Band and Chorus are available as elective courses for students in grades seven and eight. Students in the eighth grade who participate in Band will postpone their study of Latin until the ninth grade. Students entering Williams in the eighth grade will take a language placement test to ensure they are placed into the appropriate level of Spanish or French.

INDEPENDENT STUDY

Students may take independent study classes or independent projects when time, circumstance, and student and teacher workloads provide for them. There is no guarantee that a course or project will be allowed simply because a student wishes to take one.

Requests for independent study should be referred by the teacher or the student who wishes to take the independent study or course to the Department Chair and then to the Assistant Head of School and the Department Heads, who serve as the curriculum committee. A rationale for the study, a syllabus, a statement of scope and sequence, and an outline for assessment and evaluation should be provided. The student's advisor, as in the yearly selection of courses, must also approve. The Department Heads will decide if the course/study will be taught and if it should be awarded credit by the school.

Department Heads and the Assistant Head of School will have responsibility for the monitoring of the effectiveness of the independent study programs.



SMART PROGRAMS

SMART Comprehensive Program

(All grades)

The Skills Management, Academic Resources, and Tutoring (SMART) Program is intended for middle and upper school students who would benefit from additional study skills and academic support throughout the school year. Students enrolled in the SMART program meet twice a rotation with the SMART Program Coordinator during study hall time. Once a rotation, the student will meet individually with the program coordinator. Individual sessions are tailored to the needs of the student with coaching and support activities ranging from creating time-management plans to studying for an upcoming assessment or working on an essay. Once a rotation, a small group of no more than five SMART program students work in a collaborative learning environment to discuss the application of general study skills techniques. Students can participate in the SMART Comprehensive Program more than once. *There is a fee for enrollment in the SMART program and space is limited.*

SMART Individual Program

(All grades)

The SMART Individual Program is intended for those students who have already been a part of the SMART Comprehensive Program and wish to enroll in the program again without the study skills group portion. Individuals meet once per rotation individually with the program coordinator. Students can participate in the SMART Individual Program more than once. *There is an adjusted fee for enrollment in the SMART Individual Program and space is limited.*

GRADUATION REQUIREMENTS

To receive a diploma from The Williams School, a student must have earned a minimum of twenty credits in the Upper School courses listed below. These are minimum requirements and do not include PE credits; most students earn more than twenty credits.

The minimum load for any academic year is five credits; should a student be enrolled in courses totaling exactly five credits, he/she may take a maximum of two courses in the arts. All students, however, are expected to take as full a program as they can manage. A student is considered eligible for graduation when he or she has successfully fulfilled the Upper School minimum academic and athletic requirements, and has maintained a C-minus or better average during the senior year. A failing grade in a course in the second semester of the senior year will prevent a senior from graduating.

The schedule of classes varies according to a seven-day rotation of the timetable. Unless otherwise indicated, classes meet for the full year and are worth one credit.

English	4 credits
(one course each year)	
Mathematics	4 credits
(one credit each year)*	
Foreign Language(s)	4 credits
(• three consecutive years in the Upper School of one language—French, Spanish or Classical Languages;	
• Latin I for all students who enter Williams through the 10th grade year;	
• French I or Spanish I—either French 7 & 8 or Spanish 7 & 8 in the Middle School or French I or Spanish I in Grade 8 or the Upper School;	
• the completion of Latin I should take place as early as possible in the student's career at Williams.)	
Laboratory Science	2 credits
(two courses, including one biological and one physical science; all graduating seniors must have completed at least one year of science at The Williams School.)	
History	2 credits
Fine Arts	1 credit
(two 1/2 credit year courses may be needed)	
Electives	3 credits
(taken in different disciplines)	
Physical Education	2 credits/year
(completed in the Upper School)	

** Students who complete AP Calculus by the end of their junior year may be exempt from a mathematics course in their senior year.*

ENGLISH

The English curriculum at Williams seeks to develop students' critical reading, writing, and speaking skills, and to foster an appreciation of literature. Students learn to read actively by underlining and taking notes on the works, responding in reading journals, and referring to the text to support their opinions in discussion. Practice is given in finding main ideas, locating supporting details, drawing inferences, distinguishing fact from opinion, and building vocabulary. The writing program utilizes computers to emphasize the importance of drafting, revising, and proofreading.

Grade 7

This course emphasizes the development of writing and critical reading skills. Students use computers to draft and polish their papers for both creative and analytical assignments. Instruction includes lessons on spelling, punctuation, grammar, and vocabulary, as well as content revision. Students read novels, short stories, poetry, and one play. The literature often involves themes of diversity and coming of age; frequently units coordinate with history lessons.

Grade 8

Students build on the reading and writing skills developed in seventh grade. They continue to draft their papers on the computer and learn how to edit and revise effectively. They become more proficient at writing analytical essays that trace char-

acter development or explore symbolism, and yet they have ample opportunity to write stories and poems. Students examine a variety of literary genres and study Shakespeare.

English I (Grade 9)

Freshmen begin a more formal study of literary genres and techniques. They read both classic and modern works, including *The Odyssey*, *Oedipus the King*, *Twelfth Night*, and *To Kill a Mockingbird*, and examine the elements of classical tragedy and neoclassical comedy. Students write essays frequently and spend an entire quarter learning how to produce a research paper.

English II (Grade 10)

Sophomores study representative works of British literature and examine how each relates to the time period in which it was written. Among the texts are *Canterbury Tales*, *Macbeth*, *Jane Eyre*, 1984, and *Death and the King's Horseman*. Major topics include order and disorder in society, irony and satire, imperialism, and the power of language. In addition to frequent papers, students write an essay that incorporates elements of literary criticism.

English III (Grade 11)

The first quarter of this course offers students a workshop approach to improving their writing. Students take their papers through many drafts, from freewriting to polishing, and focus on clarity of expression as well as audience and purpose. Assignments emphasize narrative, persuasive,

and analytical writing. The remaining three quarters are devoted to the study of American literature. Students read such works as *The Scarlet Letter*, *Death of a Salesman*, and *Song of Solomon*. Frequent writing assignments coordinate with the literature.

English IV (Grade 12)

The first quarter of this course is devoted to the study of *Hamlet* and supplementary texts. Students then choose electives to run through second, third, and fourth quarters. As always, students develop and polish their writing skills through a variety of analytical and creative assignments. Although no section is specifically designated an AP section, English IV prepares all students to take the AP exam if they so desire.

ENGLISH ELECTIVES

Other Gods and Other Monsters (Grade 12)

Beginning with the novel *Frankenstein* by Mary Shelley, this course will focus on challenges to identity. The meeting of differing cultures, through immigration, colonization or creation provoke questions about values and fulfillment, especially in terms of conflicting ideals. The works read will be taken from a range of times and traditions: Shakespeare to Caryl Phillips to Walcott and Suzan-Lori Parks.

Writing as Readers (Grade 12)

Through examining the intricacies of the reading process, students will practice the art of writing in a number of different

genres, including short fiction, poetry, review, stream of consciousness, and creative nonfiction. Frequently utilizing the workshop setting, we will analyze and critique the work of published authors as well as the work of students in the class. Students will develop their understanding of writing and control over language, ultimately using computer software to write, produce, and broadcast radio essays modeled after NPR's *This American Life*. We will read Cormac McCarthy, Virginia Woolf, Michael Pollan, Seamus Heaney, Raymond Carver, Elizabeth Bishop, and others. *Enrollment in this course requires a signature from the Department Head.*

Folk and Faerie Lore (Grade 12)

Beginning with the legend of the Pied Piper, which continues to puzzle anthropologists even to this day—students will be encouraged to range over the wide world of folk and faerie lore. Some may choose to examine traditional tales from their own ethnic heritage. Others may wish to engage in comparative studies; e.g. to investigate the nearly universal belief in the existence of “the little people,” or the remarkable similarity of legends originating in remarkably dissimilar cultures. Some might look into psychologists’ theories as to the significance of folk beliefs, or as to the underlying meaning of specific tales. All are welcome to suggest topics of particular interest to them. Students will submit a research paper and will make an oral presentation of their findings. Their contributions are essential to the success of the elective.

Strange Plays (Grade 12)

The experimental plays of the modern period and their contemporary descendants will serve as the focus of this course. In particular, we will examine the formal innovations of modernism and apply them to a study of works by contemporary American playwrights. In each case, a play from the earlier period will be set against a work from the present era in order to highlight the formal similarities. The various “—isms”: realism, aestheticism, absurdism, expressionism, as well as epic theatre, will of necessity be explored in detail. The works of Strindberg, Shepard, Wilde, Beckett, Brecht, Wolfe, and Parks will serve as the foundation of the course. A willingness to act and stage short scenes will be a requirement. Writing exercises will include analysis and imitation of various styles.

Journalism (Grades 10–12)

This course considers all facets of newspaper production, including the writing of news, sports, and editorials, the editing process and application of Associated Press standards, and the fundamentals of digital photography and publication design and layout. Besides developing their own journalistic skills, students will learn to be critical consumers of media and will explore the world of journalism by reading and evaluating a variety of professional and student newspapers as well as an investigative journalism nonfiction text. To be successful in this course, students must be driven, self-motivated, organized team players with good time-management skills

and the willingness to revise copy numerous times. This course may be repeated for credit if a student requires another year to master the skills necessary to serve as an editor in the Advanced Journalism class. *Prerequisite: Instructor approval. Full year course—1/2 credit.*

Advanced Journalism (Grades 11–12)

This course is designed for experienced journalists. It incorporates and adds to the syllabus of the Journalism course. Advanced Journalism students will be the editors of *The Blueprint*. Editorial responsibilities will include establishing a beat system within the school, mentoring Journalism students, editing and laying out all issues of the newspaper, finding and providing news leads to journalism students, increasing public relations exposure, and working with our printer and our publications budget. As editors, Advanced Journalism students are required to commit to approximately 16–20 evening hours per issue to layout the newspaper during our pre-publication weeks. Because the additional half credit of the course is earned through evening and sometimes additional classroom hours, students may sign up for a seven-credit load if Advanced Journalism is the seventh credit. Students may repeat this course for credit but will serve as an editor of a different section of the newspaper. *Prerequisite: Journalism and approval of the instructor.*

MODERN LANGUAGES

At Williams two modern languages, French and Spanish, are taught at all grade levels up to Advanced Placement standard. Students entering the school in seventh grade choose to begin one of the two and from the outset are encouraged to develop the four basic communicative skills of listening, speaking, reading, and writing. In addition, students are exposed to numerous aspects of the cultures in which their new language is spoken and are thereby encouraged to become more reflective about their own linguistic and cultural heritage.

FRENCH

Grade 7

Students cover one half of the material in the basic text, *Bien dit!*, and use an interactive website created by its publisher. The vocabulary content is theme-based and includes numbers, days of the week, months of the year, time, weather, family, classroom, and clothing. The basic grammar focuses on: the present tense of all three categories of regular verbs; several common irregular verbs; the near future; adjectival forms, including possessives and demonstratives, and personal pronouns. Classroom activities include dialogues, songs, games, Internet searches and CD-ROM activities.

Grade 8

This year completes the level one syllabus (the equivalent of one year of high school French). There is a thorough review of the previous year's material and new verb families are introduced, as is the *passé composé*. The acquisition of more complex grammatical structures and a great deal more vocabulary prepares the students to do creative oral and written work. Students also see cultural videos and do project work on both francophone countries and French regions.

French I

(Open to students in Grade 8 and higher)

Students with limited or no prior exposure to French may begin an accelerated level one course. The class will use the same text employed in grades seven and eight and will cover in one year the grammar and most of the vocabulary that are taught over two years in French 7 and 8.

French II

This class makes use of the second-year text of the *Bien dit!* program. Over the course of the year students will greatly increase their grammatical repertoire and continue to expand their range of vocabulary and cultural knowledge. A wide variety of activities are employed in order to help students strengthen their competency in all four communicative skill areas. The year begins with an extensive review of the grammar structures taught in level one and goes on to introduce more verb families, teach the imperfect tense and compare its uses with the *passé composé*, and present

the future tense. Vocabulary units will include household items and tasks, leisure and routine activities, travel, personal care, and medical problems and treatment.

French III and French III Honors

This course covers a wide range of cultural themes and related vocabulary. These include everyday life, leisure activities, values, history, and arts and sciences. Grammatical study comprises a review of structures presented in previous years along with the introduction of such new elements as compound tenses, the conditional and subjunctive moods, and various types of pronouns. Students are asked to write essays, role-play, and deliver presentations on a wide range of topics. A final aspect of this course is the study of authentic readings, such as extracts from newspaper and magazine articles and from works of literature. An honors section will always move at a faster pace, and students will be expected to perform to more rigorous standards.

French IV and French IV Honors

The syllabus of this course allows for some flexibility in order to accommodate the interests and skill level of the students. If there are sufficient numbers to occasion an honors section, the curriculum will entail greater rigor and anticipate more directly an AP syllabus the following year. In any event, students will be introduced to the formal study of literature; works may include *Le Petit Prince*, *Huis Clos*, and a selection of short stories and poems. These works serve as the basis for discussions, analytical papers, and vocabulary expansion.

Written expression is honed through advanced grammar exercises and frequent journal entries, and oral skills are further enhanced through presentations, poetry recitations, and dramatic stagings. Students may also have the opportunity to see several French films and to read about and discuss news items and aspects of social and political life in francophone countries.

French V (Honors)

Frequent personal responses and short essays are staples of this course, as are daily open discussions and numerous presentations to the class by each student. Literary and cultural readings are used as a vehicle for discussion as well as for vocabulary expansions and grammar review where needed. Such readings may include short stories, poetry, a play, interviews with famous Francophone personalities, and newspaper or Internet articles dealing with current events and social concerns. Films and guest speakers complement the curriculum, whenever possible. *This course may be taught to a more rigorous honors-level standard depending upon the composition of the class.*

Advanced Placement French V

Once again the syllabus chosen for this level will depend on the composition of the class. In any case, the program will prepare students for the AP examination in French Language and will reflect intellectual interests shared by the students and the teacher. The course will include a variety of source materials, all designed to develop to an advanced level the fluency and accuracy of

the class's written and spoken skills. Source materials include literary works, newspaper and magazine articles, films and video clips, and Internet research.

SPANISH

Grade 7

This introductory Spanish course is the first half of level one. The course covers the present tense of the three regular verb families and a number of important irregulars; subject pronouns; adjective usage and agreement; idiomatic verbal expressions; and other basic structures. Vocabulary topics include conversation expressions, personal description, numbers, dates, school and after school activities, family, weather, food, and sports. Small Spanish projects are done throughout the year, such as postcards, autobiographical mirrors, and family trees. Students are introduced to various Hispanic cultures through readings as well as a major project on a Latin American country. Classroom activities include cultural videos, dialogues and skits, songs, and games.

Grade 8

After a thorough review of the material covered in the seventh grade, the students complete the mastery of most verb patterns in the present tense and are introduced to the preterite (or past) tense. Thematic vocabulary revolves around summer and winter pastimes, health and illness, cultural activities, clothes shopping, and dining out, while new grammatical structures, such as object pronouns, continue to

be added. Cultural enrichment includes a project on an aspect of Mexican geography or culture, a paper and presentation on a region of Spain, and subscription to a language magazine. Creative work, both oral and written, and the use of videos with native speakers round out the syllabus of this course, the completion of which is equivalent to one year of high-school Spanish.

Spanish I

(Open to students in Grade 8 and higher)

This is an accelerated level one course for students who are either beginners or who have not had enough prior exposure to be placed in Spanish II. The class will use the same text employed in grades seven and eight and will cover in one year the grammar and most of the vocabulary that are taught over two years in Spanish 7 and 8.

Spanish II

This course begins with an extensive review of Spanish I grammatical concepts, verb tenses and vocabulary. Our textbook and accompanying website expand upon these concepts and introduce the imperfect and future tenses along with other new structures. Students continue to broaden their vocabulary with thematic units which include driving and traveling, accidents and illness, cooking, and shopping. Aural comprehension is enhanced by TPR storytelling and the reading of two children's novels in Spanish. Viewing the textbook's accompanying video episodes also enhances aural comprehension and enriches idiomatic vocabulary, while discussions

based upon the video, our novels, cultural readings, and authentic news articles serve to build fluency and expose students to various aspects of the Hispanic world. Students deliver a PowerPoint project and presentation in Spanish at the end of each quarter.

Spanish III

This course focuses on such grammatical topics as the conditional and subjunctive moods as well as the compound tenses of the indicative. Listening and speaking are still stressed, but emphasis is also placed on students' written expression. Cultural readings, in conjunction with videos, serve to expand students' vocabulary and to familiarize them with diverse Hispanic cultures.

Spanish III Honors

Selected for this class on teacher recommendation, students follow the same program as above but also undertake short readings from literature, newspapers, and magazines. In addition, a greater amount of vocabulary is presented and grammar is studied in greater detail in order to prepare the students for a more rigorous program at higher levels. To strengthen their writing ability, students are required to craft a number of compositions on a variety of topics, and they will also use the Internet to research various social and cultural themes.

Spanish IV

This course reviews and builds upon all of the structures of Spanish grammar introduced in previous levels. Vocabulary expansion continues apace, with emphasis on idiomatic expressions. Oral facility is enhanced through frequent situational dialogues and discussions of short stories, poems, and other readings. Further cultural components include movies, music, and web projects.

Spanish IV Honors

In addition to many of the activities undertaken in regular Spanish IV, students in this section receive more rigorous preparation in anticipation of the AP course the following year. They are introduced to the skills of literary analysis through the study of a variety of short stories by leading Spanish and Latin American authors, and a premium is placed on precision in both spoken and written expression. Written proficiency is refined through advanced grammar study, intensive vocabulary expansion, and a series of formal essays, while oral skills are enhanced through presentations, discussions of historical and current events, poetry recitations, and the staging of a movie scene. The study of civilization and literature culminates in the fourth quarter with units on Mexican migrant workers in the U.S. and Spain's Civil War.

Spanish V (Honors)

This course uses cultural and literary study as the framework in which to help students attain a more advanced command of the language. Contemporary short stories (both in Spanish and English) and films provide the basis for lessons and discussions, always with an eye toward gaining a greater understanding and appreciation of Spanish-speaking cultures around the world and here in the U.S. This study of literature and films also allows for the extensive acquisition of vocabulary, review of the fundamentals of grammar, and a variety of speaking and writing activities. *This course may be taught to a more rigorous honors-level standard depending upon the composition of the class.*

Advanced Placement Spanish V

The syllabus chosen for this level will depend in part upon the composition of the class. The program will prepare students for the AP examination in Spanish Language and will reflect intellectual and cultural interests shared by the students and the instructor. It will include a variety of source materials such as major works of literature (short stories, one-act plays, extracts from novels), cultural readings, newscasts, music, and films. Intensive grammar practice, vocabulary review and expansion, and fine-tuning of written and oral expression aim to raise the students' overall proficiency and fluency.

CLASSICAL LANGUAGES

The Classics specifically refers to the study of Latin and ancient Greek. The Classics program teaches these languages, and through them an expanded English vocabulary, a better understanding of English grammar, an appreciation of the ancient societies which have influenced our own in the areas of government, law, art and literature, and self-discipline with regard to study habits. It is the philosophy of the Classics Department that the learning of a language is a continuous process, so our program in Latin and Greek takes four or five consecutive years to complete. The first result of this process is that a Classics student reads Latin with relative ease and has a foundation in Greek grammar. A further result is that an advanced student can read Latin authors and so appreciate some of the finest Western literature in the original language.

Latin I (Grade 8)

This course introduces the basic grammar and vocabulary of Latin. The basic text used is *Ecce Romani I*, which covers six tenses of Latin verbs, five declensions of nouns, adjectives, pronouns, and basic vocabulary. In addition to the basic grammar of Latin, students learn how to translate from Latin into English and English into Latin so that their understanding of this inflected language is improved. They begin their study of Roman culture, society, history, religion and art. Finally, the students learn the relevance of Latin

to our society through discussions in class about vocabulary, and other topics such as art and government. The goals of this course are for the students to have a basic understanding of the inflection of Latin, a working vocabulary, comfort with translating at the Latin I level, study skills that will allow a student to be successful at learning Latin, and an appreciation of Roman society and culture.

Latin II (Grade 9)

Students continue to learn the grammar and vocabulary of Latin using *Ecce Romani II* and supplementary materials. Topics covered include the active and passive voice, the subjunctive mood and its constructions, ablative constructions, special verbs and conditional clauses. By the end of the course, students have been introduced to the majority of the grammar of Latin and have acquired a good basic vocabulary. When the students are comfortable with their ability at translation at this level, they begin to read more difficult Latin and practice sight-reading. In addition, students continue their study of Roman history, culture and mythology. The goals of this course are for students to be comfortable with Latin grammar, to have a good working vocabulary and competence at reading Latin at this level so that they are ready to begin reading a variety of authors at the next level.

Classical Languages III (Grade 10)

Using *Ecce Romani III* and other supplemental texts, students continue their study of Latin by reading excerpts from several authors including Caesar, Cicero and Pliny. As students encounter their first unaltered Latin texts, they work on learning some of the finer points of Latin grammar, and continue to build their Latin vocabulary. Students are also introduced to the basic grammar and vocabulary of ancient Greek using the text *Athenazae, Part I*. Students are introduced to the first three declensions of nouns, regular, irregular and contract verbs in the present tense, active and middle voices, adjectives, present active and middle participles, pronouns, and vocabulary. Students also begin to study ancient Greek culture, history and society through the translations used in this text. The goals of this course are to introduce students to the other classical language—ancient Greek, and to move students into the study of a Roman author in such a way that through the study of that author's work, they come to a fuller understanding of the Roman world.

Classical Languages IV Honors/

Classical Languages IV (Grade 11)

Students continue their experience in Latin by translating letters and excerpts from the orations and treatises written by Cicero, the 1st century B.C.E. Roman orator and statesman. As they work through these texts, the students continue to build their vocabulary and to learn further fine points of Latin grammar. They also engage in discussions and analyses of the text in its

ancient context and in the context of their experiences. Students continue their study of ancient Greek in the *Athenazae* series. The goals of this course are for students to continue to improve their reading ability in Latin and to complete their study of the basic grammar and vocabulary of ancient Greek. The material covered in this course is adjusted to meet the needs of the students in the course. The honors level course moves at a more rigorous pace and so covers more material.

AP Latin Vergil (Grade 12)

This course is designed to prepare students to take the AP Vergil Exam. Students translate selections of the *Aeneid* as set by the College Board and read the *Aeneid* in its entirety in English. In addition to the translation and resulting close reading of the Latin of this poem, students analyze and interpret the text, learn the figures of speech, motifs and meter used in the poem, place the epic in its historical and political context, and write critical essays using the Latin text as support for their arguments. This course requires summer reading and work over school vacations. Students are expected to take the AP exam in May.

HISTORY

The History Department aims to introduce students to the heritage of our past, particularly Western Civilization, and to extend their sense of the political and economic world in which they live. The courses provide fundamental factual material in the context of broad trends in human development. All courses include a strong emphasis on geography. Students are taught how to do research and how to organize, analyze, and present historical material.

U.S. History (Grade 7)

Students gain an understanding of significant events in early American History through a chronological survey beginning with pre-Columbian times and ending with the Civil War. Major topics include Exploration and Settlement; the American Revolution; the Constitution; and the Civil War. In addition, study skills, including note taking, time management, essay writing, and test taking, will be an integral part of this course.

Geography (Grade 8)

Through the study of the Five Themes of Geography (Place, Region, Movement, Interaction with the Environment, and Location), this course will cover the following geographical topics: the geographical features of various countries, similarities and differences between various cultures, and the development and downfall of past cultures. The class will discuss different

cultures, how they developed, and the similarities and differences between the American culture and other world cultures.

Ancient World History (Grade 9)

This elective course will cover the span of time from prehistory to 1300. The study of various civilizations will include Egypt, Mesopotamia, Greece, Rome, India, China, Islamic empires, the Americas, the Byzantine Empire and Medieval Europe. In this course, students will study and compare the political, cultural, religious, economic, and social forces that shaped the Ancient World.

Modern World History (Grade 10)

Students will gain an understanding of the major events in world history from 1300 to the present. Influential empires and nations in Asia, Africa, Europe, and the Americas will be examined, focusing on major political, cultural, religious, economic, and social influences. Students will study the diversity of world cultures, as well as the growing interrelationships that dominate the world today. Special emphasis will be placed on global interaction and conflict arising from trade, exploration, and conquest.

U.S. History (Grade 11)

Students will study the major forces and events in U.S. history, focusing on the period of 1740–1980. Major topics include: the Constitution; the Civil War; the Industrial Revolution; the reform movements of Populism, Progressivism, the New Deal, and the Great Society; and the United

States as an international power. Students will also write a 2,000-word research paper on twentieth-century America.

Advanced Placement U.S. History (Grade 11)

Advanced Placement U.S. History surveys the entire span of American History, from the colonial period to the end of the twentieth century. The AP level is more demanding, and is designed to be equivalent to an introductory college course. Practice exercises and sample tests are included to prepare students for the AP exam, which all students enrolled in this course must take. Students will complete a research project in lieu of a final exam. *Department Head permission is required.*

HISTORY ELECTIVES

*History electives are designed to give Seniors an opportunity to study a more focused topic after having taken broad survey courses in the 10th and 11th grades. History electives also allow teachers to pursue in depth particular areas of study in which they have special interest and expertise. There are both whole year and semester electives. The final determination about which history electives are offered, and in the case of semester courses, whether they will be offered in the Fall or Spring, will be based on student enrollment. **History electives are open to 11th graders by permission of the instructor and if scheduling permits.***

FULL-YEAR COURSES

Modern German History (Grades 11–12)

In this elective course, students will undertake an in-depth study of the events and highlights of modern German history from 1815 through World War II, with a particular focus on developments pointing toward the emergence of National Socialism. The course will conclude with a discussion of recent developments in the Federal Republic of Germany.

The Pursuit of Freedom (Grades 11–12)

This course examines the history of African-Americans from tribal Africa to the present. Topics include tribal kingdoms, the slave trade, slavery in the Americas, emancipation, reconstruction, the Jim Crow era, the civil rights and black power movements, and current events. Students will use a textbook, the miniseries *Roots*, music recordings and special class projects to understand and appreciate the resiliency of African-Americans.

SEMESTER COURSES

Current Issues in Government (Grades 11–12)

This course begins with an analysis of the U.S. Constitution as a framework for all future discussions. It will then examine various domestic and foreign policy issues that face voters today. Students will research opposing perspectives on issues in preparation for class debates and a paper.

Students will also follow the major votes of a particular U.S. Senator or Representative throughout the semester. At the culmination of the semester, the students will write an analytical paper comparing the framework and rights of a foreign government with the U.S. government. *Semester Course—1/2 credit.*

Economics (Grades 11–12)

Students will look at the choices society makes to allocate scarce resources. Macroeconomics topics include money and banking, taxing, and capital formation; microeconomics will focus on market structure and pricing. Students will gain an understanding of the stock market and its role in the U.S. and world economies. Discussion of current events will be integral to the course. *Fall Semester only—1/2 credit.*

History of the Sixties (Grades 11–12)

This course introduces students to the political, economic, cultural and social issues of modern American society by focusing on the turbulent and dynamic 1960's. Students evaluate the presidencies of John F. Kennedy, Lyndon Johnson and Richard Nixon, American involvement in Vietnam, and the successes and frustration of the Civil Rights Movement. Moreover, students are exposed to popular culture (art and music), the pivotal year, 1968, and various movements throughout the decade. Class activities include small and large group discussions, oral presentations, role-playing simulations, projects and guest speakers. In addition to formal assessments of tests and quizzes, students are

expected to keep a journal and to complete a major research project. *Fall Semester only—1/2 credit.*

Modern Middle East

(Grades 11–12)

Why is the Middle East so important in the world today, and why is it such a volatile region? In this course, students will examine major developments in the Middle East from the start of the 20th Century to the present. This dramatic story includes wars, revolutions, new political and religious ideologies, famous and infamous leaders, the Israel-Palestine conflict, the importance of oil, and more. Special attention will be paid to the role of the U.S. in the Middle East. *Spring Semester only—1/2 credit.*

Reel History

(Grades 11–12)

This course will examine the relationship between the reality and representation of history in film. Students will be asked to evaluate the validity of film as a source for studying history. Assigned texts will include historical background and academic scholarship of the films viewed. Students will be required to write short analyses of films, larger papers comparing and contrasting themes and representations of history in film, and daily journals to document class discussion and individual interpretations. In addition to the coursework accompanying topics and films, students will be required to complete a creative film-related project based on a primary document. *Spring Semester only—1/2 credit.*

MATHEMATICS

It is the goal of the Mathematics Department to accomplish at least five objectives in its courses: to show that mathematics is not merely a subject for rote memorization but is, in fact, a logical system; to prepare its students adequately for future work in mathematics; to instill in its students an understanding and an appreciation of the basic processes of mathematics; to integrate the tools of technology in a working partnership with theory and applications; and ultimately to meet the entrance requirements of the major colleges and universities. Placement in the appropriate course is made by the department. **All students in courses from Algebra II (Grade 9) on are required to own a graphing calculator.**

Prealgebra (Grade 7)

This course is designed to strengthen and expand the student's background in the fundamentals of arithmetic, as well as to prepare the student for the study of algebra. Properties of real number systems, binary and decimal numeration, operations with real number systems, problem solving, percentage, geometry, statistics, operations with variables and solutions of simple algebraic equations are included.

Algebra I Part A (Grade 8)

This eighth grade course is the first of a two-part Algebra I sequence. In this course, students will study the basic concepts of the real number system through the topics of functions. Attention is also

given to linear functions and systems of linear equations and inequalities. A lab pack of graphing calculators is available for use in the study of graphing and solutions of systems, as well as in data analysis and mathematical modeling in problem solving.

Algebra I Part B (Grade 9)

This ninth grade course is the second of a two-part Algebra I sequence. The curriculum includes a review and expansion of algebraic concepts and skills and introduces: polynomials, quadratic equations, quadratic formula, rational expressions, absolute value, roots and radicals, exponents, and complex numbers. A lab pack of graphing calculators is available for use in the study of graphing as well as in data analysis and mathematical modeling in problem solving.

Algebra I (Grades 8–9)

In this course, students will study the basic concepts of algebra through the topic of elementary quadratics. These topics include a thorough study of polynomials. Attention is also given to linear functions and systems of linear equations and inequalities. A lab pack of graphing calculators is available for use in the study of graphing and solutions of systems.

Algebra II (Grade 9)

Algebra II stresses algebraic skills, applications, and critical thinking skills. Students will learn algebraic concepts set in real life contexts. Data analysis and mathematical modeling, using graphic calculator

technology, will be emphasized in problem solving. The curriculum includes a review and expansion of algebraic concepts and skills and emphasizes the concept of functions, including linear, quadratic, exponential, rational, and logarithmic functions. Writing about mathematics, as a tool for understanding concepts and theory, also will be included in the curriculum. The graphic calculator is fully integrated into the curriculum.

Honors Algebra II (Grade 9)

This course covers the same topics as Algebra II but in more depth, at a faster pace and with less emphasis on a review of Algebra I skills. More responsibility is placed on the student. Additional topics may include a study of conic sections, sequences and series, and probability.

Geometry (Grade 10)

This course in plane and solid geometry evolves primarily as a deductive system. However, it explores new concepts inductively through the software program The Geometer's SketchPad. Tools of compass, straight edge and protractor are also used in helping a student make a conjecture from examples. Topics include: congruency, inequality, similarity, parallelism, quadrilaterals, properties of right triangles and right triangle trigonometry, regular polygons and the circle, areas of plane figures, and areas and volume of solids. A research project is required during the fourth quarter.

Honors Geometry (Grade 10)

This course covers the concepts of Geometry in more depth and at a faster pace. More responsibility is placed on the student. Additional topics of transformations, concurrency and coordinate geometry are included. Students are required to read *Flatland*, and a formal research paper is required in the fourth quarter.

Intermediate Algebra (Grade 11)

This course is sequential to Algebra I (9) and covers topics similar to those in Algebra II, but with a different text.

Precalculus (Grades 11–12)

Preparation for calculus is accomplished through a thorough study of polynomial, exponential, logarithmic, and trigonometric functions, fully integrating the graphing calculator. The study includes basic characteristics, transformations, models and applications of these functions.

Honors Precalculus (Grades 11–12)

This course covers the same topics as Precalculus in greater depth, at a faster pace, and with more responsibility placed on the student. Additional topics of analytic geometry and limits are included.

Differential Calculus (Grade 12)

Differential calculus, as well as analytic geometry, is presented in this course with the objective of preparing the student for a college calculus course. Content includes the following topics: continuity; limits; derivatives and their applications; indefinite and finite integrals and their applications; and transcendental functions.

AP Calculus AB (Grade 12)

This advanced course follows the prescribed AP Calculus (AB) syllabus in preparation for the AP Exam. The department carefully selects students for this course, and they must understand that additional responsibilities may be demanded.

AP Calculus BC (Grade 12)

This advanced course follows the prescribed AP Calculus (BC) syllabus in preparation for the AP exam. In addition to topics from the AB Calculus, the BC course will include: integration by parts, partial fractions, Power Series, Taylor Series, radius of convergence and parametric, vector and polar functions. The course is open to students who have successfully completed the AP Calculus (AB) course. *Full-year Course—1/2 credit.*

Senior Functions (Grade 12)

This is a senior level course and will include the topics of linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions and a study of their characteristics, graphs, and applications. Parametric functions and sequences and series will also be discussed and applied. *Semester Course—1/2 credit.*

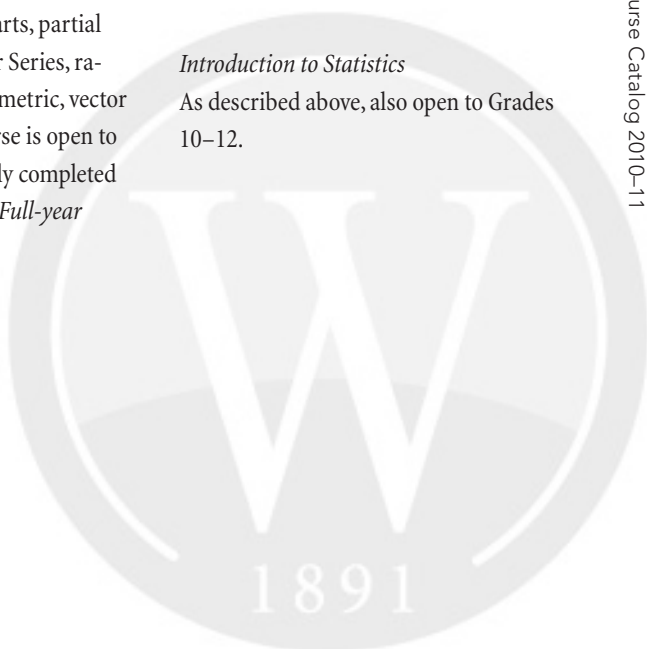
Introduction to Statistics (Grade 12)

This course may be taken by any student who has completed Algebra II or Intermediate Algebra, either as an elective or as a semester component for the mathematics requirement. The topics will include: frequency distributions; statistical descriptions; probability; discrete and normal probability distributions; sampling; inferences and testing; and regressions and correlations. *Semester Course—1/2 credit.*

MATHEMATICS ELECTIVE

Introduction to Statistics

As described above, also open to Grades 10–12.



SCIENCE

Williams offers a laboratory-based curriculum grounded in the scientific method where students form conclusions about scientific phenomena supported by observable events. Students are introduced to the historical experiments that support current scientific understanding and theory, and engage in hands-on experiences to gain a solid appreciation for the experimental process.

In the Middle School, seventh graders study life science, and eighth graders are introduced to the physical sciences. In the Upper School, the science program leads from Biology to Chemistry to Physics with options available in the AP sciences and science electives. The minimum science requirement for all students to graduate from The Williams School is two credits—one credit of Biology, and one credit of a laboratory Physical Science that may be fulfilled by taking either Chemistry/Honors Chemistry or Physics/Honors Physics. Regardless of year of entry or previous preparation, each student must take at least one credit of science at The Williams School before graduating. However, the Science Department strongly encourages every upper school student to complete at least one course in each: Biology, Chemistry, and Physics. Most colleges either require or strongly recommend that their applicants have had experience in all three subject areas in order to provide a solid foundation from which students may pursue a variety

of academic majors. Astronomy (grades 9 and 10) and Environmental Science (grades 11 and 12) are elective options. Elective courses do not fulfill the Biology or Physical Science requirements for graduation. AP Science courses—AP Biology, AP Chemistry, and AP Physics—are extremely rigorous and should be selected only by students who have the background, time, and determination to meet the course expectations. Informational meetings for students interested in taking AP science courses will be held in the spring to provide additional information and to assist students in making appropriate choices.

Life Science (Grade 7)

This is a laboratory-based program designed to acquaint students with the scientific method. This course begins with a unit on ecology that explores interactions between populations and their environment. The evolution of life is introduced with a study of cell anatomy and physiology, followed by a comparative study of the five kingdoms. Study skills, note taking, and laboratory techniques are emphasized throughout the year

Physical Science (Grade 8)

In Eighth Grade Physical Science students explore the basic principles of general chemistry and Newtonian physics through hands-on investigations. The course continues to emphasize the use of the scientific method while incorporating quantitative data analysis and problem solving skills. The fall semester includes a study of the physical properties of matter and the

history of atomic theory. In the spring, students investigate their physical world through experiments in force, energy, and motion.

Biology (Grades 9–10)

In Biology, students explore ecological, evolutionary, genetic, and physiological relationships between organisms. Laboratory experiments emphasize the use of the scientific method during investigation of the chemical and physical principles governing biological processes. Completion of Biology is a requirement for graduation.

Chemistry (Grades 10–12)

Chemistry focuses on the fundamental concepts that underlie the physical and chemical behavior of matter. Regular laboratory experiments integrate or complement the abstract concepts presented in class as the students develop scientific lab technique and apply the scientific method. Topics covered are atomic theory, chemical bonding, nomenclature, stoichiometry, kinetics, thermochemistry, acid-base chemistry, equilibrium systems, and electrochemistry. Additional topics may include nuclear chemistry, organic chemistry, environmental chemistry, material science, and chemical engineering. *Prerequisite: Algebra IB or higher.*

Honors Chemistry (Grades 10–12)

Honors Chemistry is available to students who are interested in a more rigorous course of study in chemistry, or who plan to continue their study of chemistry into the AP level. In addition, this course

prepares students for the SAT II Chemistry College Board examination. Honors Chemistry covers the same topics as Chemistry, but moves at a faster pace and develops the quantitative aspect of each concept in greater depth. Departmental placement is required for students to be enrolled in Honors Chemistry. *Prerequisite: Completion of Algebra II or Algebra IB with department approval.*

Physics (Grades 11–12)

Physics focuses on the fundamental concepts behind physics through problem solving at a basic level and investigative laboratory experiments. This course endeavors to provide students as many opportunities as possible to have hands-on experience and do physics. Topics covered are classical mechanics, fluids, heat, sound, light, relativity, and electricity and magnetism. Concepts are applied to physics-related developments in technology. This course provides a firm foundation for further study of physics at the college level in the field of humanities, business, or liberal arts. *Prerequisite: Completion of Algebra II and Geometry.*

Honors Physics (Grades 11–12)

Honors Physics is available to students who plan to continue their study of physics into the AP level and further at the college level in fields of science, medicine, engineering, or technology. This course prepares students for the SAT II Physics College Board Exam. It is a comprehensive course of study that covers classical and modern physics with in-depth problem solving and

a combination of traditional and guided inquiry laboratory investigations. Topics covered are Newtonian mechanics, fluid mechanics, thermal physics, waves, optics, relativity, and electricity and magnetism. If time permits, atomic and nuclear physics will also be introduced. Department placement is required for students to be enrolled in Honors Physics. *Prerequisite: Completion of Algebra II and Geometry. Concurrent enrollment in Pre-Calculus is highly recommended.*

AP Biology (Grades 11–12)

AP Biology is the equivalent of a one-year college introductory biology course. The course covers the conceptual areas of molecular and cellular biology, heredity and evolution, diversity of life, and ecology. The textbook and laboratory experiments emphasize conceptual understanding of the processes of scientific inquiry and application of biological knowledge to real-world applications. All students are expected to take the AP examination in the spring. Students planning to take this course and AP Chemistry are advised to take AP Chemistry first. *Department approval is required for students to be enrolled in AP Biology. Prerequisite: Completion of Biology and Chemistry.*

UConn BIOL 1107/1108 Principles of Biology I & II

Students enrolling in AP Biology may choose to enroll concurrently in the UConn Early College Experience (E.C.E.) program, and earn college credit for two semesters of biology. BIOL 1107/1108 is designed to

provide a foundation for more advanced courses in Biology and related sciences. Topics covered include molecular and cell biology, animal anatomy and physiology (BIOL 1107); ecology, evolution, genetics, and plant biology (BIOL 1108). *Students must apply to this program separately from enrollment in AP Biology. Nominal tuition fees apply.*

AP Chemistry (Grades 11–12)

AP Chemistry is a second-year course equivalent to a college level introductory chemistry course and may lead to advanced college credit or placement. This rigorous and challenging course of study follows the national curriculum integrating many of the topics introduced in Honors Chemistry to allow problem solving at an even higher level. A significant amount of independent learning is expected and class time is used to complete extensive lab applications and address higher order problems. The completion of a summer assignment and participation in the AP Exam are course requirements. Honors Chemistry is the best preparation for AP Chemistry; highly successful students from Chemistry who receive department approval may enroll, but will be assigned additional summer work. Department approval is required for students to be enrolled in AP Chemistry. *Prerequisite: Completion of Honors Chemistry and Algebra II.*

AP-B Physics (Grade 12)

AP Physics is a second-year course equivalent to a college level algebra-trigonometry based introductory physics course and may

lead to a year of advanced college credit. This is a survey course with an aggressively paced in-depth coverage of Newtonian mechanics, fluid mechanics, thermal physics, waves, optics, electricity and magnetism and limited coverage of atomic and nuclear physics. AP Physics focuses heavily on advanced problem solving with a laboratory component that is a combination of traditional labs, inquiry based labs, and open-ended student-designed labs. A summer assignment and participation in the AP exam are course requirements. Honors Physics provides the most advantageous preparation for this course. However, highly successful students from Physics who receive department approval may enroll in AP Physics. They will be required to complete a more comprehensive summer assignment than those coming from Honors Physics in preparation for the heightened level of problem-solving they will encounter. Department approval is required for students to be enrolled in AP-B Physics. *Prerequisite: Completion of Geometry, Precalculus, and Honors Physics.*

SCIENCE ELECTIVES

Astronomy (Grades 9–10)

Astronomy is an elective course open to students in grades 9 or 10, emphasizing the meaning of everyday observations of the sky and the underlying physical principles in scientific models of astronomy. This course seeks to further develop students' analytical and quantitative problem solving skills, as well as their fluidity and clar-

ity in scientific writing. Students will learn about the Earth and the Earth's place in the universe, the Solar System, properties of light and how astronomers interpret the light received from distant celestial objects, how stars work and how they change with time. Investigative laboratory activities, observations, and Internet-based research projects complement the concepts studied in class. *No prerequisites are required.*

Environmental Science

(Grades 11–12)

Environmental Science is an elective course open to students in grades 11 or 12. Students learn fundamental principles of sustainability and biodiversity and apply them to the analysis of current environmental issues such as resource use and conservation, pollution, global climate change, energy, and the environmental effects of food systems. The course emphasizes field studies, laboratory investigation, analysis of data, and critical evaluation of seminal literature. We are also involved in several long-term projects involving habitat assessment, investigating local biodiversity, and operating the school composting program and garden. *Prerequisite: Students must be in grades 11 or 12 and have completed Biology.*

GENERAL ELECTIVES

Accounting (Grades 11–12)

Accounting is designed to present the introductory concepts and procedures of double-entry accounting and the accounting cycle. It is a course that presents basic accounting principles that can be applied to both business and non-business applications.

Computer Science I: The Art of Web Design (Grades 9–12)

This course begins with the basics of the Hyper Text Markup Language (HTML) and moves through the essentials of how to create a web page while learning to incorporate frames, tables, graphics, video, audio and other simple web elements. Students will also be introduced to the history and development of the internet and the “World Wide Web.” Emphasis will be placed on techniques rather than on any one particular application for web design. *Fall Semester only—1/2 credit.*

Computer Science II: Web Design Basics (Grades 10–12)

Moving beyond HTML into the use of industry standard applications such as Dreamweaver, Flash and Fireworks, this course will focus on design, media and the management of web sites. Students will be introduced to layouts, overlays, templates, and cascading style sheets. *Prerequisite: Computer Science I or the recommendation of the course instructor. Spring Semester only—1/2 credit.*

Computer Science III: Foundations of Web Design (Grades 10–12)

This project-based, year-long course will further the students’ experience in web design with emphasis on developing skills to incorporate both “still” and “animated” media into web pages, organizing and managing web sites, and furthering their experience with industry standard applications such as the Adobe Web Design Suite. As time permits, scripting will be introduced. Throughout this course, students will learn to become effective communicators through the web media. *Prerequisite: Computer Science II or the recommendation of the course instructor.*

THE ARTS PROGRAM

“[T]he arts are inseparable from the very meaning of the term ‘education.’ We know from long experience that no one can claim to be truly educated who lacks basic knowledge and skills in the arts.”

National Standards for Arts Education

The Arts provide the tools which fuse the connection between intellect and emotion. Having a sense of self or an awareness of self is vital to a complete and successful education. The Arts at The Williams School seek to engage students in an individualized creative process. Within the academic curriculum of the Arts, students are assisted in developing the self-esteem, self-discipline, cooperative collaboration, and self-motivation necessary in everyday life. Students of various abilities and levels are given opportunities to translate ideas into action, to listen and to observe, to develop critical thinking and innovative problem solving skills, to learn to access information that will enrich their lives. This repertory of skills and experiences will enable students to identify life challenges and to achieve personal goals. Unless otherwise specified in course description, all arts courses are full-year, one-credit courses.

THEATRE

Upper School theatre classes are open to students in Grades 9–12. Acting courses are offered at the Beginning, Intermediate, and Advanced levels. Upper level courses may be repeated with permission of the department.

Beginning Acting

The first course in the four course sequence uses the basic techniques of Michael Chekhov, Arthur Lessac, and mask work, to develop kinesthetics, process, concentration, discipline, and imagination. Students will develop practical application of stage makeup. Explorations continue in short scene work and improvisation. The acquired techniques are applied to a student generated theatre piece or a published one act play for a public performance held at the end of the year.

Technique

The second course in the four-year sequence concentrates on vocal and directing technique. The vocal work is a continuation of the Arthur Lessac method. Students will learn vocal technique for the stage, directing technique, character development, and improvisation technique. Students experience a Repertory Theatre approach during the second semester, working as director for a ten minute play and as cast members in three to four ten minute plays.

Intermediate Acting

In the first semester, the third course in the four-year sequence continues to use the Lessac vocal method to strengthen the voice. The Sanford Meisner Technique—learning to “live truthfully in imaginary circumstances”—is discussed and practiced. Students apply acquired skills and techniques to contemporary scene work. In the second semester, students create a theatre piece based on the research of an historical or social issue or create two original characters based on names selected randomly from the phone book. These characters are developed through improvisation and Q & A. A third option for the fourth quarter is Enviro—a site-specific/inspired theatre performance. The class chooses a site on the campus and develops a theatre piece inspired by the architecture and function of the site.

Advanced Acting

The last course in the sequence concentrates on the periods and styles of the theatre. Specific assignments include: chorus work from Greek tragedies and comedies; movement and character study of the *commedia dell'arte*; monologue and scene work from Elizabethan, Neoclassic, and Restoration periods, Existential and Absurdist plays, and contemporary theatre. The class also studies and practices rapier and dagger technique. This course is open to seniors and requires an audition.

Production

This course gives basic instruction in stage lighting, stage construction and painting, the design and creation of props, and sound production. Members of the class build sets for and have the opportunity to be the technical/running crew for all main stage productions. The Production class is a half-credit course meeting three days out of the seven day rotation schedule. It is open to all upper school students, and may be repeated to earn a full art credit. The production class will occasionally have to meet for ninth period and weekend work calls in order to complete production assignments. *Full-year Course—1/2 credit.*

DANCE

Upper School dance classes are open to students in Grades 9-12. Dance courses are offered at the Beginning, Intermediate, and Advanced and Advanced II levels. Students take the class that is appropriate for their ability, regardless of their grade level. Dance classes meet three times a rotation, for the entire year. Dance courses fulfill both Art and Physical Education requirements.

Beginning Dance Technique

Beginning Dance is for the student with little or no dance experience. This course focuses on the development of contemporary Dance technique, incorporating elements of Modern Dance, Jazz, and Ballet. Areas of concentration include: understanding correct stance, learning basic dance movements, improving strength,

flexibility, coordination and balance, developing concentration, confidence, and spatial awareness, comprehending the correlation between music and movement, and experiencing the fun of dancing! The study of related areas such as Composition, Improvisation, and Repertory is also included. Video viewing, guest teachers, relaxation days, assembly performances, and opportunities to perform in dance productions supplement classroom work. *Full-year Course—1/2 credit.*

Intermediate Dance Technique

Intermediate Dance is for students with previous dance experience. This course focuses on the study of Contemporary Dance Technique, incorporating elements of Modern Dance, Jazz, and Ballet. Work in the Intermediate class concentrates on the development of strong physical skills and technical proficiency. Turns, jumps, fall and recovery, dynamics, and timing are included. Emphasis is also placed on expanding aesthetic sensitivity, developing confidence, working with more complex music and various types of accompaniment, becoming adept at dancing in large or small groups, and on having fun dancing! Study in related areas such as Composition, Improvisation, and Repertory is also included. Video viewing, guest teachers, relaxation days, somatic lessons and assembly performances supplement classroom work. Students at the Intermediate level are encouraged to choreograph and perform in dance productions. *Full-year Course, 1/2 credit.*

Advanced Dance Technique

Advanced Dance is open to students who have either completed Intermediate Dance or who have a strong background in dance. Advanced level students are expected to be highly motivated and skilled. The course is a study of Contemporary Dance technique, incorporating elements of Modern Dance, Jazz, and Ballet. Emphasis is placed on the expansion of technical abilities and broadening movement capacity by learning material that is not only physically complex but also mentally demanding. Advanced dancers are challenged to seek the meaning behind the movement, to develop artistic insight, to sweep, drop, tip, roll and have fun! A wide range of accompaniment and musical styles is introduced, as is small group and solo work. Study in areas such as Composition, Improvisation, and Repertory is incorporated. Video viewing, guest teachers, relaxation days, somatic lessons and assembly performances supplement classroom work. Advanced level students are strongly encouraged to choreograph and to perform in dance productions. *Full-year Course—1/2 credit.*

Advanced Dance Technique II

Advanced Dance II is a course designed for experienced and technically skilled dancers. Students audition for admission to the class and are expected to adhere to high standards of self-discipline, concentration, appropriate dress, and proper dance class conduct. The course incorporates and adds to the syllabus of advanced dance. Class work not only emphasizes technique but also the development of aesthetic sensitiv-

ity. Students are expected to learn quickly, go beyond where they are comfortable, think outside of the box, apply corrections, and adapt to a variety of styles. Advanced II dancers experience what it's like to sometimes turn traditional technique on its head, without sacrificing its integrity, and to have fun doing it! Video viewing, guest teachers, relaxation days, somatic lessons and assembly performances supplement classroom work. The class also creates and performs a dance for Compchorea, our annual dance and music concert. Students in Advanced II are strongly advised to audition and/or choreograph for dance productions. *Full-year Course—1/2 credit.*

MUSIC

Music Theory (Grades 9–12)

This course covers the basics of music for the beginner: standard notation, intervals, chords (triads and sevenths), chord progressions, and song form. As their knowledge accumulates, students analyze various pieces of music (through sight and sound) for their harmonic and functional content. Ear training (the identification of rhythms and pitches) also occurs.

AP Music Theory (Grades 10–12)

The syllabus of this course is structured with the Advanced Placement exam in mind. Complex chords, ear training, and analysis are covered in greater depth than possible in the introductory Music Theory course. Compositional techniques are a significant portion of the work. Students

are introduced to those techniques, analyze them, and write their own compositions based upon their learning. Successful completion of Music Theory is a prerequisite unless a student is able to test out of that course.

Music Composition (Grades 10–12)

Students utilize the knowledge they have gained through the two previous courses in order to focus on composing their own music. Assignments are designed to develop fluency in a variety of techniques, as well as to assist the students in developing their own style. Students in this course are expected to be proficient in musical ability, whether vocal or instrumental. *Successful completion of AP Music Theory or special permission of the department head is required.*

Select Chorus (Grades 7–12)

Membership in this vocal group is by audition only. Auditions are held in September and January. The repertoire is varied. Performances occur at Winterfest, Spring Concert, and Commencement. *(Meets during 9th period twice per rotation; Full-year Course—1/4 credit.)*

Band (Grades 7–12)

Band is open to all students who own and play a band instrument and who also read music. The repertoire ranges from traditional to contemporary. Performances occur at Winterfest and Spring Concert. *Full-year Course—1/2 credit.*

Jazz Band (Grades 7–12)

Membership in this instrumental group is by audition only. Auditions are held in September and January. The repertoire ranges from standard to contemporary. Performances occur at Winterfest and Spring Concert. *Full-year Course—1/2 credit.*

STUDIO ART

In all the Studio Art courses, the focus is on building a strong foundation of technical skills in drawing, design, painting and sculpture. Along with class projects, students learn through art history lectures, demonstrations, and museum and gallery trips. We also have visiting artists each year to expose students to new art media. Throughout the year, students exhibit their artwork at Williams and at local art galleries such as the Mystic Art Association and the Golden Street Gallery.

Art I (Grades 9–12)

This course is an exploration of the technical and intuitive side of art. Emphasis is placed on building basic skills in drawing, composition and design, printmaking, sculpture and painting. A variety of media are introduced, including charcoal, pastel, ink, acrylic paint, soapstone and clay. Individual studio work is reinforced by weekly homework assignments. Art analysis is introduced as students learn to discuss and write about works of art. Students also learn about different art movements through lectures and studio work dealing with the Renaissance, Impressionism and

Post Impressionism. *Art I is a prerequisite for all other upper school art courses.*

Art II (Grades 10–12)

Students in this course will develop more complex skills in drawing, two-dimensional design and three-dimensional design. New painting media, such as watercolor and oil paint are introduced in this course. Students will also learn to create relief sculptures, including sculpting, mold making and casting. The more creative side of art is encouraged as students focus on conceptual work, which includes researching a topic and exploring it through a series of works in different media. Quarterly homework projects support skills and concepts from class. *Art II is a prerequisite for the Advanced Art and the Portfolio Development courses.*

Advanced Art (Grades 11–12)

This course allows students to cultivate creativity in art while continuing to build a strong foundation. Structured projects in drawing, color theory and painting are balanced with long-term independent projects. Through independent work, students explore the more conceptual aspects of art and may spend extended periods of time with one medium. Art analysis and interpretation is utilized to discuss various art movements throughout history. Quarterly homework projects support skills and concepts from class. Students may take this course for two years, or may participate in the Portfolio Development Course, which includes the completion of an art portfolio. *Art I and Art II are prerequisites for this course.*

Portfolio Development (Grade 12)

This is an intense advanced art course that focuses on the creation of a comprehensive body of art works. Students will work on strengthening skills in drawing, painting and color theory. Students will also choose a concentration and complete a series of conceptual works in a particular media. Photographing artwork will be taught and students will learn how to take images of art. Students will also learn how to write an artist's statement, an artist's resume and other written components of an art portfolio. As part of this course, students will visit area museums and galleries, such as the Lyman Allyn Museum and Cummings Art Center for inspiration and art discussion. Students will participate in art critiques and receive final reviews of their work. *Art I, Art II and Advanced Art are prerequisites for this course.*

Digital Imaging and Graphic Design (Grades 10–12)

Digital Imaging and Graphic Design is a two-dimensional design course. Using analog, digital and film as the basic tools of expression, emphasis in this course is placed on the principles and elements of two-dimensional design, including composition, rhythm, movement, balance, contrast, repetition, unity and pattern. A firm foundation in photographic and film processes, as well as Photoshop application, will be established. There will be photo-shoots, demonstrations, lectures, and hands-on lab work throughout the year for the students to incorporate and develop traditional techniques, new technology

and their personal voice in an atmosphere designed for continual mentorship and creative exploration. *Prerequisite: Art I.*

MIDDLE SCHOOL ENRICHMENT*Creative Arts Program**Seventh Grade Art*

The seventh grade art class is an introduction to drawing, painting, and sculpture. Students work on the development of art skills that are both technical and intuitive. In the drawing and painting sections, students experiment with a variety of media, including pencil, charcoal, oil pastel, and watercolor. Through the study of everyday objects, students learn the difference between drawing from perception and drawing from observation. Proportion, values, and color relationships are key skills. For the sculpture section, students are inspired by Eastern Woodland Native American traditional pottery techniques. Hand-built coil and pinch pots are the focus. Students are assessed according to behavior in class, skill development, and project completion.

Seventh Grade Dance

Students learn basic technique exercises and steps. They work on developing body alignment, balance, flexibility, and strength. They also practice counting and phrasing music for dance. Two assignments are given; the first is to find, summarize and present a news article about dance; the second is to create and perform a short dance

piece, choosing the music and incorporating phrases taught in class. Dance grades are based on class work, preparation, progress, effort, and the completion of the assignments.

Seventh Grade Drama

The class plays charades and discovers pantomime. The students develop skills in observation, concentration, strengthening the imagination, and improvisation. The Drama grade is based on class participation, effort and the completion of all assignments.

Seventh Grade Life Skills

Students participate in a variety of discussions and interactive activities to foster emotional, cognitive, and behavior skill development. The goal is to improve self-awareness, understand the factors that contribute to decision making, develop personal responsibility and master conflict resolution strategies. Particular attention is given to topics which students deem as relevant to their lives. Evaluation is based on participation and the completion of assignments.

Seventh Grade Music

This course exposes students to some of the basic elements of music composition. Students clap rhythms using short and long durations, sing melodies using pitches of the pentatonic scale, and then sing melodies in rhythm. The students then write their own rhythms, melodies, and finally, melodies in rhythm. During each class, emphasis is placed on performing rhythms,

melodies and the combination of these elements. The components of the grade are daily, homework, quizzes and a test.

Eighth Grade Art

The eighth grade art class is an introductory course in two-dimensional design. The lessons focus on pattern, repetition, contrast, rhythm, movement and balance. Projects include observation drawing with texture, still life drawing with pattern and various exercises in composition and design. The course culminates with a unit of relief printmaking. Students are assessed according to behavior in class, skill development and project completion.

Eighth Grade Dance

In Eighth Grade Dance, students continue working on the development of strength, flexibility, technique, steps and the use of music for dance. The class also explores and studies the fundamentals of composition and choreography. Two assignments are given. The first is to research and present a brief biography of a well-known person in the field of dance. Students choose a name at random from a list provided by the teacher. The second is to choose accompaniment, and create and perform a short dance piece. Dance grades are based on class work, preparation, progress, effort and the completion of the assignments.

Eighth Grade Drama

The class develops a practical knowledge of basic stage directions and body positions and applies them to the staging of an open-ended scene. The students also learn and apply basic vocal skills for oral interpreta-

tion. The grade is based on class participation, effort, behavior, and the completion of assignments.

Eighth Grade Life Skills

Students participate in a variety of discussions and interactive activities to foster emotional, cognitive, and behavior skill development. The goal is to improve self-awareness, understand the factors that contribute to decision making, develop personal responsibility and master conflict resolution strategies. Particular attention is given to topics which students deem as relevant to their lives. Evaluation is based on participation and assignment completion.

Eighth Grade Music

The focus of the eighth grade curriculum is American music. We cover the blues through a project in which pairs or trios of students learn to play, on the piano, a basic accompaniment pattern, create a riff (a repetitive melodic fragment), and write a set of lyrics, all based on the 12-bar blues. A second project involves researching the life of a famous American musician then making an oral presentation to the class, accompanied by an informational poster and a recorded excerpt of that musician's work.

Seventh and Eighth Grade

Physical Education

Seventh and eighth grade students meet regularly throughout the seven-day rotation during Enrichment for Physical Education Classes. The program includes physical fitness testing, ultimate frisbee,

flag football, team handball, volleyball, pickleball, bowling, cricket, badminton, soccer, flag rugby, basketball, and an introductory unit in the Dayharsh Fitness Center.

THE ATHLETIC PROGRAM

The athletic program at The Williams School provides students with the opportunity to develop individual leadership qualities and self-confidence, as well as physical competence. Students increase their mental and physical skills, body control, endurance, and strength by competing with other students in both recreational and interscholastic endeavors. It is the hope of the Athletic Department that these experiences will foster good sportsmanship and lead to a lifetime of healthy living through regular exercise.

PHYSICAL EDUCATION REQUIREMENTS

Each student in the Upper School must complete two credits of PE per year. A PE credit is either a season (fall, winter or spring) of an interscholastic sport, a season of Upper School PE, or a semester of a Williams Dance class. Students who participate in the Fall Play or Spring Musical may also earn a PE credit with the recommendation from the Drama Director in consultation with the PE Department. (Students must also use the Dayharsh Fitness Center to earn credit for the Fall Play.)

Any student who is a team member in an interscholastic sport for a season earns a credit for that season. Students who do not play on sports teams or earn credit as described above must follow an independent program to receive credit. If students are involved in outside athletic programs (i.e. gymnastics, dance, riding, etc.) with instructors with whom they meet regularly, they must complete and submit an independent PE credit application to the Athletic Department at the **beginning of each season**. In addition, students must complete and return a report to the Athletic Department for evaluation at the conclusion of the season. No PE credit will be awarded if the student fails to complete an independent study program or fails to submit the required paperwork.

INTERSCHOLASTIC ATHLETICS

League Play: All varsity teams are under the umbrella of the New England Prep School Athletic Council (NEPSAC) and belong to the Western New England Preparatory School Athletic Association (WNEPSAA—District 4 in NEPSAC), the Connecticut Independent School Athletic Conference (CISAC), and/or Southeastern New England (SENE).

AWARDS

Athletic Awards: After every sports season, each team has its own awards ceremony to recognize the achievements of the athletes on the team. At these events, the coaches may recognize individual players with special awards.

Varsity Letters: An athlete is awarded one varsity letter in his or her high school career. For each succeeding varsity letter earned, a bar is then presented to the athlete to add to the letter.

FACILITIES

Indoor

Basketball practices and games at Williams take place in either the full-size Leonard H. Bulkeley Gymnasium or the practice gymnasium. Most swimming practices and home meets are held at Connecticut College's pool. Squash practices are held at Connecticut College's squash courts.

Outdoor

Soccer (girls and boys), Field Hockey, Lacrosse (girls and boys) and Baseball teams practice and play at the Williams Athletic Complex off Bloomingdale Road in Waterford. The Cross Country team trains either at the Athletic Complex, at Williams or at surrounding neighborhoods. Softball practices and plays games at Toby May Field in New London. The Tennis team practices and plays matches at either Leary Park or Connecticut College's tennis courts. The Sailing team practices and sails at the Stonington Harbor Yacht Club in Stonington. The Golf team practices and plays at Norwich Golf Course.

During fall and spring outdoor seasons, a school bus leaves from the school's south parking lot to take athletes to the Athletic Complex at 3:00 p.m. A late school bus leaves at 3:30 p.m. to take all remaining athletes to the Athletic Complex.

UPPER SCHOOL PHYSICAL EDUCATION

This physical education class is offered as a non-competitive alternative to team sports. Activities may include aerobics, Pilates, running, or some other structured exercise.

TEAM SPORTS

Co-ed Sports

Squash (7–12) *Winter*
Tennis (7–12) *Spring*
Varsity Sailing (9–12) *Spring*
Varsity Golf (7–12) *Spring*

Boys Sports

Cross-Country (7–12) *Fall*
Soccer (7–12) *Fall*
Basketball (7–12) *Winter*
Swimming (7–12) *Winter*
Baseball (7–12) *Spring*
Lacrosse (7–12) *Spring*

Girls Sports

Cross-Country (7–12) *Fall*
Field Hockey (7–12) *Fall*
Soccer (7–12) *Fall*
Basketball (7–12) *Winter*
Swimming (7–12) *Winter*
Softball (7–12) *Spring*
Lacrosse (7–12) *Spring*

MISSION STATEMENT

The Williams School aims to foster the intellectual, moral, aesthetic, and physical development of young women and men in preparation for college, a lifetime of learning, and active participation in a changing society.

EDUCATIONAL GOALS

To fulfill this mission the School:

- Maintains high standards of academic excellence.
- Inspires intellectual curiosity, critical thinking, and imagination.
- Fuses the connection between intellect and emotion through the arts.
- Supports the physical development of students and nurtures their appreciation for athletics.
- Fosters respectful and collaborative relationships.
- Promotes the development of responsible and thoughtful behavior by expecting honesty, fairness, good sportsmanship, and civility.
- Appreciates individual, ethnic, and cultural diversity.
- Creates an atmosphere that encourages students to take meaningful risks.
- Emphasizes the importance of service to the community: school, local, and global.
- Enhances the learning environment by providing access to technology.



The Williams School

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