

# Westwood High School

## Program of Studies



2015-2016

## **PRINCIPAL'S MESSAGE**

Dear Student,

The 2015-2016 Westwood High School Program of Studies is your guide for charting the course of your academic experience at WHS. It is important that you read carefully the course and course level descriptions as well as information regarding graduation requirements, credits and grade point average determination. We recommend that you and your family discuss course options within the context of your four-year high school experience and post-graduation plans. Thorough reading of this guide and thoughtful discussion of your options with your guidance counselor, parents, and teachers will help you make decisions that reflect personal objectives and long-term educational goals.

At Westwood High School, you will find programs and curricula that offer a range of learning experiences in both the major disciplines and elective areas. We encourage you to take learning risks, explore new paths and discover interests that can inform your future learning and college selection decisions.

We expect that each student who graduates from Westwood High School will have developed a firm knowledge base in each major discipline area. Our goal for every student at Westwood High School also includes experience in the elective program, the ability to problem-solve and utilize analytical skills, an understanding of and ability to participate in the democratic process, and the habit of life-long learning.

Most importantly, we expect that you will challenge yourself academically and make a commitment to the pursuit of excellence, especially in academics.

Sincerely,

*Sean Bevan*  
Principal

### **ADMINISTRATORS**

Dr. John J. Antonucci, Superintendent  
Ms. Emily Parks, Assistant Superintendent  
Mr. Heath Petracca, Director of Business/Finance  
Ms. Abby Hanscom, Director of Student Services  
Mr. Sean Bevan, Principal  
Mr. Brian Harrigan, Assistant Principal  
Ms. Amy Davenport, Dean of Students

### **DEPARTMENT HEADS**

Ms. Ronna Frick, English  
Ms. Heather Coté, Performing Arts  
Mr. Christopher Hilton, Social Studies  
Mr. Robert Fanning, Special Education  
Ms. Tanya Ferguson, Math  
Ms. Katie Thurston, Art  
Dr. Kathy Lee, Foreign Languages  
Ms. Lynne Medsker, Guidance Director  
Mr. Matthew Gillis, Athletic Director  
Ms. Ellen Russell, Science  
Ms. Judith Wine, Wellness

### **COUNSELORS**

Ms. Lynne Medsker, Guidance Director  
Ms. Maryanne Collieran Bowe  
Ms. Caroline Higgins  
Mr. David Fredrickson  
Ms. Kara Kilroy

### **SCHOOL COMMITTEE**

Ms. Carol S. Lewis, Chairperson  
Ms. Josepha A. Jowdy, Vice Chairperson  
Mr. Brian Kelly, Clerk  
Mr. Charles Donahue, Committee Member  
Mr. John O'Brien, Committee Member

## **ACCREDITATION STATEMENT**

Westwood High School is accredited by the New England Association of Schools and Colleges, Inc. a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association at the address below.

New England Association of Schools and Colleges  
The Sanborn House  
15 High Street  
Winchester, Massachusetts 01890  
(781) 729-6762

## **Westwood High School Mission Statement**

Members of the Westwood High School community will strive for excellence in academic endeavors. We recognize that fostering a climate that promotes intellectual, social and emotional growth is the shared responsibility of students, faculty, administrators, support staff, parents and the community-at-large. We challenge all members of our school community to practice self-discipline, exhibit respectful behavior, celebrate others' achievements and demonstrate a commitment to learning as a lifelong process.

### **Statement of Expectations**

#### **School-Wide Academic Expectations**

1. Read effectively
2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

#### **School-Wide Social and Civic Expectations**

1. Practice kind, respectful, and appropriate behavior
2. Assume responsibility for one's own behavior
3. Contribute to the well-being and welfare of others
4. Participate in the school's democratic process

November, 2005

# Choose

---

to learn  
to care  
to participate  
to excel  
to reflect  
to be honest  
to dream

Build the Future Now  
Westwood High School

## CREDITS AND GRADES

All Westwood High School courses are assigned credit values based on the number of class meetings per cycle and the amount of preparation required to meet acceptable standards of performance. In general, a major course offers 5 credits. Minor courses offer less than 5 credits depending on how long and how frequently they meet.

**A, B, and C** are passing grades and earn full credit; **D** is unsatisfactory and earns half credit; **F** denotes failure and awards no credit. Students who receive a final grade of **D** may attend summer school and must earn a **C-** or better in the summer school course in order to make up the other half credit. **Failed courses (F) cannot be made up in summer school.** If a student needs credit for a course that they failed the course **must** be repeated during a subsequent year.

## GRADUATION REQUIREMENTS

To graduate from Westwood High School students must fulfill the requirements listed below:

- 21.25 Credits of English (includes Public Speaking)
- 15.00 Credits of Mathematics
- 17.00 Credits of Science
- 10.00 Credits of Social Studies (US History required)
- 10.00 Credits of Foreign Language
- 5.00 Credits of Fine or Performing Arts
- 5.00 Credits of Wellness

**115 Total Credits are required for Graduation**

## COURSE REQUIREMENTS

All students are required to take no less and no more than six (6) major courses every year. A major course is one that offers five (5) or, in the case of lab courses, six (6) credits. In addition to these six major courses, minor courses offering 2.50 credits or 1.25 are required; this includes Wellness and Public Speaking. Seniors seeking to take seven (7) courses must obtain permission from their guidance counselor, and will only be allowed to do so if space permits.

## ASSIGNMENT TO COURSE LEVELS

At the time of course registration, current instructors make recommendations regarding placement in subsequent courses. In the case of eighth grade students eighth grade teachers collaborate with high school department heads to assign course levels for the major core courses (English, Foreign Language, Math, Science, and Social Studies) using achievement criteria set by the high school's academic departments. Recommendations for course levels are based on the following criteria:

1. Level of achievement in previous courses in the subject area.
2. Appropriate standardized test data.
3. Assessment/recommendation of the current instructor in the subject area.

## COURSE LEVELS

Westwood High School offers a variety of courses taught at three levels to meet the individual needs and learning styles of a wide range of students. Prior to course selection each year, teachers will recommend students for courses at one of these levels based upon the student's performance to date. In the case of eighth grade students eighth grade teachers collaborate with high school department heads to determine the appropriate placement.

All academic courses at Westwood High School are college preparatory and in accordance with the Massachusetts State Frameworks guidelines and Common Core standards. Course levels have been designed to provide an appropriate challenge for each student; the levels are differentiated by the intensity of study, difficulty of material, and the pace at which the material is presented. When making decisions about their future courses, students should consider their past academic performance and departmental recommendations, and the advice of their teachers, guidance counselors, and parents.

Level 3/College Preparatory Courses address the knowledge and skills to prepare students for college and career readiness. Classes tend to be smaller so that teachers can provide the necessary instructional support. Much work is completed in class.

Level 2/College Preparatory Courses address the knowledge and skills to prepare students for college and career readiness. Students are expected to show increasing independence and initiative.

Level 1/Honors Courses address the knowledge and skills to prepare students for college and career readiness. Honors classes require a great deal of independent initiative and outside preparation.

- Advanced Placement (AP) Courses are level one. AP courses give students the opportunity to pursue college-level studies while they are still in high school and to receive advanced placement credit at colleges that are willing to grant credit.

**Students and families are encouraged to consider balancing their academic interests, co-curricular activities, and other commitments when reviewing teacher course recommendations for the upcoming year.**



## DETERMINATION OF GRADE POINT AVERAGE

A weighted GPA (based on a 4.5 scale) and an unweighted GPA (based on a 4.0 scale) are calculated for every student at the end of each term. Grades used in calculating both GPA's include only the student's six major courses completed annually. If a student is granted approval to take more than six majors (seniors only), five academic majors and one elective are used for the GPA calculation. The average is determined by assigning numerical equivalents to final letter grades earned, as seen in the matrix below.

FINAL GRADE	COURSE LEVELS		
	1	2	3
A	4.50	4.00	4.00
A-	4.17	3.67	3.67
B+	3.83	3.33	3.33
B	3.50	3.00	3.00
B-	3.17	2.67	2.67
C+	2.83	2.33	2.33
C	2.50	2.00	2.00
C-	2.17	1.67	1.67
D+	1.83	1.33	1.33
D	1.50	1.00	1.00
D-	1.17	0.67	0.67
F	0.00	0.00	0.00

## REPORT CARDS

Four times during the year students will receive a report card that is an official record of their standing in the courses in which they are enrolled. The grades provided on the report may be interpreted as follows:

- A - Excellent
- B - Good Achievement-Commendable
- C - Fair Achievement
- D - Poor Achievement (1/2 credit)
- F - Failure (no credit)
- I - Incomplete (missing assignments, course work not completed)

In addition to report cards, interim progress reports in all courses are issued to students at the mid-point of each term. These reports alert parents and students of the current progress in each course.

## DECIDING WHAT TO TAKE

With so much to choose from, selecting courses can be difficult. Here are a few guidelines to help you.

1. The “best” schedule for you is the one that will prepare you best for your post high school plans.
2. To earn a diploma, you have certain courses that must be taken and passed with full credit each year. See list of graduation requirements.
3. Note that it is necessary to obtain a final Grade of “C-” or higher to advance to the next level in sequential subjects such as English, Foreign Language, or Mathematics.
4. Ninth graders will be assigned reading and research blocks (study) when not in a scheduled class. Sophomores, Juniors and Seniors will be assigned to reading & research blocks if they receive a D, F, or I on their report cards, have excessive tardies, or if they have an outstanding disciplinary action.
5. Don’t forget to save time for extra-curricular activities. Involvement in school activities is also an important part of the educational process. Learning to participate and cooperate is essential to one’s personal life and in the world of work. Admissions and employment personnel appreciate well-rounded students who demonstrate leadership and involvement.

## PROGRAM OPTIONS

The Westwood High School graduation requirements are minimal credit requirements. For students who desire a rigorous comprehensive high school experience in preparation for college, the school offers options that substantially exceed the basic requirements.

### COLLEGE PREP PROGRAM OF STUDY

Suggested Four-Year Program in Core Courses:  
(courses can be in level 1, 2, or 3)

English	4 years
Mathematics	4 years
Science	4 years
Social Studies	4 years
Foreign Language	4 years

### *Sample College Prep Program of Study*

#### **Grade 9**

English 9  
Algebra I  
Phys. Science  
World Civilizations  
Spanish II  
Elective  
Wellness I

#### **Grade 10**

English 10  
Geometry  
Biology  
Modern History  
Spanish III  
Elective  
Wellness II

#### **Grade 11**

English 11  
Algebra II  
Chemistry  
U.S. History  
Spanish IV  
Elective  
Public Speaking

#### **Grade 12**

English 12  
Pre-Calculus  
Physics  
Social Studies Elective  
Spanish V  
Elective

## **COURSE CHANGES**

The master schedule of courses in the high school is determined by students' course requests. The teaching staff is then assigned based upon these course requests. Therefore, once the student has made his/her initial course selections, he/she should not consider requesting changes unless absolutely necessary. All course offerings are subject to change, availability, and staffing. Minimum enrollment requirements must be met for all sections.

**Student-initiated requests to change course selections will be considered only under the following conditions:**

- The request for change in course selection is made during the 2-week add/drop period.
- The request for change in course selection is approved by the instructor(s) involved, department chairpersons involved, and the student's parents.
- Approval of the change request in course selection is possible within the confines of the established master schedule of courses and teacher assignments.
- Approval of the request for course change does not result in the student enrolling in fewer than six major courses or its equivalent.

Teacher and administrative requests for individual student course changes involving the changing of levels will be considered as needed.

## GUIDANCE DEPARTMENT SERVICES

The Guidance Department offers a comprehensive program for all students. It is designed to offer ongoing support and provide information to students and their parents throughout the four years of high school. The primary goal of the guidance program is to meet students' educational, social, and emotional needs. In addition to providing individualized assistance with concerns that may be interfering with learning the counselors also provide educational and career-planning services that culminate in planning for college and other post-high school experiences. This involves an ongoing process throughout the high school years. Students are encouraged to utilize all possible resources in gathering the information needed to make appropriate educational plans. Following are examples of such resources:

- **Guidance Counselors:** counselors can review academic records, interpret standardized test scores, and assist you in decision making and in an exploration of values and interests as they relate to possible career, educational choices, and personal choices.
- **Guidance Office:** information is available on scholarships, financial aid, and the college application process. All information can be accessed on the guidance website as well. The Guidance Department uses the computer program "Naviance." Students and parents are encouraged to use this program for college, career and scholarship information.
- **College Representatives:** individuals representing various institutions of higher education visit the Guidance Department in the fall to speak with interested students. They are valuable sources of information for college admissions and financial aid programs.
- You can reach the Guidance Counselors at 781-326-7500 (see extensions below):

<b>Director of Guidance:</b>	Ms. Lynne Medsker	ext. 3138
<b>Guidance Counselors:</b>	Ms. Maryanne Collieran Bowe	ext. 3135
	Mr. David Fredrickson	ext. 3120
	Ms. Caroline Higgins	ext. 3134
	Ms. Kara Kilroy	ext. 3312

## **COLLEGE PLANNING**

Since more than ninety percent of Westwood graduates plan to attend four- year colleges, it is very important that students and parents begin early to consider the general requirements for college admission. We hope that the preceding suggestions for sample programs will help students and their parents to do the long term planning that is needed to build academic programs that are appropriate for our students' future needs and interests.

Some students may choose not to attend a four-year college after graduation. In planning a high school academic program, such students should consider the following information about post high school planning.

### **Two-Year Colleges**

A student may choose to attend a two-year transfer program in a community college or private junior college. Because these programs lead to a transfer to a four-year college, the student should meet the admission requirements of the four-year college. Two-year terminal or career programs lead to a marketable skill in a particular field. Requirements may range from a high school diploma up to the standard college preparatory program. Students should go to the institution's web site for specific requirements.

### **Gap Year Program**

There are several gap year options available to students, including internship and community service opportunities.

### **Students Seeking Full-Time Employment**

Westwood High School offers students who plan to seek full-time employment directly after graduation a number of courses that may be beneficial. A student may find more lengthy and intensive training programs necessary for entry into skilled craft levels work at the following institutions that are local and accept Westwood residents: Blue Hills Regional Technical School (Canton, MA) and Norfolk County Agricultural High School (Walpole, MA). Application to these programs should be made by the 8th grade student, but vacancies may permit a 9th grade student to transfer to one of these programs. Application materials are available in the guidance office.

## **COLLEGE ENTRANCE EXAMS AND THE WHS TESTING PROGRAM**

All students who are preparing for college admission should plan to take college entrance examinations. Colleges vary tremendously in their test requirements; therefore, in the junior year students should consult college websites to determine the specific tests required for the colleges they are considering.

There are two testing programs for college admissions. The American College Testing Program offers the ACT test. The College Board/Educational Testing Service (ETS) offers the SAT and SAT Subject Tests. The tests are administered on certain designated dates throughout the school year, and WHS often serves as a testing center. Dates for these tests are publicized by the Guidance Department. Each student is responsible for registering for tests online before the appointed deadline date.

The Guidance Department suggests that students take the PLAN assessment test, a practice test for the ACT, in October of their sophomore year. The Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT) is a practice test for the SAT and should be taken in October of junior year.

The Commonwealth of Massachusetts requires that all grade 10 students participate in the Massachusetts Comprehensive Assessment System (MCAS). These tests are administered during the spring of each year.

## **ART DEPARTMENT**

Studio Art I  
Studio Art II  
Studio Art III  
Studio Art IV  
AP Studio Art

Ceramics I  
Ceramics II  
Ceramics III  
Ceramics IV

3-D Design  
Graphic Design I  
Graphic Design II  
Digital Photography I

The Art Department course offerings are designed to meet the needs of all students interested in the visual arts. Art courses are structured to accommodate varying levels of skill and interest in arts and design, beginning with Studio Art I, an introductory course for beginning students and culminating in Advanced Placement courses in Studio Art and Art History. Areas of study in the program include drawing and painting in a variety of media, digital photography, graphic design, printmaking, illustration, ceramics, sculpture, three-dimensional design, crafts, and art history.

**STUDIO ART I**  
**6012, 6011\***  
**\*Honors Option**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

This is the course to take if you are interested in art and want to find out what the high school art department has to offer. It is the best place to start a sequence of courses in the department. We do everything - - we draw, we paint, we print, we design, we collage, we sculpt and we work with clay. Think you can't draw? We'll teach you. Like to experiment? This is the place. In this class you will build a strong foundation in the Elements of Art and Principles of Design that will prepare you to succeed in all courses offered by the department. You will leave here with the knowledge and skills to enhance your appreciation of the arts.

It is strongly advised that students take this course as a foundation before taking other courses offered by the department.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**STUDIO ART II**  
**6022, 6021\***

**7 per cycle – 5 credits**  
**Sophomore – Senior Year**

**Prerequisite: Studio Art I or Approval of Art Director, \*Honors Option**

This course is an important next step in a sequence of study that will prepare you for advanced work in the visual arts. At this level you will work on increasingly exciting and engaging visual arts challenges. This is your opportunity to extend and deepen your study of two-and three-dimensional media with more personal and advanced themes in drawing, painting, printmaking, design, bookmaking, and sculpture. You will look at what is happening in the exciting world of contemporary art for inspiration for your own studio work.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**STUDIO ART III**  
**6032, 6031\***

**7 per cycle – 5 credits**  
**Junior – Senior Year**

**Prerequisite: Approval of Art Director, \*Honors Option**

In this course students develop their art-making abilities through technical, formal, and conceptual investigation in a variety of media, with focus on drawing and painting. Studio and homework assignments build on prior knowledge and skills acquired in Studio Art I & Studio Art II to develop students' abilities to render what they see and to manipulate elements and principles of art for aesthetic and expressive impact. Studio Art III students are encouraged to set goals for portfolios and work towards them, and to increase the time and level of independent work they invest in the art-making process.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources



**STUDIO ART IV****6042, 6041\*****7 per cycle – 5 credits****Senior Year****Prerequisite: Approval of Art Director, \*Honors Option**

This course is designed for students who intend to continue art studies in college. Students prepare a portfolio of high caliber work demonstrating a range of technical, formal, and conceptual abilities with a range of media. Studio and homework assignments challenge students to produce quality work, to think critically about their work, and to continually improve it. During second semester, students engage in a personal, focused investigation to create a concentration – a body of cohesive works addressing a theme. Studio Art IV students are expected to invest significant time outside of class to their art making.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**AP STUDIO ART****6051****7 per cycle – 5 credits****Senior Year****Prerequisite: Approval of Art Director**

This course is offered to students who have excelled in at least two years of progressive high school art study and choose to commit to a *rigorous* investigation of art making both in and outside the classroom. Students develop a portfolio of college-level artwork that demonstrates mastery of concept, composition, and execution by addressing the three components of the AP portfolio: Quality, Breadth, and Concentration. The AP Studio Art course emphasizes making art as an ongoing process that involves the student in informed and critical decision making. An AP Portfolio may be submitted in one of three different areas: Drawing/Painting, 3-D Design/Sculpture, or 2-D Design. Students should consult with the Art Department well in advance of their senior year to prepare the proper sequence of courses for their individual interests. The portfolio is evaluated by The College Board in the spring for recommendation for college credit. This course requires a significant investment of time outside of class.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**CERAMICS I****6112, 6111\*****7 per cycle – 5 credits****Freshman – Senior Year****\*Honors Option**

This course offers an opportunity for students to experiment with basic ceramic techniques and to appreciate how clay is used as an expressive medium in a variety of cultures throughout history. Students learn about the nature of clay and become aware of the origin and function of ceramics as an art form. Students use the elements and principles of design as the building blocks of art. They utilize critique and assessment to understand the creative process. An appreciation for studio maintenance, hand-building methods, a variety of decoration techniques for surface enhancement, sketching to visualize the nature of form, and appropriate research skills, are taught.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**CERAMICS II****6122, 6121\*****7 per cycle – 5 credits****Sophomore – Senior Year****Prerequisite: Approval of Ceramics I, \*Honors Option**

The secondary level of ceramics is for students who have gained competency and mastered the basic techniques and skills in ceramics. In this course, students create more sophisticated and resourceful work, exploring advanced methods of hand-building, surface decoration, and the introduction to wheelwork. Creative approaches with clay, creating sets and editions, and exploring expressive sculpture, give students insight into ceramic trends and traditions. Students will use research skills to find inspiration from contemporary potters and sculptors. Students keep a sketchbook to explore ideas and document their process and growth.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**CERAMICS III****6132, 6131\*****7 per cycle – 5 credits****Junior – Senior Year****Prerequisite: Approval of Ceramics II, \*Honors Option**

This course is designed to provide further skill development and continued exploration into the creative process. Ceramic sculpture and wheelwork are the major focus of this class. Students explore the idea that “form follows function”, design, and create functional objects and multiples on the potter’s wheel. Sculptures using combined ceramic techniques and themes of self-portraiture are explored. Research into contemporary ceramic artists and questioning the voice and formal content in art help students further develop and recognize their own emerging style.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**CERAMICS IV****6142, 6141\*****7 per cycle – 5 credits****Senior Year****Prerequisite: Approval of Ceramics III, \*Honors Option**

This course is designed for the highly motivated student who is interested in exploring advanced problems in ceramic sculpture or wheelwork and who has established a strong work ethic and an ability to work independently. Students’ conference with the teacher to develop a personally challenging and creatively satisfying body of ceramic sculpture or pottery. Students keep a journal to document their process and growth and display an installation or portfolio of their final project.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**3-D DESIGN**  
**6202, 6201\***  
**\*Honors Option**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

In this course, students design and construct sculptural forms using a variety of methods and materials. Focusing on the elements of art and the principles of design, students investigate how wood, plaster, clay, cardboard, and fiber can become aesthetic forms in space. Through demonstrations, critiques, viewing artists' work, and collaborations, students gain insight into the creative process.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**GRAPHIC DESIGN I**  
**6512, 6511\***  
**\*Honors Option**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

Graphic design is visual communication. It combines written language and visual language to do specific communication jobs. In this course students learn to: see and notice more; to skillfully communicate using visual language; to think creatively and generate good ideas; and to create visually pleasing works by applying principles of design. Students will use a range of media from traditional art materials, like paper and paint, to digital design tools, including Adobe creative software. Students will explore visual representation of ideas -- literal, metaphorical, symbolic and/or abstract. During second semester students will create design solutions for "clients" in the school community.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**GRAPHIC DESIGN II**  
**6522, 6521\***  
**Prerequisite: Graphic Design I, \*Honors Option**

**7 per cycle – 5 credits**  
**Sophomore – Senior Year**

*Looking good isn't easy.* To make things look good in design, you need knowledge of design principles and practice employing them.

*Looking good isn't enough.* Design is creative problem-solving in which form and function are interdependent.

Graphic design is targeted communication which conveys ideas through both verbal and visual language.

In this course students will develop their abilities to think visually and think creatively to solve design challenges. Students will increase their visual literacy to better "read" visual information and better manipulate the visual language to communicate ideas. Students will use both traditional art-making materials and computers as tools to create their work. As a second year progression, this course offers opportunities for students to create portfolio-caliber work – that is, work that demonstrates artistic skill, intellectual rigor, and investment of self.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**DIGITAL PHOTOGRAPHY I****6212, 6211\*****\*Honors Option****7 per cycle – 5 credits****Sophomore – Senior Year**

This course introduces the beginning student to digital photography, Photoshop, basic studio art techniques, and the fundamentals of good design. The course utilizes both digital photography and a wide range of art materials. Both computer skills and studio art skills are stressed. Photography assignments are based on thematic concentrations, and they are supported with basic studio practices and art techniques such as drawing and painting. Composition, the elements of art, and the principles of design are highlighted in this course.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**\* Honors Option****7 per cycle – 5 credits****Prerequisite: Approval of Instructor**

Students electing the Honors Option must be prepared to achieve at the very highest standard. Additional studio and course work is required in the form of research projects, special exhibitions and reports. The instructor's recommendation is required for admission into this course.

**VIDEO PRODUCTION I**  
**6911**

**7 per cycle – 5 credits**  
**Sophomore - Senior Year**

Visual media is created through a purposeful combination of images, video, text, audio and effects for a variety of reasons: to persuade, to explain, to entertain, and to tell a story or to document. In Video production, students learn how to effectively combine various media to communicate for such purposes. Students learn the entire process of video production from the development of an idea, proper techniques of shooting video footage, digitally editing the footage to output for a variety of multimedia purposes (web, DVD, CD-ROM). The primary editing tool used is Final Cut Express HD. Students develop and refine these skills and techniques through a variety of projects including commercials, short independent films, news broadcasts and public service announcements, which vary in complexity throughout the school year. Visual literacy skills are strengthened through critical analysis of student work and professional works. This course is limited to 20 students per section (grades 10-12).

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**ADVANCED VIDEO PRODUCTION**

**7 per cycle – 5 credits, \*6921HB**  
**Junior - Senior Year**

**Prerequisite: Video Production 1 or by permission of the instructor.**

This course builds upon skills and content learned in Video Production 1. Students learn advanced camera and editing techniques such as multicam editing as well as the use of third party software to enhance editing in Final Cut Pro. Students produce sophisticated video projects, strengthening their communication and storytelling skills. Students learn DVD authoring via DVD Studio Pro. Students are required to do one community service shoot throughout the school year.

\*Advanced Video Production is offered as a hybrid course. Please complete the questionnaire to ensure that you would be a successful candidate if you choose to elect the hybrid model.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

## **ENGLISH DEPARTMENT**

Freshman Literature and Composition  
Sophomore Literature and Composition  
AP Literature and Composition  
American Literature and Composition  
Public Speaking

AP Language and Composition  
African-American Literature  
Creative Writing  
Humanities: Literature and Philosophy  
Literature, Ethics, and Action  
Shakespeare  
Youth and Contemporary Literature  
Introduction to Journalism

The **major goals** of the English Department are to help students:

- achieve competency in reading, writing, speaking, and listening
- demonstrate higher order thinking skills such as analysis, synthesis, and evaluation
- develop a critical understanding and appreciation of both our literary heritage and the diversity that characterizes much of contemporary literature
- deepen their understanding of their own identity as well as their responsibilities as citizens of this country and of the world
- solve problems, individually and collaboratively
- appreciate the diversity of the communication arts
- foster a love of reading and writing

With increasing proficiency, students should be able to:

- write clearly and logically
- express themselves coherently and creatively
- use various modes of discourse and write appropriately for different purposes and audiences
- demonstrate command of conventions of standard English grammar and usage
- demonstrate stylistic control of written expression
- use print and non-print media to research primary and secondary sources
- analyze, evaluate and integrate researched sources
- speak clearly and persuasively in both small and large groups
- read critically
- employ digital tools to enhance learning

### **Integrated Grammar, Usage, and Mechanics**

Throughout the English Language Arts Program, integrated lessons on grammar, usage, and mechanics are designed to improve students' reading, writing, speaking, and listening skills.

### **Integrated Vocabulary Program**

Throughout the English Language Arts Program, vocabulary words are derived from the context of each course's readings and discussions, and students are taught to understand words deeply. Vocabulary comprehension and analysis play a vital role in discussions about diction, tone, and purpose.

### **Graduation Requirements**

Westwood High School's graduation requirements include successful completion (C- or better) of Public Speaking, and four years (eight semesters) of English.

### **Levels in the English Language Arts Program**

The English Department offers courses at Level 1 (honors), Level 2 (college prep), and Level 3 (college prep with increased support). The appropriate content and pace support students at each level. In junior and senior year, an AP course is available. Students should seek a level that appropriately challenges them. Because students are expected to become more independent learners each year, they need to consult carefully with their current English teachers and their guidance counselors before making their course selection.

### **Writing Lab**

We encourage students to seek individualized help in the Writing Lab, where an English teacher is on duty.

**Westwood High School's English Language Arts Program is guided by**

**The Common Core State Standards Initiative:** <http://www.corestandards.org/>

(adopted by Massachusetts Department of Education, July 2010)

*Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.*

**National Council of Teachers of English Framework for 21st Century Curriculum and Assessment:**

(adopted by the NCTE Executive Committee, February 15, 2008)

*Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. Twenty-first century readers and writers need to*

- *Develop proficiency with the tools of technology*
- *Build relationships with others to pose and solve problems collaboratively and cross-culturally*
- *Design and share information for global communities to meet a variety of purposes*
- *Manage, analyze and synthesize multiple streams of simultaneous information*
- *Create, critique, analyze, and evaluate multi-media texts*
- *Attend to the ethical responsibilities required by these complex environments*

**Each course in Westwood High School's English Program addresses  
Westwood High School's School-wide Academic Expectations for students to:**

- 1. Read effectively*
- 2. Communicate effectively*
- 3. Define, analyze, and solve problems*
- 4. Access and interpret information from a variety of sources.*



**FRESHMAN LITERATURE & COMPOSITION****1011, 1012, 1013****7 per cycle – 5 credits****Freshman Year**

A multi-unit plan in literature forms the core of an introduction to literature and humanities in Freshman English. The readings are organized around the following essential questions:

- How does the way we face our responsibilities define us?
- How does change foster personal growth?
- How do relationships with people and places shape a sense of belonging?
- How do societal expectations influence our choices?
- How do we develop beliefs about morality and justice?

Students read a variety of genres and discuss elements of literature such as plot, character, theme, structure, and literary terminology. Freshman English also includes a highly organized composition program requiring frequent student writing. Students will be introduced to various modes of discourse, creating a foundation for writing in subsequent years.

Major works may include: *Of Mice and Men*, *Romeo and Juliet*, *The Odyssey*, *To Kill a Mockingbird*, *Great Expectations*, *A Raisin in the Sun*, *The Absolutely True Diary of a Part-Time Indian*, *The Old Man and the Sea*, *Call of the Wild*.

**SOPHOMORE LITERATURE & COMPOSITION****1021, 1022, 1023****7 per cycle – 5 credits****Sophomore Year**

A multi-unit plan in literature forms the core of an introduction to literature and humanities in Sophomore English. The readings are organized around the essential question:

- What drives human behavior?

To help us answer this question, we will focus on the following subsidiary questions:

- What drives individual and collective behavior?
- What is the role of authority in promoting or suppressing individual desire?
- Why does man overreach in his quest for power?
- What influences man's relationships?

Students read British and World Literature to further develop critical analysis skills and reflect upon the essential questions. Writing skills that form the foundation of the freshman program are further developed.

Major works may include: *Lord of the Flies*, *Antigone*, *Animal Farm*, *1984*, *A Tale of Two Cities*, *Frankenstein*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *Macbeth*, *Fahrenheit 451*, *Things Fall Apart*, *The Curious Incident of the Dog in the Night-Time*, *Persepolis*, *Canterbury Tales*, *Interpreter of Maladies*, *The Pearl*, *Rebecca*.

**AMERICAN LITERATURE AND COMPOSITION**  
**1031, 1032, 1033**

**7 per cycle – 5 credits**  
**Junior Year**

American Literature and Composition, taught at three levels in the English department (as well as an Advanced Placement course) incorporates major works of American literature organized around the essential question:

To what extent do the myths and realities of freedom shape American society?

To help us answer this question, we will focus on the following subsidiary questions:

To what extent do the myths and realities of success shape American society?

To what extent do the myths and realities of race, education, and empowerment shape American society?

To what extent do the myths and realities of gender shape American society?

To what extent do the myths and realities of individuality shape American society?

Students read American Literature and literature about America to further develop critical analysis skills and reflect upon the essential questions. Writing skills that form the foundation of the freshman and sophomore programs are further developed.

Major works may include: *The Catcher in the Rye*, *Into the Wild*, *The Adventures of Huckleberry Finn*, *The Narrative of the Life of Frederick Douglass*, *How They See Us*, *The Great Gatsby*, *Death of a Salesman*, *Walden*, *The Awakening*, *The Sun Also Rises*, *The Grapes of Wrath*, *How The Garcia Girls Lost Their Accents*, *Their Eyes Were Watching God* selections from Edgar Allan Poe, *One Flew Over the Cuckoo's Nest*, select short stories by female authors including, but not limited to, "A Good Man Is Hard to Find," "I Stand Here Ironing," "Sweat, Seventeen Syllables," "Where Are You Going? Where Have You Been?," "Yellow Wallpaper," "Yellow Woman."

**AP LITERATURE AND COMPOSITION**  
**1131**

**7 per cycle – 5 credits**  
**Junior Year**

AP Literature and Composition is designed to prepare students for the types of close reading, literary analysis, and writing they will encounter in college English programs. Students taking this course will learn to read actively and deeply, know a few works very well, and increase their capacities to write clearly, persuasively, and maturely. This inquiry and thematically-driven course will explore the concepts of the self and self-definition through the following essential questions:

How can one's personal past affect one's process of self-creation and self-understanding?

How does history inform one's sense of purpose?

How can social convention test one's sense of individualism?

How does the individual's capacity to respond to oppression define the individual?

How do one's beliefs and ideals evolve over time and with experience?

How do individuals confront the unknown?

Readings will focus on American literature, while reaching out to influential British and world literature with similar thematic concerns, including: *Invisible Man*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Sound and the Fury*, *1 Henry IV*, *Wuthering Heights*, *Beloved*, *To the Lighthouse*, *The Sun Also Rises*, *Fences*, *Hamlet*, *Walden*, and a wide range of short readings and poetry. Through a variety of focused analytical writings, students will

negotiate the complexities of meaning in these literary works in order to arrive at interpretative conclusions and enrich their understandings of language itself. Open to any student interested in the questions and the challenge of this AP English course for junior year.

*It is expected that students enrolled in this course will take the AP exam.*

### **PUBLIC SPEAKING**

**9032**

**4 per cycle - 1.25 credits**

**Junior Year (one semester)**

Public Speaking, a Westwood High School graduation requirement, is designed to help students:

- understand and apply appropriate speech delivery methods
- learn how to effectively structure a speech
- define the uses, advantages, and disadvantages of four major delivery methods
- practice active and respectful listening.

In this course, students deliver nine speeches. They also participate in units about the interview process and Parliamentary Procedure.

**Senior Year Courses:** *English courses offered for seniors include electives and an Advanced Placement course. Students may take elective courses for either honors or college-prep credit. The requirements for honors credit will be explained during the first several weeks of the class.*

### **AP LANGUAGE AND COMPOSITION**

**1941**

**7 per cycle – 5 credits**

**Senior Year**

This English course for seniors is designed to prepare students for the reading, writing, and thinking they will encounter across disciplines in college. We will investigate the topic of human progress by addressing the following questions:

- What is Man/Humankind?
- Is Man/Humankind progressing?
- What would be a healthy relationship between Humankind and the natural world?
- How do we determine what is true?
- Is war a mark of human progress?
- What is the future of humanity?

The course will stress a synthesis of knowledge drawn from many fields, such as philosophy and psychology, literature and history, biology and anthropology, environmentalism and bioethics. Jacob Bronowski's series, *The Ascent of Man*, provides the backbone for our studies. Along with the readings, mainly nonfiction, from the ancient world to this year, we will study such works as Solomon and Higgins' *A Passion for Wisdom*, Jonathan Safran Foer's *Eating Animals*, Mark Twain's *The Mysterious Stranger*, Franz Kafka's *The Metamorphosis*, Annie Dillard's *Pilgrim at Tinker Creek*, Shakespeare's *King Lear*, Tim O'Brien's *The Things They Carried*, and Aldous Huxley's *Brave New World*. We will study the art of rhetoric through carefully focused conversation, extensive analysis, and frequent writing assignments. Open to any student interested in the questions and the challenge of this AP English course for senior year.

*It is expected that students enrolled in this course will take the AP exam.*

**AFRICAN-AMERICAN LITERATURE****1641, 1642****7 per cycle – 2.50 credits****Senior Year – One Semester**

This course provides a critical study of the African-American experience through literature and history. It is a chronological, comprehensive overview and an introduction to contemporary arts, letters, and thought, as well as a survey of the great works by African-American authors.

The course explores a wide selection of genres – poetry, fiction, drama, autobiographical narratives, essays, and journals, as well as a wealth of vernacular forms – blues, gospel, spirituals, folk tales, sermons, testimonies, speeches, and film. Through the literature students are invited to experience the rich tradition, unique style, and distinctive voices that are a vital part of American literary expression and respond to essential questions that guide an exploration into the idea that race matters:

1. What is an institution?
2. How does understanding slavery help us to understand race relations today?
3. Does race matter?
4. How does race influence our identities and our perception of others?

Authors include James Baldwin, Maya Angelou, Toni Morrison, Countee Cullen, Langston Hughes, Toni Cade Bambara, Zora Neale-Hurston, Alice Walker, Claude McKay, Jean Toomer, Dorothy West, Richard Wright, Henry Louis Gates Jr., and others. Some major works may include: *Day of Tears*, *Black Boy*, *I Know Why The Caged Bird Sings*, *The Bluest Eye*, *Their Eyes Were Watching God*, and *A Lesson Before Dying*.

**CREATIVE WRITING****1241, 1242****7 per cycle – 2.50 credits****Senior Year – One Semester**

The essential question that serves as the foundation of the course is:

Who am I as a writer?

The goals of taking this course are to write better by writing and to read as a writer. This elective is run as a writers' workshop. Student writing serves as the core course content and fuels workshop and discussion sessions. Our guiding questions (What is the author's purpose? What is good? How can the writing become better?) provide a focus for examining student writing and providing articulate and constructive written and verbal feedback.

Students are encouraged to read widely and read as writers. Additionally, students will read excerpts from a variety of sources, including *The Art of Fiction*, *Free Play*, *Bird by Bird*, and a broad range of stories, essays, and poems by both students and published writers.

**HUMANITIES: LITERATURE AND PHILOSOPHY****1441, 1442****7 per cycle – 2.50 credits****Senior Year – One Semester**

This course is driven by questions; through these questions students examine human motivation and values, and work toward articulating their own statements about who they are and what they believe. The questions include:

- Who am I?
- What factors most shape identity?

What is success?  
What does it mean to be well-educated?  
What determines the course of your life: fate or free will?  
What role does technology play in shaping your life?

The questions address such topics as Existentialism, Determining Responsibility to Others, and Discrimination. Students will study numerous nonfiction selections, as well as short stories, poems and a play as they grapple with the questions. The core text for this course is the college anthology *The Writer's Presence*. Students may also read *Slaughterhouse-Five*, *Oedipus Rex*, *Man's Search for Meaning*, *Brave New World* and up to two works from an outside reading list.

**LITERATURE, ETHICS, AND ACTION**  
**1541, 1542**

**7 per cycle – 2.50 credits**  
**Senior Year – One Semester**

Literature, Ethics, and Action: Building a Better World is a senior year English elective. This student-centered, inquiry-based course focuses on solving problems through action, and is designed to cultivate the skills necessary to trigger positive change in our world. Throughout the semester, students will continue to develop and hone their reading, writing, and research skill sets; in addition, considerable emphasis will be placed on collaboration and problem solving, as the overarching goal of the course is to create *real and meaningful change* in our world. The essential questions that will serve as the foundation of the course are:

How do we learn?  
How do we determine whether or not *real* learning has taken place?  
What are the purposes of education and school?  
How has your educational experience prepared you for your future life?  
How do we determine what is right and what is wrong?  
How do our values and ethical codes influence our actions?  
How do we create meaningful change in our community? In our state? In our country? In our world?

Most of the readings will be from three college texts: Michael Sandel's *Justice: A Reader*, *The Writer's Presence*, and *The Conscious Reader*. Other readings include Daniel Quinn's novel *Ishmael*, case studies from Tony Wagner's *Creating Innovators*, and selected essays, articles, short stories, and poems. Students will also develop course content through their self-directed research. Lastly, students will be analyzing mixed-media texts such as songs, audio interviews, movies, documentaries, and online videos.

**SHAKESPEARE**  
**1741, 1742**

**7 per cycle - 2.50 credits**  
**Senior Year – One Semester**

Why has Shakespeare remained so popular for over 400 years? How are his plays still relevant today? Why can they be so confusing? Why does Shakespeare even matter? These are only some of the questions we will seek to answer as we explore one play from each genre of Shakespeare--comedy, tragedy, history, and romance. Each unit will be centered around the following guiding questions:

Why is comedy important?

How does tragedy shape who we are?

What role does history play in society and our lives?

How do Shakespeare's representations of these genres influence our relationships and sense of self?

As students read and analyze these plays through performance, discussion, and writing, they will examine various approaches to the evolution of joining comedy, tragedy, and history to convey universal themes in Shakespeare that remain relevant today. Each term will include several formal responses, including close readings, creative interpretation, analysis of film, and written analyses of the plays. Papers will be based on students' original thesis, and supported with textual evidence from plays and literary criticism.

### **YOUTH IN CONTEMPORARY LITERATURE**

**1341. 1342**

**7 per cycle – 2.50 credits**

**Senior Year – One Semester**

Through contemporary fiction set within historical context, students consider the conflicts in making the transition from adolescence into adulthood. By exploring the "coming of age," "loss of innocence," and "identity" themes, students confront essential life questions that focus on family and friendships, as well as the social and cultural influences that form identity.

The developmental goals of adolescence as identified by prominent social psychologists provide the framework for exploring adolescent issues. Students begin with personal identification based on American experience and move toward a world perspective that fosters an understanding of adolescent experience in multi-cultures and eras; i.e. the Holocaust and modern day Afghanistan. Student inquiry will be driven by four essential questions related to adolescent development:

1. What influences impact adolescent development? (issues/conflicts)
2. How do society and culture inform our decisions and influence how we create our identity?
3. How do we grow into the world?
4. How will I get to where I want to be and become who I want to become?

Students engage in inquiry-based projects, brainstorm and share ideas through Blogs, and continue to develop analytical writing (argument) and research skills that are integrated into and synthesized with the reading.

Readings include *Go Ask Alice* by Anonymous, *The Color of Water* by James McBride, *The Book Thief* by Markus Zusak, *The Kite Runner* by Khaled Hosseini, *A Thousand Splendid Suns* by Khaled Hosseini, *The Alchemist* by Paulo Coelho, and selected short stories, non-fiction readings, and poetry.

### **INTRODUCTION TO JOURNALISM**

**1841, 1842**

**7 per cycle – 2.50 credits**

**Senior Year – One Semester**

Introduction to Journalism is a senior year English elective that is designed to introduce students the basic skills needed by the high school journalist. Students will study and then practice writing news stories, film reviews, leads, captions and headlines. Additionally, students will gain a working knowledge of the guiding principles behind page layout and photojournalism. The language, history, and job responsibilities specific to the field of journalism will be discussed throughout the course.

Our guiding questions (How can journalism be used to highlight issues facing teenagers? What is the impact of the First Amendment on the press and how does it impact student journalism? What are the journalist's ethical responsibilities?) provide a focus for examining student writing and providing articulate and constructive written and verbal feedback.

The essential questions for the class are:

- How do we collect and process news?
- How are the ethics of journalism critical to the healthy functioning of a Democratic society?

## **FOREIGN LANGUAGE DEPARTMENT**

Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish V  
AP Spanish  
Introduction to Globalization

French II  
French III  
French IV  
French V  
AP French

Latin I  
Latin II  
Latin III  
Latin IV  
Mandarin I  
Mandarin II  
Mandarin III

The primary goal of the Foreign Language Department is to help students achieve the highest degree of proficiency possible in Spanish, French, Mandarin, and Latin in their course of study at Westwood High School. At all levels, the French, Spanish and Mandarin curricula emphasize effective oral and written communication as well as auditory comprehension, and it is our goal that Westwood students achieve both cultural and linguistic proficiency in at least one modern language other than English before graduation. The Spanish, French, Mandarin, and Latin curricula also place a strong value on the comprehension and interpretation of written texts. It is the goal of the department that students gain an understanding of other communities and cultures, both geographic and historical. In the modern languages, it is also our objective that students interact with native speakers from different cultures and that they connect their learning in the language classroom with other disciplines. In Latin, students are encouraged to draw parallels between ancient and modern society, including aspects of history, language, and culture. In all cases, it is our objective that language learning will become a lifelong interest and process.

### **Department Guidelines for levels for modern languages:**

- Students must have a final grade of C- or better in order to continue to the next sequential course at the same level (Spanish 2 to Spanish 3).
- Students must have a final grade of A- or better in a lower level course in order to move to a higher level course.
- Students who pass a course, but do not achieve a B-, should speak to their teacher about the best placement option to ensure future success. Since all courses depend on the master of essential fundamentals, it is important that students seek a placement that will best fit their needs.

### **Westwood High School's School-wide Academic Expectations for students to:**

- 1. Read effectively*
- 2. Communicate effectively*
- 3. Define, analyze, and solve problems*
- 4. Access and interpret information from a variety of sources*



**SPANISH I**  
**5111, 5112, 5113**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

This is a beginning course for students with no previous knowledge of Spanish, or for those who have not successfully completed two sequential years at the middle school level. The four basic communicative skills (listening, reading, speaking, and writing) are developed through classroom activities (working as a whole class and in groups and with partners) and written and oral assignments. The focus of the curriculum is on communicative functions such as introducing people, telling time, talking about the weather, describing people, commenting on food and making plans. Vocabulary topics are integrated with the communicative functions and include such topics as numbers, sports, school supplies and subjects, free-time activities, days, months and seasons, family members and food. The grammar presented supports basic communication around the vocabulary, and includes such topics as definite and indefinite articles, the verbs *ser* and *estar*, adjectives, regular and irregular verbs in the present tense and an introduction to the *preterite*. Students are introduced to the countries of the Spanish speaking world and states in the US where Spanish is widely spoken. Elements of culture as it relates to everyday life in these countries are also explored.

**SPANISH II**  
**5121, 5122, 5123**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

**Prerequisite: successful completion (B-) 7th & 8th grade Spanish or Spanish I & teacher recommendation.**

This course is for students who have successfully completed two sequential years of study at the middle school level, or for those who have completed Spanish I at the high school level. Students continue to work toward functional proficiency in the four skill areas of reading, writing, listening, and speaking. The focus of the curriculum is on communicative functions such as expressing feelings, exchanging opinions, giving advice, talking about the past and making comparisons. Vocabulary topics are integrated with the communicative functions and include themes such as health and fitness, technology, daily activities, the environment, professions, and description of people and places. The grammar presented supports basic communication and includes topics such as the past tenses, reflexive verbs, pronouns, compound tenses, and a comparison of the subjunctive and indicative. Students will focus their culture studies on an introduction to the Spanish-speaking world.

**SPANISH III**  
**5131, 5132, 5133**

**7 per cycle – 5 credits**  
**Sophomore – Senior Year**

**Prerequisite: successful completion of Spanish II defined as: Level 1 B, Level 2 & 3 B- and teacher recommendation.**

This course is for students who have successfully completed a second year Spanish course at the high school level. Spanish will be the primary language of the classroom as students explore the culture, history and current events of Mexico. Students will develop their conversational abilities as well as extend their ability to narrate in the present, past and future. They will develop their ability to give opinions and advice. Students will develop their comprehension of both oral and written Spanish. During the year students will be comparing Mexico and the United States. They will discuss technology, food, art, music, media, current events, environment and diversity. There will be performance assessments as well as accuracy assessments throughout the year that will require students to communicate in and interpret Spanish.

**SPANISH IV****5141, 5142****7 per cycle – 5 credits****Junior – Senior Year****Prerequisite: successful completion of Spanish III defined as: Level 1 B, Level 2 B-, Level 3 A-, and teacher recommendation.**

This course is for students who have successfully completed the third year Spanish course at the high school level. The goal of the course is to improve Spanish proficiency. The primary language of the classroom will be Spanish. Students will develop proficiency through reading, listening, discussing and writing about specific Spanish-speaking regions of the Caribbean, Central or South America. Students will gain vocabulary through the reading of authentic literature as well as by listening to native speakers. Class discussions will incorporate discussions of cultural differences and comparisons with their native culture. Efforts will be made to have students make contact with native speakers of Spanish. Students will focus their linguistic development on the main areas of contrast between the target language and native language.

**SPANISH V****5151, 5152****7 per cycle – 5 credits****Sophomore – Senior Year****Prerequisite: successful completion of Spanish IV defined as: Level 1 B, Level 2 B- and teacher recommendation.**

This course is for students who have successfully completed the fourth year Spanish course at the high school level. The goal of this course is to improve Spanish proficiency. The primary language of the classroom will be Spanish. Students will be preparing for an Oral Proficiency Interview on Computer (OPIC) exam. The course is designed to prepare students for college language requirements. In addition to linguistic proficiency, students will focus on the politics, history and culture Spain and its relationship to Latin America. The students will focus on expanding their narration skills and developing their ability to successfully utilize the subjunctive in spontaneous speech and writing. Students will focus on complex sentence structures, abstract ideas and concepts.

**AP SPANISH****5251****7 per cycle – 5 credits****Senior Year****Prerequisite: Successful completion of Spanish IV level 1 with a B and teacher recommendation.**

This course is for students who have successfully completed the fourth year Spanish course at the high school level. The goal of this course is to improve Spanish proficiency and to prepare students for AP Spanish Language Exam. The primary language of the classroom will be Spanish. In addition to linguistic proficiency, students will focus on the politics, history and culture of Spain and its relationship to Latin America. Students are expected to have a strong fundamental base in Spanish grammar. The year will focus improving accuracy in spontaneous speech and writing, while improving the comprehension of extended listening and written authentic materials.

*It is expected that students enrolled in this course will take the AP exam.*

**Introduction to Globalization****5641, 5642, 5643****7 per cycle – 5 credits****Junior or Senior Year****No prerequisite. This course does not satisfy the 2-year high school language requirement.**

This course was formerly called Hispanic/Francophone Culture and Civilizations. This course is taught in English. It will give the historic and cultural background for Latin America, French Africa and Eastern Asia. The course will begin focus on developing multiple perspectives and cultural sensitivity. Students will do an in depth study of issues such as violence in society, immigration, environmental conservation and social justice. The objective of the course will be to gain an understanding of culture diversity as well as a foundation in historical, artistic and cultural contributions of these societies. Students who take the course as a level 1 course will be required to do extra reading and independent work. As a level 2/3 course, considerable instructional support will be provided to foster improvement in the ability to use evidence to support ideas.

**FRENCH II****5321, 5322, 5323****7 per cycle – 5 credits****Freshman – Senior Year****Prerequisite: Successful completion of 7<sup>th</sup> and 8<sup>th</sup> grade French defined as: B- Final Grade and teacher recommendation.**

This course is for students who have successfully completed two sequential years of French at the middle school level. Students will continue to strengthen and build upon the foundation they acquired in their first two years of study of the language; they will also work toward increasing proficiency in the four skill areas: reading, writing, listening and speaking. The focus of the French II curriculum is both communicative and cultural. Students will strengthen their interpersonal and presentational communication skills in the language, as they learn more about various aspects of French culture. A deeper understanding of the fundamental structure of the language will encourage independent, authentic language production in the language, which is the primary goal of the French II curriculum. The cultural component of this course focuses primarily on France. As students learn more about French practices, traditions, family life, the educational system, the place of food in the culture, historical figures and cultural monuments, they will learn to make connections with their own culture and life experience in the target language. The French II curriculum includes reading short texts (prose, poetry; non-fiction); pronunciation and listening practice in the language lab, and short writing assignments.

**FRENCH III****5331, 5332, 5333****7 per cycle – 5 credits****Sophomore – Senior Year****Prerequisite: Successful completion of French II defined as: Level 1 B, Level 2 and B-, and teacher recommendation.**

This course is for students who have successfully completed a second-year French class at the high school level. As in French II, French will be the primary language of communication in the classroom. The main goal of the French III curriculum is to bring students, who are advanced beginners at the end of French II, to the intermediate low or mid-level by the end of the course. As students explore the culture, history and current events of Francophone Africa, they will continue to develop their interpersonal and presentational communication skills in the target language, and be introduced to interpretive communication as well. How does one read, interpret and respond to an authentic text in the target language? The French III curriculum is an intensive review of the fundamentals of the language, with the addition of more complex grammar, vocabulary and idioms. The French III curriculum is designed for students to attain intermediate-level proficiency in the language. Students will learn to construct more complex sentences in their oral and written communication in the target language, and to become culturally proficient in their understanding of various parts of the Francophone world. The French III, Level 1 curriculum includes reading different kinds of texts (short fiction; poems; newspaper articles); longer writing assignments; continued work on pronunciation and listening comprehension skills. The French III, Level 2 curriculum includes short readings of different kinds of texts; short writing assignments; continued work on pronunciation and listening comprehension skills. Level 3 students will receive additional support in their work.

**FRENCH IV****5341, 5342****7 per cycle – 5 credits****Junior – Senior Year****Prerequisite: successful completion of French III defined as: Level 1 B, Level 2 & 3 B- and teacher recommendation.**

This course is for students who have successfully completed a third-year French class at the high school level. The primary goal of the French IV, Level 1 curriculum is to reinforce and broaden the intermediate-level skills acquired in French III. Students will explore a variety of cultural topics in the French and Francophone world through longer readings, short and feature films, as well as more challenging listening comprehension activities (film clips; music videos; lab exercises). They will also continue to develop their interpersonal, presentational, and interpretive communication skills in the target language. Students will learn to construct more complex sentences, with the

addition of relative pronouns and new verb tenses, and to integrate these advanced grammatical structures into their speaking and writing. Learning new vocabulary and incorporating idiomatic expressions into their speech and writing are also central to this curriculum whose aim is to bring students to a higher intermediate level of proficiency in the target language.

### **FRENCH V**

**5351, 5352**

**7 per cycle – 5 credits**

**Senior Year**

**Prerequisite: successful completion of French IV defined as: Level 1 B, Level 2 B- and teacher recommendation.**

This course is designed for students who have successfully completed a fourth year French class at the high school level. The goal of French V is for students to improve proficiency in all areas of the language. The course will also prepare Level 1 students to take the Oral Proficiency Interview on Computer (OPIC) exam in French. The grammar and vocabulary covered in the French V curriculum relate directly to the thematic units of the course, which are modeled on those in the AP curriculum: these include personal, national and cultural identity; immigration and the legacies of French and Belgian colonialism; technology, and the environment. Each unit of the curriculum actively encourages students to reflect upon the people, cultures and history of France and the Francophone world, and to make connections to their own culture and life experiences. The emphasis throughout the course is on spontaneous, authentic self-expression in the target language. French V will prepare students to place into an intermediate level (or higher) French class in college.

### **AP FRENCH**

**5451**

**7 per cycle – 5 credits**

**Senior Year**

**Prerequisite: successful completion of French IV defined as: Level 1, B and teacher recommendation.**

This course is designed for students who have successfully completed a fourth year, Level 1 French class in high school. The goal of this course is to prepare students for the AP French Language and Culture exam. The AP curriculum in French is structured around six thematic units, which correspond to the content areas of the exam: Global Challenges; Science and Technology; Contemporary Life; Personal and Cultural Identity; Family and Community, and Art and Aesthetics. Grammar and vocabulary will be presented and reviewed in function of the units being studied. Readings will include a wide variety of fiction and non-fiction texts through which students will develop their reading, critical thinking, and interpretive skills in the target language. Film clips and short films will also be used for supplemental listening comprehension. Building on their work in French IV, Level 1, students will continue to improve their interpersonal and presentational communication skills in order to attain a high intermediate/beginning-advanced level of proficiency in the target language.

*It is expected that students enrolled in this course will take the AP exam*

### **LATIN I**

**5511**

**7 per cycle – 5 credits**

**Freshman – Junior Year**

This course is designed as an introduction to the Latin language. Students will be introduced to new material as they follow progressive stories about a Roman family living in Italy in 80 C.E. – the year following the famous eruption of a volcano named Mt. Vesuvius. Students build their Latin and English vocabulary and develop skills for reading and translating abridged Latin texts. Central questions that students will explore in this course include but are not limited to: what is the relationship between Latin and English?; what are the similarities and differences between Latin and English grammar?; how was the practice of ancient slavery different from that in the United States?; who were the principal Roman gods, and did the Romans believe in them?; who were the Roman kings, and how was the machinery of the Roman Republic like our own government? Course work will be supplemented by regular discussions on Roman life, culture, history, archaeology, and mythology as a means to examine the influence of Latin as well as Roman traditions on modern American society.

**LATIN II****5521****7 per cycle – 5 credits****Sophomore – Senior Year****Prerequisite: Successful completion of Latin I (B-) and teacher recommendation.**

This course is designed to build upon the syntax, grammar, and vocabulary covered in Latin I. Students continue to follow the Cornēlii family, as they have now returned from the countryside to Rome. Students continue to build Latin and English vocabulary and are introduced to more advanced grammar / syntax including demonstrative pronouns, relative clauses, the passive voice, participles, indirect discourse, and an introduction to the subjunctive mood. Central questions that students will explore in this course include but are not limited to: what is the significance of the seven hills, and why were the major Roman monuments located where they were?; what would an authentic Roman dining experience have been like, and how was the daily diet of the ancient Mediterranean world different than our own?; what sort of formal educational system did the Romans use?; why was the *Aeneid* the favorite text of the Romans?; why did so many Romans visit public baths on a daily basis? Course work will be supplemented by regular discussions on Roman life, culture, history, mythology (especially the heroes Hercules and Aeneas) as a means to examine the influence of Latin and Roman traditions on modern American society.

**LATIN III****5531****7 per cycle – 5 credits****Junior – Senior Year****Prerequisite: Successful completion of Latin II (B-) and teacher recommendation.**

This course is designed as the completion to the introduction to the Latin language begun in Latin I and II. Students build upon their working knowledge of the Latin language, and they begin to identify and translate in authentic contexts such constructions as subjunctive clauses, conditional sentences, gerunds, and passive periphrastics. Students will read, translate, and discuss lengthier, unabridged passages written from the first century BCE to the fourth century CE, including works by Cicero, Caesar, Augustus, Petronius, and Pliny the Younger. Central questions that students will explore in this course include but are not limited to: how did gladiatorial combat change and develop from the ca. 250 BCE to the 100 CE?; what sorts of battles were there (men vs. men, men vs. animals, animals vs. animals) and what sorts of weapons did gladiators prefer to use?; what sorts of values did the Romans particularly esteem in their marriages, and what did a typical Roman wedding look like?; who were the Gracchi, Marius, Sulla, Pompey, Crassus, and Caesar, and what did they have to do with the fall of the Roman Republic?; who was Cicero and why was he considered Rome's greatest orator?; what is epigraphy, and how did the Romans use inscriptions as propaganda?; what really happened in the famed eruption of Mt. Vesuvius? Latin reading and composition exercises are supplemented by regular discussions on aspects of Roman daily life, culture, archaeology, and history as a means to examine the influence of Latin and Roman traditions on modern American society.

**LATIN IV****5541****7 per cycle – 5 credits****Senior Year****Prerequisite: Successful completion of Latin III (B-) and teacher recommendation.**

This course is designed as a continuation to the syntax, grammar, and vocabulary covered in Latin III. At the interest of the instructor and the students, the focus of this course is to read and discuss unabridged Latin texts including selections from Apuleius' "Cupid and Psyche" and Ovid's *Metamorphōsēs* and *Ars Amātōria*. Latin reading and translation exercises are supplemented by regular discussions on aspects of Roman life, culture, archaeology, and history. Central questions that students will explore in this course include but are not limited to: What does the story of Cupid and Psyche teach us about the interrelationship between love, trust, and persistence?; What are some of the theories behind the purpose of myth in the ancient world?; What are some of the major recurrent themes that appear in Ovid's myths?; Does Ovid's treatment of the gods challenge the concept of "theodicy" in the ancient world?; What is the legacy of mythology, and why do so many authors and artists continue to seek inspiration from ancient texts?

**Mandarin I (Chinese)**  
**5611, 5612**

**7 per cycle – 5 credits**  
**Freshman – Sophomore Year**

This course will introduce students to basic conversational Mandarin. Pronunciation and intonation will be emphasized as students learn the basic grammar and idioms of the language necessary for novice-level fluency. Students will exchange information about themselves and their lives, express basic needs and wants, and negotiate simple directions. Students will begin their study of Mandarin characters so that they may read and write simple texts. Cultural differences of China and the United States will provide a context for this course.

**Mandarin II (Chinese)**  
**5621, 5622**

**7 per cycle – 5 credits**  
**Sophomore – Senior Year**

This course is for students who have successfully completed Mandarin 1 at the high school level. Students continue to work toward functional proficiency in the areas of speaking, listening, and reading, as well as write short paragraphs in Chinese characters. The curriculum focuses on skills such as exchanging information, describing and comparing people and things, sharing opinions, and making plans. Themes will be introduced in the context of both traditional and contemporary Chinese culture.

**Mandarin III (Chinese)**  
**5631, 5632**

**7 per cycle – 5 credits**  
**Junior – Senior Year**

This course is for students who have successfully completed Mandarin 2 at the high school level. The focus of the curriculum is on communicative functions such as describing symptoms, expressing feelings, making comparisons, describing people and places, and making phone calls and invitations. Vocabulary introduced addresses themes including visiting the doctor, emotions, daily life, after-school activities, jobs, physical attributes, personality types, and technology. Language patterns support communication about past events, how long events took, the near future and outcomes versus expectations. Students will compare traditional and contemporary Chinese culture by examining topics including traditional Chinese medicine, Chinese neighborhoods and communities, and use of social media.

## **LIBRARY MEDIA DEPARTMENT**

The mission of the Westwood Public Schools' Library Media Program is to provide students with the skills and resources to become independent critical readers, thinkers and users of information. The Library Media Program is designed to support and enhance the Westwood Public Schools' curriculum and its goals.

Through formal and informal instruction, the program prepares students for the information rich society in which they live. The focus of the Library Media Department at Westwood High School is to educate students to be information literate. Our goal is to produce self-directed students who can actively seek out, process, and construct meaning from information in order to create quality products, and to use information and technology responsibly and ethically. The Library Media Program also provides a collection of quality literature that supports core curriculum and promotes a love of reading.

Resources are available in both print and electronic formats. Online subscription databases incorporate information from a variety of sources including reference books, primary source documents, full-text magazine and newspaper articles, and web sites. A close working relationship with the Westwood Public Library and membership in the Metro west Massachusetts Regional Library system (Minuteman) provide access to additional resources.

The library's web page <http://westwood.k12.ma.us/~Epercy/007B1CF0-00802CB6> enables students to access online subscription databases, citation information, and links to other libraries. The web page can be accessed from both school and from home.

The Westwood High School Library is open most days from 7:30-2:30, with occasional extended hours. Teachers may schedule and plan classes with library staff. Individual students, staff, and parents may use library resources independently. Questions may be directed to the library staff via phone or e-mail.

## **MATH DEPARTMENT**

Algebra I	Conceptual Math & Personal Finance
Geometry	AP Statistics
Algebra II	Calculus
Math Plus	AP Calculus AB
Pre-Calculus	AP Calculus BC
Introduction to Pre-Calculus	Introduction to Computer Science
Probability & Statistics	AP Computer Science

The Mathematics Department endeavors to provide the best mathematics education possible commensurate with the needs and abilities of each individual student. To this end, the mathematics department course offerings are adjusted each year to meet the students' needs and interests. In order to maximize individual help, the Math Seminar Study Area is available to all students dependent on availability of staff.

All mathematics courses offered attempt to develop procedures for logical reasoning, encourage creativity in problem solving, and develop awareness for the place of mathematics in our society, of its power as a problem solving tool, and of its natural limitations. In addition, all mathematics courses stress precision in both written and oral communications, strong algebraic skills and data analysis and interpretation with and without the use of technology. The department wants students to develop a positive attitude towards mathematics, in the hopes that they will further their mathematics education.

*Each course in Westwood High School's Science Program addresses School-wide Academic Expectations:*

3. Define, analyze, and solve problems



**ALGEBRA I**  
**2011**

**7 per cycle – 5 credits**  
**Freshman Year**

This course will cover the following Algebra topics: the structure and properties of the real number system, solving systems of equations using several methods with and without the use of technology, the analysis of patterns including iterative and recursive, linear, quadratic, and exponential functions, the use of tables, graphs, and equations to analyze linear, quadratic, and exponential functions, simplifying rational expressions by factoring, applying the properties of exponents and radicals to solve problems, solving linear and quadratic word problems, solving equations and inequalities involving absolute value, using appropriate statistics (e.g., mean, median, mode) to communicate information about data, approximating a line of best fit for a scatterplot, and using this line to make predictions from a set of data. Algebra skills will be occasionally used to solve geometry problems involving perimeter, area, surface area, volume, angle measures in polygons, parallel and perpendicular lines, and coordinate geometry. The course will prepare students for a formal geometry and algebra 2 course.

**ALGEBRA I**  
**2012**

**7 per cycle – 5 credits**  
**Freshman Year**

This course will cover the following Algebra topics: the structure and properties of the real number system, solving systems of equations using several methods with and without the use of technology, analyzing linear, quadratic and exponential functions, using tables, graphs, and equations to analyze linear, quadratic and exponential functions, quadratic formula, factoring polynomials, simplifying rational expressions by factoring, applying the properties of exponents to solve problems, identifying problem situations that lead to linear and quadratic equations, solving equations and inequalities involving absolute value, basic probability, using appropriate statistics (e.g., mean, median, mode) to communicate information about data, approximating a line of best fit for a scatterplot, and using this line of best fit to make predictions from a set of data. Algebra skills will be occasionally used to solve geometry problems involving perimeter, area, surface area, volume, angle measures in polygons, and parallel and perpendicular lines. The course will prepare students for a formal geometry and algebra 2 course.

**ALGEBRA I**  
**2013**

**7 per cycle – 5 credits**  
**Freshman Year**

This course will cover the following Algebra topics: the structure and properties of the real number system, solving systems of equations using several methods with and without the use of technology, analyzing patterns that lead to linear functions, using tables, graphs, and equations to analyze linear, quadratic and exponential functions, using the Quadratic Formula to solve quadratic equations, factoring, applying the properties of exponents to solve problems (including problems involving percent change), identifying situations that lead to linear and quadratic equations, solving equations and inequalities involving absolute value, using appropriate statistics (e.g., mean, median, mode) to communicate information about data, approximating a line of best fit for a scatterplot, and using this line to make predictions from a set of data. Students will also gain experience working with different forms of an equation, including those containing absolute value. Algebra skills will be used to solve geometry problems involving perimeter, and parallel and perpendicular lines. The course will prepare students for a formal geometry and algebra 2 course.

**GEOMETRY**  
**2021**

**7 per cycle – 5 credits**  
**Freshman – Sophomore Year**

**Prerequisite:** *Grade 9 – admission based on placement test scores and 8<sup>th</sup> grade math performance*  
*Grade 10 – B+ in Algebra I (2011) or department recommendation*

This course is designed primarily for those students who have successfully completed Algebra I in grade 8. Students will use a set of postulates and defined terms, along with deduction and logical inference to develop and understand the basic structure of Euclidean Geometry. This is a highly rigorous course that requires students to think abstractly as they apply geometric concepts to formal/informal proofs. Topics covered in this course include: the role of undefined terms, postulates, and theorems in Geometry, transformations, parallel and perpendicular lines, congruence and similarity of triangles and other polygons, right triangle trigonometry, the Law of Sines and

Cosines, applications of corresponding parts of congruent and similar polygons, properties of right triangles, circles, constructions, areas of planar figures, and introductory Solid Geometry and Coordinate Geometry.

Algebra I concepts are integrated throughout the course. Therefore, a strong Algebra I foundation is essential for success.

**GEOMETRY**

**2022**

**7 per cycle – 5 credits**

**Sophomore Year**

**Prerequisite: C- in Algebra I Level 2 (2012) or department recommendation**

This course covers all topics of plane and solid geometry, including trigonometry of the right triangle. There will be some emphasis on formal proof writing. Topics covered in this course include: transformations, parallel and perpendicular lines, congruence and similarity of triangles and other polygons, right triangle trigonometry, applications of corresponding parts of congruent and similar polygons, properties of right triangles, circles, areas of planar figures, surface area, volume of prisms, cylinders, pyramids and cones, and an introduction to Coordinate Geometry. Strong Algebra skills will enhance students' success since there are many connections between Algebra and Geometry.

**GEOMETRY**

**2023**

**7 per cycle – 5 credits**

**Sophomore Year**

**Prerequisite: Passing Algebra I**

This course covers all topics of plane and solid geometry in more of an activity-based format. There will be no emphasis on formal proof writing. Topics covered in this course include: transformations, parallel and perpendicular lines, congruence and similarity of triangles and other polygons, right triangle trigonometry, applications of corresponding parts of congruent and similar polygons, properties of right triangles, circles, areas of planar figures, surface area, volume and an introduction to Coordinate Geometry. Another objective of this course is to integrate opportunities for students to practice their algebra skills with the MCAS exam in mind.

**ALGEBRA II**

**2031**

**7 per cycle – 5 credits**

**Sophomore – Junior Year**

**Prerequisite: B+ in Algebra (2011) and B in Geometry (2021) or A in Algebra I (2012) and Geometry (2022) or department recommendation.**

This course is designed for highly motivated students who have continued to display consistent achievement and outstanding work habits in prior mathematics courses. Topics include: the solution of equations and inequalities, including those with absolute value; linear equations and inequalities; systems of linear equations and inequalities; polynomials; matrices; factoring; radicals; complex numbers; various solution methods for quadratic equations; systems of simultaneous quadratics; polynomial functions; function composition and inverses; variation problems; the arithmetic of rational expressions; solving radical equations and rational equations; systems of equations in 3 variables; logarithmic and exponential functions; sequences and series; trigonometry; probability and statistics; and a variety of word problems.

**ALGEBRA II**

**2032**

**7 per cycle – 5 credits**

**Sophomore – Junior Year**

**Prerequisite: C- in Geometry (2022) or department recommendation**

This course is the third in the college preparatory sequence of mathematics courses. The content is similar to Algebra II Level 1, which includes the study of linear functions, function notation, composition of functions, linear systems, linear programming, combinatorics, quadratics, polynomials, rational functions, exponential functions, and logarithmic functions. Some trigonometry may also be included. The pace and depth of college preparatory Algebra II is less rigorous and intense than that of Algebra II Level 1. There will be a strong emphasis on data analysis with and without the use of technology.

**ALGEBRA II****2033****Prerequisite: Passing Algebra I and Geometry****7 per cycle – 5 credits****Junior Year**

This course is designed as the third course in the mathematics sequence for the level three curriculum. The course covers the review and extension of Algebra I essential skills, algebraic manipulation, solving linear equations, quadratics, rules of exponents, absolute value, polynomials, sequences and series, and rational expressions. This course will provide students the opportunity to interpret and analyze data appropriate to their skill level and ability.

**MATH PLUS****2743****3 per cycle – 2.5 credits****Sophomore – Senior Year**

This course is designed to help students who had difficulty on the 8<sup>th</sup> grade MCAS exam or in their 9<sup>th</sup> grade math class. The course focuses on problem solving in the following areas: geometry and measurement; data analysis, probability and statistics; number sense and operations; and patterns, functions and algebra. Individual student needs will be identified and appropriate interventions will be offered. Additionally, students will learn a variety of test-taking strategies that are intended to promote success on the 10<sup>th</sup> Math MCAS assessment.

**PRE-CALCULUS****2041****Prerequisites: B in Algebra II (2031) including a B on the midyear exam, or A in 2032 and department recommendation****7 per cycle – 5 credits****Junior – Senior Year**

This course is designed for highly motivated juniors or seniors who have exhibited exceptional math skills and strong conceptual and analytical skills. It is also intended for those students who expect to take Calculus. This is a rigorous course emphasizing linear, quadratic, exponential, logarithmic and trigonometric modeling, and the study of conics. The course will also cover polar coordinates and parametric equations. Analysis of limits leads to introductory Calculus topics. Additionally, students explore introductory statistics concepts including normal distributions, sampling, and confidence intervals. Technology is used throughout the course to facilitate the exploration of topics and to illustrate the analytic, numerical, and graphical representations of functions. The course is a prerequisite for AP Calculus.

**PRE-CALCULUS****2042****Prerequisite: C+ in Algebra II (2032)****7 per cycle – 5 credits****Junior – Senior Year**

This is a college preparatory course designed for students who may or may not take Calculus. This course covers most of the content of Pre-calculus 2041: emphasizing linear, quadratic, rational, exponential, logarithmic and trigonometric modeling and translations, the study of conics, matrices, and the analysis of families of functions and limits, which lead to introductory Calculus topics. The course does not have the same depth or pace as Pre-calculus 2041.

**INTRODUCTION TO PRE-CALCULUS****2543****Prerequisite: Passing Algebra I, Geometry, Algebra II****7 per cycle – 5 credits****Senior Year**

This course is designed as a fourth year of Mathematics and is intended for seniors who have had difficulty in previous math courses. The course includes a review and extension of Algebra II topics. Pre-calculus topics that are explored include sequences and series, exponential growth and decay, compound interest and banking applications,

logarithmic equations and applications, trigonometric functions and area applications, the unit circle, and an introduction to probability and statistics.

**PROBABILITY & STATISTICS**

**2442**

**7 per cycle – 5 credits**

**Senior Year**

**Prerequisite: C in Algebra II (2032) or department recommendation**

This course is designed for students who may not major in mathematics in college. Topics will include data classification, experimental design, frequency distributions and their graphs, measures of central tendency, measures of variation, basic concepts of probability, conditional probability and the multiplication rule, counting principles, probability distributions, normal distributions, confidence intervals, and hypothesis testing.

**AP STATISTICS**

**2442**

**7 per cycle – 5 credits**

**Prerequisite: B in Algebra II (2031), or B- in Pre-Calculus (2041), or B+ in Pre-Calculus (2042), or department recommendation**

This course is comparable to a college course in Statistics. Topics will include data classification, experimental design, frequency distributions and their graphs, measures of central tendency, measures of variation, basic concepts of probability, conditional probability and the multiplication rule, counting principles, probability distributions, normal distributions, confidence intervals, and hypothesis testing. Students enrolled in this course must have completed Pre-Calculus or are taking AP Statistics concurrent with Pre-Calculus.

*It is expected that students enrolled in this course will take the AP exam.*

**CALCULUS**

**2142**

**7 per cycle – 5 credits**

**Prerequisite: C in Pre-calculus (2041), or A in Pre-Calculus (2042), or dept. recommendation**

This course is designed for highly motivated students who desire a rigorous non-AP Calculus course. Students will study functions, limits, continuity, derivatives of algebraic and trigonometric functions, integration, and applications of differential and integral calculus. The course will include a limited review of topics from previous courses and will extend to topics covered in a college course.

**AP CALCULUS AB**

**2241**

**7 per cycle – 5 credits**

**Senior Year**

**Prerequisite: B in Pre-Calculus (2041) and department recommendation**

This course is intended for students who have demonstrated proficiency in college preparatory mathematics. The course follows the outline of the College Board syllabus for AP Calculus AB and includes a thorough treatment of differential and integral calculus. Calculus AB is primarily concerned with an intuitive understanding of the concepts and experience with methods and applications. Rigorous proofs are deferred to a later course.

*It is expected that students enrolled in this course will take the AP exam.*

**AP CALCULUS BC****2341****7 per cycle – 5 credits****Senior Year****Prerequisite: B+ in Pre-Calculus (2041) and department recommendation**

This course is intended for students who have demonstrated an above-average proficiency in college preparatory mathematics. This course follows the outline of the College Board syllabus for AP Calculus BC and includes a thorough treatment of differential and integral calculus. The topic outline for Calculus BC includes all Calculus AB topics as well as additional topics including parametric, polar, and vector functions; Euler's method; L'Hospital's rule; integration by parts; improper integrals; and polynomial approximations and series.

*It is expected that students enrolled in this course will take the AP exam.*

**AP COMPUTER SCIENCE – INDEPENDENT STUDY****2841IS****5 credits****Prerequisite: A or A- in Honors Introduction to Computer Science**

This course is a challenging, college-level introductory course in Computer Science, based on the Association for Computing Machinery (ACM) and Institute of Electrical and Electronic Engineers Computer Society (IEEE-CS) curricula, and meeting the learning goals of the College Board's AP Computer Science A course. It includes reading, modifying, designing and implementing computer programs in the Java language, studying of commonly used algorithms and data structures, and examination of the social and ethical implications of computer usage.

*It is expected that students enrolled in this course will take the AP exam.*

**INTRODUCTION TO COMPUTER SCIENCE****4741, 4742****7 per cycle – 5 credits****Junior or Senior Year****Prerequisite: C+ in Algebra II or department head recommendation**

This course is a hands-on introduction to how computer hardware and software actually works "under the hood": data representation (text, images, audio, and video), digital logic, computer architecture, algorithms, operating systems and networks. Students will learn how to create computer programs for a variety of different purposes including data processing, simulation and modeling, games, and web and smartphone apps. At the Honors level, this course provides a solid foundation for further study in AP Computer Science or equivalent courses in college; for others, it provides the basic tools and knowledge to be a much more effective user of computer technology.

**CONCEPTUAL MATH AND PERSONAL FINANCE****4643****7 per cycle – 5 credits****Senior Year****Department recommendation and a passing grade in Algebra II**

This course is designed as a fourth year of Mathematics and is intended for students who have struggled in previous math courses. Students learn how to use mathematical models to analyze, clarify, and solve real world problems. The course will help students become more confident in their math ability and more proficient in math related technology (PowerPoint, GeoGebra, etc.) This course is designed to use a variety of instructional methods and assessment including lectures, computer based learning, hands on activities and projects. Part of the year will be spent exploring personal finance and related mathematical topics. The other part of the year will be spent exploring trigonometry, cyclic functions, other ancillary topics with a focus on practical applications.

## **PERFORMING ARTS DEPARTMENT**

### **DRAMA:**

Drama I: Introduction to Theatre  
Drama II: Advanced Acting  
Drama III: Festival Theatre  
Drama IV: Festival Theatre  
Technical Theater

### **MUSIC:**

Chorus  
Concert Band  
Honors Wind Ensemble  
Orchestra  
Piano Lab  
Music Theory I

The Performing Arts Department provides performing and creative experiences in music and theatre for all Westwood High School students. It strives to equip students to become sensitive and knowledgeable participants in the performing arts by offering a wide range of curricular courses and extra-curricular activities that meet the interests and needs of all students.

Participation in the performing arts is a way for students to learn about themselves and others; to define and enjoy beauty; to become more human by experiencing and sharing human interaction through artistic endeavors; to value creativity and the creative mind; to confront those aspects of life that can be felt and influence thinking; to develop an understanding of the styles, language and structure of the performing arts; to understand the contribution of the performing arts to societies; and, to develop commitment, responsibility, sensitivity, self-esteem and pride through performance.

The arts serve to provide balance in any educational program of studies. Institutions of higher learning look for participation in the arts as criteria for acceptance. The following quote reflects the importance the arts play in the acceptance procedures used by one prestigious university:

“Qualifications for admission to Yale College include not only the reasonable well defined areas of academic achievement and special skills on non-academic areas, but also the less tangible qualities of capacity for involvement, commitment, and personal growth. The arts offer remarkable opportunities for the exercise of these qualities. The highly skilled artist, the student whose intellectual interests include motivation and the willingness to extend their reach through participation in the arts, all promise to enhance the quality of life at Yale.”

David Worth, Dean of Admissions, Yale University

**DRAMA I: INTRODUCTION TO THEATRE**  
**7011**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

Introduction to Theatre provides opportunities for students to explore theatre skills and techniques. Students will learn the fundamentals of theatre through projects, including the creation and performance of short scenes and ensemble acting. Additional studies will include theatre critique.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems

**DRAMA II: ADVANCED ACTING**  
**7021**

**7 per cycle – 5 credits**  
**Sophomore – Senior Year**

Drama II: Advanced Acting focuses upon intermediate theatre topics designed to build upon the skills developed in Introduction to Theatre. The focus of this year's work is on the scripted word, and how the actor interprets and presents the words of others on stage. Major topics include sonnets and monologues; and theatre of the 20<sup>th</sup> Century. Students will collaborate on the creation of a one-act play that will be presented as part of the Spring Shorts Drama Festival.

Prerequisite: Drama I: Introduction to Theatre or Instructor's approval.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems

**DRAMA III: FESTIVAL THEATRE**  
**7031**

**7 per cycle – 5 credits**  
**Junior Year**

Festival Theatre is an honors level course, which advances all theatre techniques learned in Drama II: Advanced Acting. Students will be involved in script analysis and selection, audition process, set design and construction, and play production and performance of a festival play. The students will be required to participate in the Emerson College High School Drama Festival. The festival takes place on a Saturday at the end of January. Students must commit to this date prior to enrollment.

Prerequisite: Drama II: Advanced Acting or Instructor's approval.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems

**DRAMA IV: FESTIVAL THEATRE**  
**7041**

**7 per cycle – 5 credits**  
**Senior Year**

In Drama IV the focus is on play production. Seniors will participate in the selection, and presentation of a one-act play for the Emerson College Drama Festival. Additionally, students will work on the presentation of a play for the WHS drama festival. Finally, students will direct a 10-minute play for the Spring Shorts drama festival.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems

**TECHNICAL THEATER**  
**7101**

**7 per cycle – 5 credits**  
**Sophomore – Senior Year**

Technical Theater focuses on the technical elements of theatrical productions. Class assignments and projects derived from the annual play and musical at Westwood High School as well as the Middle School Play. Students will be responsible for backstage tasks including sets, props, lighting and sound. The class will examine the roles of the production team, the artistic team and the stage crew. They will design and create the unique technical elements required by each script. This is not a performance class.

Prerequisite: Drama I: Introduction to Theatre or Instructor's approval.

*School-Wide Academic Expectations:*  
3. Define, analyze, and solve problems

**CHORUS**  
**7202**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

Chorus is a full year course that explores the singing of choral music written in two, three, and four part textures in a wide range of styles. It is open to students in all grades without audition and stresses vocal development, sight-singing, ear training and choral ensemble technique. Students study the nature and placement of the voice in both choral and solo settings. A broad spectrum of choral literature is studied and performed in a wide range of styles including folk, classical, popular, jazz and Broadway musicals. The Chorus performs at concerts and other special occasions. These performances are considered culminating experiences without equivalent substitutes. Students accept the performance calendar as a condition of participation and as part of the course requirement. Chorus may be repeated for credit.

*School-Wide Academic Expectations:*  
2. Communicate effectively

**CONCERT BAND**  
**7302**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

Concert Band is a full year course open to students in grades 9, 10, 11, and 12 possessing intermediate skills on woodwind, brass, and percussion instruments. Students who do not perform at the intermediate skill level need permission of the instructor to register. Students in Concert Band study and perform music of an intermediate level (Grade II and III) with emphasis on developing technical ability, knowledge of phrasing, tone, balance, rhythmic accuracy, and interpretation. Concert Band performs at concerts and other special occasions. These performances are considered culminating experiences without equivalent substitutes. Students accept the performance calendar as a condition of participation and as part of the course requirement. Concert Band may be repeated for credit.

*School-Wide Academic Expectations:*  
2. Communicate effectively

**HONORS WIND ENSEMBLE**  
**7311**

**7 per cycle – 5 credits**  
**Sophomore – Senior Year**

Honors Wind Ensemble is a full year course. This band is designed for woodwind, brass, and percussion students with advanced technical abilities who wish to broaden their musical knowledge and improve their performance level. Membership in the Honors Wind Ensemble is based upon auditions and/or by recommendation of the Band Director. The Honors Wind Ensemble studies and performs music on an advanced level (Grades IV and V) with emphasis on developing musical maturity. The ensemble explores and performs a wide range of the wind repertoire, representing diverse musical styles and artistic and historical significance. Special attention is focused upon the music making process as it relates to tone, balance, rhythmic accuracy, and interpretation within an ensemble. Members of the Wind ensemble will complete concert reviews to further their musical studies. Honors Wind Ensemble presents concerts and performs at other special occasions. These performances are considered



culminating experiences without equivalent substitutes. Students accept the performance calendar as a condition of participation and as part of the course requirement.

Prerequisite: Concert Band and audition. Honors Wind Ensemble may be repeated for credit

*School-Wide Academic Expectations:*

2. Communicate effectively

**MUSIC THEORY I**

**7401**

**7 per cycle – 5.00 credits**

**Freshman– Senior Year**

**Prerequisite: prior participation in a music performance class or Piano Lab; music reading skills on at least one clef; or, teacher recommendation.**

Music Theory provides the written, listening and analytical skills to understand the organization and structure of music and to use this knowledge in composing music. Students acquire skills in ear training, musical notation, interval recognition, chord structure, harmonic progression and form. Examples are analyzed from music literature to see how music theory functions in music of all styles. During the second semester, students will use current music software and technology to complete an original composition.

*School-Wide Academic Expectations:*

2. Communicate effectively

3. Define, analyze, and solve problems

**ORCHESTRA**

**7602**

**7 per cycle – 5 credits**

**Freshman – Senior Year**

Orchestra is a full year course designed for students possessing intermediate to advanced performing skills on the violin, viola, cello, and double bass. Students perform authentic orchestral literature. The Orchestra explores and performs a wide range of the repertoire, representing a diverse musical styles and artistic and historical significance. Special attention is focused upon the music making process as it relates to tone, balance, rhythmic accuracy, and interpretation. Performances are culminating experiences without equivalent substitutes. Students accept the performance calendar as a condition of participation and as part of the course requirement. Orchestra may be repeated for credit.

*School-Wide Academic Expectations:*

2. Communicate effectively

**MUSIC HONORS OPTION:**

**7201 Chorus**

**7301 Concert Band**

**7601 Orchestra**

Students may take CHORUS, CONCERT BAND, ORCHESTRA, at the honors level (Level I) as follows: Students electing the honors option participate in any of the above listed classes and complete additional performance or projects per marking term. These projects could include participation in private lessons, additional study in music theory, music history, research or performance. Students electing this course must be prepared to achieve at the very highest levels. Music Honors Option may be taken for any music course only with the teacher's recommendation.

**PIANO LAB****7701, 7702****Prerequisite: None****7 per cycle – 5 credits****Junior– Senior Year**

Piano Lab provides opportunities for students to start or to continue learning how to play the piano. Students will receive training in piano technique, music reading and, basic music theory and apply their growing knowledge and skills to playing pieces and songs ranging from classical to popular within their level of performance. In addition to learning to play the piano, students will be introduced to basic concepts in music technology. Students will learn to apply their piano skills from the first part of the year to some of the most current technology and software in music production and recording. Musical skills are taught on digital pianos and students learn at their own pace. The piano lab is equipped with a communication system that enables teacher-to-student and student-to-student interaction. Students electing to take Honors Piano Lab will complete additional playing assignments in class as well as addition playing exams.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems

## **SCIENCE DEPARTMENT**

Physical Science	AP Physics 1
Biology	AP Physics 2
AP Biology	Conceptual Physics
Chemistry	Engineering Design
AP Chemistry	Introduction to Computer Science
Physics	AP Computer Science
Astronomy	Environmental Science & Ecology

Science education can be thought of as having two components. One is the process of hypothesizing, experimenting, and validation used in the discovery of scientific knowledge. The second component is the acquisition of the body of knowledge that has been realized through the scientific method. These two components are presented in an integrated manner so that students will develop an understanding and appreciation of the scientific knowledge realized to date as well as a facility for the analytical and critical thinking skills in the scientific process.

Technology is the application of science providing solutions to problems or creating products that benefit society. Students develop an increased awareness of the modern tools of technology through a variety of settings including hands-on activities.

Students should be aware that since many quantitative methods are required in problem solving, many science courses have math or other prerequisites, which must be observed in the course selection process. Students considering these courses should weigh carefully the requirements and prerequisites set forth for each course. For advanced science courses such as AP Biology, AP Chemistry, and AP Physics C, first-year courses are usually required. However, sophomores who have maintained an A- average in both Geometry 2021, and Biology 4021 may seek admission to AP Chemistry as a first-year course. Placement is contingent upon satisfactory performance on a departmental diagnostic exam and teacher recommendation.

A recommendation from a student's current science teacher is required as part of the registration for science courses.

Beginning with the class of 2010, students must achieve a passing grade on an MCAS science exam as a graduation prerequisite. In order to assist individual students in meeting this goal, departmental efforts are focused on preparing them to pass the biology exam in either 9<sup>th</sup> or 10<sup>th</sup> grade. Extensive review and revision of the biology curricula were completed prior to the start of the 2006-2007 school year.

Each course in Westwood High School's Science Program address  
Westwood High School's School-wide Academic Expectations for students to:

- 1. Read effectively*
- 2. Communicate effectively*
- 3. Define, analyze, and solve problems*
- 4. Access and interpret information from a variety of sources*

**PHYSICAL SCIENCE****4011****7 per cycle – 5 credits****Freshman Year****Prerequisite: B or better in previous year Science and Math, level I courses, science review committee recommendation required.**

Physical Science offers a rigorous introduction to chemistry and physics and provides a solid foundation for advanced science courses taken later in high school. The course is designed for the strong science-oriented student who is also very strong in mathematics. Topics include scientific measurement and dimensional analysis, atomic structure, chemical compounds, bonding and reactions, buoyancy and Archimedes' Principle, and energy. This course will include a strong project component in which engineering design principles and the scientific method will be stressed. Each unit is designed to afford students the opportunity to achieve specific goals and culminates in the application of knowledge to the solution of a real-life complex problem.

**PHYSICAL SCIENCE****4012, 4013****7 per cycle- 5 credits****Freshman Year****Prerequisite: L2- C+ or higher in previous year Science and Math.**

This course provides a foundation focused on the skills and concepts that are essential for success in future science courses. Topics include scientific measurement and dimensional analysis, atomic structure, chemical compounds, bonding and reactions, buoyancy and Archimedes' Principle, and energy. This course will include a strong project component in which engineering design principles and the scientific method will be stressed. Each unit is designed to afford students the opportunity to achieve specific goals and culminates in the application of knowledge to the solution of a real-life complex problem.

**BIOLOGY****4021****10 per cycle – 6 credits****Freshman – Soph. Year****Prerequisite: A or better in Physical Science 4011 or A or better in 8<sup>th</sup> grade science and level 1 math courses. Recommendation of science review committee required.**

Level 1 Biology is an advanced course intended to introduce students to the major areas of biology. Students should have demonstrated high motivation, capacity for independent study and sustained hard work, and strong conceptual, analytical and reading skills. Substantial independent work is expected. The general orientation of this course is on the molecular level. Living processes are viewed within this conceptual framework. The course is augmented by as much chemical detail as is necessary to provide an adequate understanding of biological principles. Recent advances in the field are pursued to a depth sufficient to develop an appreciation for modern research and techniques.

**BIOLOGY****4022, 4023****9 per cycle – 6 credits****Sophomore Year****Prerequisite: C or higher in level I or II Physical Science.**

In order to stimulate the interest and challenge the ability of students, emphasis in this course is placed on scientific inquiry, in both class work and through intensive laboratory experimentation. This college preparatory course requires that the enrolling student have good reading skills, high motivation, and a willingness to work with consistency and independence. Among the areas of study are the following: general introduction to biology and basic chemistry, animal and plant structures and their functions, reproduction and development, genetic evolution, the diversity of living things, and ecology. Laboratory investigations, audio-visuals, worksheets, and other means are utilized in developing and reinforcing important biological concepts. The scientific method is stressed in both class and lab work.

**AP BIOLOGY****4341****10 per cycle – 6 credits****Senior Year****Prerequisite: B+ or better in Biology 4021, (or an A in Biology 4022) and a B or better in Chemistry 4031.**

The purpose of this course is to provide students with a rigorous course in Biology that will lead to an understanding of the concepts and principles required for success on the AP Biology exam as well as future studies in Biology. The curriculum includes an in-depth study of the living systems of the cell, the organism, and the biosphere. Several required Advanced Placement labs form a major emphasis by which scientific information about these living systems is obtained. The most current developments in the field of biology are also covered and their impact on the future of medicine, genetics, and the environment are discussed. Upon passing the Advanced Placement Exam in Biology, the student may receive college credit, depending on the policy of the individual college.

*It is expected that students enrolled in this course will take the AP exam.*

**CHEMISTRY****4031****10 per cycle – 6 credits****Sophomore – Senior Year****Prerequisite: B or better in Algebra level 1 and Geometry 2021 or instructor's recommendation.**

This course is designed for the college bound student seeking a thorough understanding of introductory chemical principles. Such a student must have demonstrated a strong ability and interest in science and mathematics. Substantial independent work is expected. The course will develop the modern atomic and kinetic theories to explain properties of elements and compounds, the three states of matter and chemical reactions. Selected topics to be studied are gases, the mole concept, atomic structure, chemical bonding, principles of chemical reactions, molecular structure, acids and bases, and descriptive chemistry. Students completing this course will be encouraged to consider taking the Chemistry SAT subject test.

**CHEMISTRY****4032****9 per cycle – 6 credits****Sophomore – Senior Year****Prerequisite: C or better in Algebra and currently enrolled in Geometry or Algebra II.**

This course is primarily intended for the college bound student who may not plan to major in the field of science. The curriculum uses modeling instruction, which emphasizes active student construction of conceptual and mathematical models. Major topics covered include the SI system of measurement, the chemical and physical properties of the elements including periodicity, chemical reactions, and basic stoichiometry. The characteristics and behavior of acids and bases, solutions, liquids, and gases will also be discussed.

**CHEMISTRY****4033****9 per cycle – 6 credits****Junior – Senior Year****Prerequisite: Satisfactory completion of Algebra.**

This course offers a survey of basic chemistry principles. It meets the laboratory science and chemistry requirements for students who may enter junior college or technical schools. Topics covered are: history of chemistry, periodic nature of matter, elementary chemical calculations, chemical and physical properties, nuclear reactions, the world in which we live and the applications of chemistry in everyday life.

**AP CHEMISTRY****4241****10 per cycle – 6 credits****Sophomore – Senior Year****Prerequisite (Grade 10): A- or better in Geometry 2021 and Biology 4021 (Grade 11-12): B or better in Honors Chemistry 4031. Placement is also contingent upon teacher approval.**

This course is comparable to a first year college chemistry course offered at many colleges and universities for students aspiring for careers in science, medicine, or engineering. Students receiving a passing grade on the AP Chemistry Exam may receive college credit or a course waiver in Chemistry. The course provides a systematic study

of the structure of matter, chemical bonding, states of matter, chemical reactions, thermodynamics, and descriptive chemistry. Laboratory investigations are designed to complement classroom work.

*It is expected that students enrolled in this course will take the AP exam.*

**PHYSICS**

**4041**

**10 per cycle – 6 credits**

**Junior – Senior Year**

**Prerequisite:** B or better in Algebra II 2031/2032, concurrently enrolled in Pre-calculus 2041/2042, or department head approval.

This course is intended for the student seeking a rigorous first year course in Physics without the depth of material in the AP Physics 1 course. This course will provide a study of the basic principles of Newtonian mechanics, electricity, and magnetism with additional study in light, optics, wave motion, and sound. Students should possess strong algebra skills and be familiar with trigonometry. Students completing this course will be encouraged to consider taking the Physics SAT subject test.

**PHYSICS**

**4042**

**9 per cycle – 6 credits**

**Junior – Senior Year**

**Prerequisite:** C or better in Geometry, and currently enrolled in Algebra II, Intro to Pre-calculus or Pre-calculus.

This course is offered to the college preparatory student as an introduction to physics. The curriculum is designed around modeling instruction, which emphasizes active student construction of conceptual and mathematical models. Topics include mechanics, electricity & magnetism, waves, and optics. Problem solving requires average math ability in Algebra, Geometry, and Trigonometry.

**CONCEPTUAL PHYSICS**

**4443**

**7 per cycle – 5 credits**

**Junior – Senior Year**

This course uses a conceptual approach to study the physical laws of the universe. Conceptual Physics is designed to incorporate a full conceptual understanding of motion, energy, light, and electricity. Problem solving will focus on conceptual understanding, although basic mathematical skills will be utilized frequently in this course.

**AP PHYSICS 1**

**4131**

**10 per cycle – 6 credits**

**Junior – Senior Year**

**Prerequisite:** B or better in Algebra II 2031, currently enrolled in Pre-calculus 2041. Instructor approval is required to register.

This course is intended for a student seeking a rigorous course in Physics. It is intended to be a college level course, and students receiving a passing grade in the AP Physics Exam may receive college credit in Physics. This course provides a systematic introduction to the main principles of kinematics and dynamics, electricity, and waves, with emphasis on the development of problem solving ability. It is assumed that the students are familiar with Algebra and Trigonometry, and although Calculus is seldom used, some theoretical developments may use basic Calculus. The topics studied are those typically considered in a first semester college physics course.

*It is expected that students enrolled in this course will take the AP exam.*

**AP PHYSICS 2**

**4141**

**10 per cycle – 6 credits**

**Senior Year**

**Prerequisite:** B or better in AP Physics 1 or department approval

This course is intended for a student seeking a rigorous course in Physics. It is intended to be a college level course, and students receiving a passing grade in the AP Physics Exam may receive college credit in Physics. Course topics include thermodynamics, fluids, electrostatics, DC and RC circuits, magnetism, optics, and modern physics, with emphasis on the development of problem solving ability. It is assumed that the students are familiar with Algebra and Trigonometry, and although Calculus is seldom used, some theoretical developments may use basic Calculus. The topics studied are those typically considered in a second semester college physics course.

*It is expected that students enrolled in this course will take the AP exam.*

**ENGINEERING DESIGN****4641, 4642****7 per cycle – 5 credits****Junior or Senior Year****Prerequisite: C+ or better in Algebra II and Physics or taking Physics concurrently, or department recommendation.**

This course introduces students to the process of engineering design and problem solving. It is based around a series of design and development projects undertaken by small teams of students. Typical projects include model bridges and similar structures, mechanical and pneumatic devices, Computer Aided Design (CAD), and programmable robots with touch, light, and infrared sensors. Readings from professional and popular literature provide a base for students to examine team dynamics, engineering ethics, human factors and ergonomics, and the social and political consequences of technological changes. Field trips and guest speakers provide additional perspectives.

**INTRODUCTION TO COMPUTER SCIENCE****4741, 4742****7 per cycle – 5 credits****Junior or Senior Year****Prerequisite: C+ in Algebra II or department head recommendation**

This course is a hands-on introduction to how computer hardware and software actually works "under the hood": data representation (text, images, audio, video), digital logic, computer architecture, algorithms, operating systems and networks. Students will learn how to create computer programs for a variety of different purposes including data processing, simulation and modeling, games, and web and smartphone apps. At the Honors level, this course provides a solid foundation for further study in AP Computer Science or equivalent courses in college; for others, it provides the basic tools and knowledge to be a much more effective user of computer technology.

**AP COMPUTER SCIENCE****2841****7 per cycle - 5 credits****Senior Year****Prerequisite: A or A- in Honors Introduction to Computer Science**

This course is a challenging, college-level introductory course in Computer Science, based on the Association for Computing Machinery (ACM) and Institute of Electrical and Electronic Engineers Computer Society (IEEE-CS) curricula, and meeting the learning goals of the College Board's AP Computer Science A course. It includes reading, modifying, designing and implementing computer programs in the Java language, studying of commonly used algorithms and data structures, and examination of the social and ethical implications of computer usage.

*It is expected that students enrolled in this course will take the AP exam.*

**ANATOMY & PHYSIOLOGY****4541HB, 4542HB****4 per cycle plus online work - 5 credits****Junior – Senior Year****4541 Prerequisites: B+ or better in Biology 4021, and successful completion of a year of chemistry****4542 Prerequisites: One year of Biology and Chemistry, each with a minimum grade of C-.**

Students will explore major human body systems with a focus on normal structure and function. While examining the structure and function of the human body and the mechanism for maintaining homeostasis within it, students will consider cells, tissues, and basic biological processes, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, metabolism, fluid and electrolyte balance, and acid-base balance.

***This is a hybrid learning course. This means that while half of the course schedule will be in-class sessions, there are also online exercises, and/or discussions scheduled on the course Moodle site. For online work, students are evaluated by their participation and the fulfillment of requirements and deadlines in the same manner as for class meetings.***

**ASTRONOMY****4841, 4842, 4843****7 per cycle - 5 credits****Senior Year****Prerequisite: Algebra II – may be taken concurrently.**

This introduction to astronomy will be descriptive in nature and focus on conceptual understanding, although basic math skills will be utilized. Topics will include: motion of the Earth, Moon, and Sun, radiation and spectroscopy, telescopes, the formation and composition of the solar system, classification, formation, and life cycle of stars, galaxies, and Cosmology. Students taking the course for level 1 credit will be required to study supplemental topics independently and complete additional projects within and outside of class.

**ENVIRONMENTAL SCIENCE & ECOLOGY****4942****7 per cycle – 5 credits****Junior or Senior Year****Prerequisite: Successful completion of Biology, may be taking Chemistry concurrently.**

With a focus on ecology and the environment, students will learn the basic principles of scientific research. They will explore methods of field data collection with the goal of contributing to a larger ongoing study. Issues of global concern, such as water resource management and population estimation and control, will be explored. Although classroom instruction will be a major component of this course, students will be required to work outside of the classroom collecting field data on a regular basis.



## **SOCIAL STUDIES**

World Civilizations  
Modern History  
AP European History  
US History  
AP US History  
Psychology  
AP Psychology

Legal Studies  
Economics & Personal Finance (Hybrid)  
AP Government & Politics  
Early Childhood Education  
Global Engagement

The Social Studies curriculum in the Westwood Public Schools provides all students with the opportunity to deeply explore the themes, questions, and events of history in order to connect to the past, understand the present, and shape the future. Through the investigation of rich and varied texts and media, with an emphasis on original sources, we are committed to developing in students the habits of inquiry and critical skills necessary to become engaged, informed, responsible citizens in an increasingly diverse, interconnected, and participatory world. Significant areas of focus for the district are implementing the Common Core, assessing critical standards, using student work or data to inform instruction, and teaching in a technological and/or student-centered environment.

*Each course in Westwood High School's Social Studies Program addresses  
Westwood High School's School-wide Academic Expectations for students to:*

- 1. Read effectively*
- 2. Communicate effectively*
- 3. Define, analyze, and solve problems*
- 4. Access and interpret information from a variety of sources*

**WORLD CIVILIZATIONS**  
**3011**

**7 per cycle – 5 credits**  
**Freshman Year**

This honors-level course, designed for qualified freshman students, involves rigorous, intensive and in-depth inquiry into selected cultural, economic, geographical, religious, social and political developments, problems and trends that affected ancient and medieval world civilizations' worldview. It is designed to assist students in developing the skills and techniques of the geographer, historian and social scientist in order to thoroughly examine diverse world civilizations. Great emphasis is placed on a comparative analysis of civilizations and their approach to challenges and changing circumstances. This course encourages students to reach their own independent, but reasoned, historical conclusions and opinions.

A student should have a minimum grade of B or better, as well as a teacher recommendation for admission to this course.

**WORLD CIVILIZATIONS**  
**3012**

**7 per cycle – 5 credits**  
**Freshman Year**

This college-preparatory course, designed for college-bound freshman students, involves rigorous, intensive and in-depth inquiry into selected cultural, economic, geographical, religious, social and political developments, problems and trends that affected ancient and medieval world civilizations. It is designed to assist students in developing the skills and techniques of the geographer, historian and social scientist in order to thoroughly examine diverse world civilizations. Great emphasis is placed on contrast and comparison of civilizations and their approach to challenges and changing circumstances. This course encourages students to reach their own independent, but reasoned, historical conclusions and opinions.

A student should have a minimum grade of C in his/her 8<sup>th</sup> grade U.S. History course, as well as a teacher recommendation for admission to this course.

**WORLD CIVILIZATIONS**  
**3013**

**7 per cycle – 5 credits**  
**Freshman Year**

This course, designed for college-bound freshman students who have exhibited some difficulty in previous social studies courses, involves a challenging inquiry into selected cultural, economic, geographical, religious, social and political developments, problems and trends that affected ancient and medieval Western and Non-Western societies. It is designed to assist students in their inquiries into the historical past up to and including the Renaissance by helping them use the skills and techniques of the geographer, historian, and social scientist to examine how different societies and civilizations compare and contrast in their approaches to challenges and changing circumstances. Considerable instructional support will be provided so as to foster improvement in the writing, thinking, research skills, organization, and performance of students.

**MODERN HISTORY**  
**3021**

**7 per cycle – 5 credits**  
**Sophomore Year**

Honors Modern History is designed for honors level sophomores. This course is intended for highly motivated students who have achieved a B- or better in Honors World Civilization or have been recommended for Honors Modern History. The Honors Modern History course constitutes an in-depth study of Modern World History from the Renaissance to the present. The course will examine the ideological and institutional developments of the past five centuries, with special attention being directed toward the major events happening within this time frame. Emphasis will also be placed on the relationship between Europe and the Non-Western world. Students will be expected to complete the following assignments: the writing of in-class essays, as well as independently completing short and long term research projects. Students can expect daily homework assignments. Critical evaluation of primary and secondary source readings and the use of the inquiry methods and the historian shall be emphasized by the teachers of this course.

**MODERN HISTORY**  
**3022**

**7 per cycle – 5 credits**  
**Sophomore Year**

This Modern History course represents a challenging college preparatory study of Modern History from the Reformation to the present day. The course will examine the ideological and institutional developments of the past five centuries, with special attention directed toward the major events occurring within this time frame. Students will be expected to complete the following assignments: the writing of in-class essays, as well as short and long term research projects. Students can expect daily homework. Critical evaluation of primary and secondary source readings and the use of the inquiry methods of the historian shall be emphasized by the teachers of this course.

**MODERN HISTORY**  
**3023**

**7 per cycle – 5 credits**  
**Sophomore Year**

This course, designed for college-bound sophomores who have exhibited some difficulty in previous social studies courses, involves a challenging study of modern history from the Renaissance to the present. The course will examine ideological and institutional developments of the last five centuries, with special attention directed toward major events. Students will develop skills throughout the year to be able to: write in-class essays, as well as complete research projects. Considerable instructional support will be provided so as to foster improvement in the writing, thinking and research skills, organization, and performance of students.

**AP EUROPEAN HISTORY**  
**3121**

**7 per cycle – 5 credits**  
**Sophomore - Senior Yr.**

**Prerequisite: faculty recommendation**

An advanced placement program designed to provide college level work to qualified sophomore or senior students, AP European History emphasizes concentrated study of European History and its impact on the rest of the world from the Renaissance to the present; the study also includes an examination of various political, diplomatic, intellectual, cultural, social and economic themes of importance to the development of European and world history. The course employs a college-level textbook, supplementary reading materials, documents and scholarly articles, in preparation for the AP Exam in European History. Students will be expected to independently complete several short and long term research projects. This course is also open to highly qualified sophomores and seniors.

*It is expected that students enrolled in this course will take the AP exam.*

**US HISTORY**  
**3031**

**7 per cycle – 5 credits**  
**Junior Year**

Honors United States History is designed for honors level juniors who are well-motivated students who have achieved a B- better in Honors Modern History, or have been recommended by their teachers for Honors US History. Honors US History constitutes a very challenging, in-depth, college preparatory course. This course will utilize a college-level textbook and places a lot of emphasis on the development of writing skills. Honors US History covers the principal events, personalities, movements, geographic trends, and ideas in the development of the United States from colonial times to its present position of international responsibility. The course has a double goal: to introduce the students to the American tradition, and to train the student to think historically, weigh evidence, handle controversial issues and generalize from specific facts. Group discussion of specific historical events and ideas will be related to current issues facing the American people. Several short and long term research projects dealing with pertinent historical topics will be required, and training in the techniques of historical research and writing will be provided to students.

**US HISTORY**  
**3032**

**7 per cycle – 5 credits**  
**Junior Year**

Level two US History is a college preparatory program, offered to junior students. The program involves an in-depth study of American History as outlined below. This program places a lot of emphasis on the development of student writing skills. Level Two US History covers the principal events, personalities, movements, geographic trends, and ideas in the development of the United States from colonial times to its present position of international responsibility. The course has a double goal: to introduce the student to the American tradition, and to train the student to think historically, weigh evidence, handle controversial issues and generalize from specific facts. Group discussion of specific historical events and ideas will be related to current issues facing the American People. Projects dealing with pertinent historical topics will be required, and training in the techniques of historical research and writing will be provided to students.

**US HISTORY**  
**3033**

**7 per cycle – 5 credits**  
**Junior Year**

This level three US History course is designed for college-bound junior students, with specific emphasis placed on the development of essential reading, writing and research skills. The course covers the principal events, personalities, movements, geographic trends, and ideas in the development of the United States from colonial times to its present position of international responsibility. This course strives to introduce the student to the American tradition, and to train the student to think historically, weigh evidence, handle controversial issues and generalize from specific facts. Group discussion of specific historical events and ideas will be related to current issues facing the American People. Projects dealing with pertinent historical topics will be required, and training in the techniques of historical research and writing will be provided to students. A variety of instructional methods will be utilized to ensure each student's success. Considerable instructional support will be provided to foster improvement in writing, thinking, research skills, organization, and performance of students.

**AP US HISTORY**  
**3131**

**7 per cycle – 5 credits**  
**Junior Year**

**Prerequisite: Faculty recommendation**

AP United States History is designed as a college-level course offered to qualified juniors. The course consists of a rigorous, concentrated study of American History from the pre-Columbian era to the present day. One of the chief goals of the course is to prepare the student for the Advanced Placement Exam. The course employs a college-level textbook, numerous supplementary books, and an array of documents and scholarly articles. The student is expected to be largely self-motivated and to be willing to undertake independent projects and extensive writing assignments, including numerous short papers and in-class essays. A major research paper will be required at the end of the second semester.

*It is expected that students enrolled in this course will take the AP exam.*

**PSYCHOLOGY**  
**3041, 3042**

**7 per cycle – 5 credits**  
**Senior Year**

During this introductory, year-long college prep psychology course, students are presented with a variety of topics with the intent of acquiring a technical vocabulary and a strong foundation in the basic principles of human behavior. In order to foster an understanding of the basic principles, students are required to participate in activities which demonstrate their ability to apply their learning to practical circumstances. Topics covered include the science of psychology, child development, personality theory and assessment, and abnormal psychology. Students are required to formulate their own ideas concerning these topics and to experiment with some of the methods used to gather psychological data. Students taking this course may self-select level one credit. Level one students are required to submit additional assignments and complete outside additional reading and writing projects. Students enrolled in Psychology are not eligible to concurrently enroll in Early Childhood Education or AP Psychology.

**AP PSYCHOLOGY**  
**3141**

**7 per cycle – 5 credits**  
**Senior Year**

A yearlong survey of psychology equivalent to an introductory course at the college level. Students analyze theories and research studies in preparation for the AP Psychology exam in May. A wide variety of topics are covered in the following fields: the history and science of psychology, biological psychology, human development, personality, intelligence, abnormal disorders, learning, memory, consciousness, motivation and emotion, perception, and social psychology.

Students who sign up for this course should have a B or better in their junior year history class. The class may especially benefit those students with an interest in childcare, education, business, marketing, health care or neuroscience. Students enrolled in AP Psychology are not eligible to concurrently enroll in Early Childhood Education or Psychology 3041/3042.

*It is expected that students enrolled in this course will take the AP exam.*

**LEGAL STUDIES**  
**3341, 3342**

**7 per cycle – 5 credits**  
**Junior – Senior Year**

Students will examine the current workings of our criminal justice and court systems while developing a working knowledge of legal terminology and understand of their place in our legal system. Types of courts (Supreme Court, trial, small claims, justice, family, juvenile), their role and the role of the jury in our American legal system will be explored through readings, film, research, debate, film and role-playing. The course is divided into four main sections: rights and duties of citizens, elements of crimes and rules of evidence, civil suits and contract law and research on current legal topics and issues. Analysis of information from a wide variety of sources (court decisions, film, case studies) and classroom discussions on both curriculum topics and current events will be emphasized. Westwood Police Department's DARE officer interacts frequently with the class and coordinates a field trip to Dedham District Court.

**\* ECONOMICS & PERSONAL FINANCE**  
**3441/2HB**

**7 per cycle - 4 meetings. 5 credits**  
**Senior Year**

This course is designed to provide students with financial literacy skills they may use throughout their entire lives. Principles of sound financial decision making and economics will be applied to personal and business situations. Management and marketing skills, including a brief overview of accounting theory, will be explored as we discuss changing world markets.

Topics include: Micro and Macro economic principles, globalization, credit, financial planning, investments, stocks, 401ks, budgeting, job skills, resume writing, management styles and skills, and entrepreneurial skills. Computer simulations such as: Budget Hero and The Stock Market Game will provide students will realistic investing opportunities. Projects include: readings, research on world events and video projects on a variety of topics. Students electing this course should be able to work independently, seek help when needed and meet deadlines. Canvas, our online learning site will be used for all assignment submissions.

***\*This is a hybrid learning course. This means that while half of the course schedule will be in-class sessions, there are also online assignments, and discussions scheduled for the student to complete and submit via Canvas, during hybrid blocks.***

**AP GOVERNMENT AND POLITICS****3541****7 per cycle – 5 credits****Senior Year****Prerequisite: faculty recommendation**

AP United States Government and Politics provides qualified seniors with the opportunity to thoroughly examine our country's government and politics in a challenging, college-level course format. In this yearlong course, students will become familiar with the various institutions, beliefs, and ideas that constitute U.S. politics and its government. The course involves in-depth study and analysis of several key topics, including the Constitution, political parties, elections, mass media, the balance of power among the institutions of our national government (the presidency, the Congress, and federal courts), and the Supreme Court's role in interpreting various civil rights and civil liberties. Students must be recommended by his/her history teacher for admission to this course, and those ultimately admitted are expected to take the Advanced Placement College Board Exam in United States Government and Politics. Those students interested in pursuing government, history, political science, economics, journalism or liberal arts majors in college are encouraged to take this course.

*It is expected that students enrolled in this course will take the AP exam.*

**EARLY CHILDHOOD EDUCATION****3641, 3642****7 per cycle – 5 credits****Junior – Senior Year**

Early childhood education is a growing field of study with important implications for parenting, teaching, and childcare. This course includes a combination of classroom coursework and collaborative practical experience in local preschools. Theories on child development are discussed through the lens of psychological and educational research. Lectures, discussions, video, projects, demonstrations, and other activities help prepare students for their practical experience in the preschool environment. Upon successful completion of each unit, students will add to a portfolio of activities that they will use when they enter their practicum. This year-long course is available for juniors and seniors. Students enrolled in Early Childhood Education are not eligible to concurrently enroll in Psychology 3041/3042 or AP Psychology.

**GLOBAL ENGAGEMENT****3741, 3742****7 per cycle – 5 credits****Junior – Senior Year**

This Junior/Senior Level I & II elective is designed for students who wish to learn about and address important current and complex global issues in such as the Environment, Conflict, Censorship, State Relations, Trade, Health, Migration, Poverty, and Trade. This course will have a flexible curriculum in which the students will have input into topics of study and propose ways of implementing them. This course will develop a student's global awareness, research, writing and speaking skills. To accomplish this, the course will follow four general phases:

1. **Topic Inquiry** in which students learn to identify important issues and generate questions to pursue deeper and meaningful understanding through research.
2. **Simulations** during which the class stages role-playing exercises such as parliamentary style debates around selected global issues.
3. **Project Proposal** in which students collaboratively or individually research and draft a proposals for dealing with a specific global issue of interest and propose actions they can make to address it.

## **SPECIAL EDUCATION**

### **Learning Center Support**

Learning Center  
Reading Workshop 1  
Reading Workshop 2  
Writing Workshop  
Study Skills

### **Specialized Resource Room Program**

Math Workshop  
English Workshop  
Wellness Workshop  
Science Workshop  
Activities of Daily Living  
Vocational Workshop

### **Intensive Resource Room Program**

**\*Placement in special education courses is determined by the TEAM.**

**LEARNING CENTER**  
**8003**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

Students enrolled in Learning Center receive supplementary instruction and reinforcement of learning strategies in a small group as part each student's Individualized Education Program (IEP). Developing strategies towards becoming more independent learners is a departmental goal and a priority for all students in Learning Center. The IEP outlines the specific goals and objectives each student is expected to work on during Learning Center periods. This course can be repeated for credit.

*School-Wide Academic Expectations:*

1. Read effectively
2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**READING WORKSHOP 1**  
**8013**

**7 per cycle – 5 credits**  
**Freshman**

This course is for students who continue to need instruction in the areas of reading comprehension, fluency, and decoding. Students will develop active reading strategies, such as predicting, accessing background knowledge, monitoring understanding, and making connections to texts in order to become more independent readers. Novels, short stories, nonfiction articles, and various technologies will be incorporated to enhance the reading experience. Other skills addressed include the acquisition of new vocabulary, written responses to literature, literary discussions, and critical thinking skills.

*School-Wide Academic Expectations:*

1. Read effectively
2. Communicate effectively
4. Access and interpret information from a variety of sources

**READING WORKSHOP 2**  
**8023**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

This course is for students who require continued review and reinforcement of active reading comprehension skills. In addition, the acquisition of new vocabulary, written expression, oral communication, and critical thinking skills are addressed. This course can be repeated for credit.

*School-Wide Academic Expectations:*

1. Read effectively
2. Communicate effectively
4. Access and interpret information from a variety of sources

**WRITING WORKSHOP**  
**8403 (1 semester)**

**2 per cycle – 5 credits**  
**Freshman – Senior Year**

In this course, students are provided with small group instruction that focuses on fundamental writing skills (grammar, punctuation, structure), as well as assistance with varied forms of writing.

*School-Wide Academic Expectations:*

2. Communicate effectively
4. Access and interpret information from a variety of sources



**STUDY SKILLS**  
**8413 (1<sup>st</sup> or 2<sup>nd</sup> Semester)**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

This course is designed to present an overview of a variety of study skill strategies that students can apply to any subject. Skills such as note-taking, organizational strategies, memory aids, and self-advocacy will be addressed. Students will also be encouraged to demonstrate an understanding of their own learning and of effective strategies that can be utilized.

*School-Wide Academic Expectations:*

1. Read effectively
  2. Communicate effectively
  3. Define, analyze, and solve problems
  4. Access and interpret information from a variety of sources
- 

**Specialized Resource Room Program**

Students with significant special needs are provided, in this program, with intensive educational, social, emotional, and therapeutic support. While the students are enrolled in general education courses with support, their academic efforts are supplemented and their individualized needs are addressed by the intensive special needs teacher, therapists, and teaching assistants.

**MATH WORKSHOP**  
**8104**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

In this course, students receive instruction at their own pace in areas of need in mathematics. Topics addressed include basic math operations, fractions, decimals, percentages, measurement, graphing, money, time skills, as well as budgeting. The practical application of these fundamental math skills will be emphasized. This course can be repeated for credit.

*School-Wide Academic Expectations:*

1. Read effectively
2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**ENGLISH WORKSHOP**  
**8204**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

In this course, students receive instruction at their own pace in areas of need in English. Topics addressed include reading, oral and written expression, grammar, and vocabulary development. The practical applications of these fundamental English skills will be emphasized. This course can be repeated for credit.

*School-Wide Academic Expectations:*

1. Read effectively
2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**WELLNESS WORKSHOP**  
**8304**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

In this course, students are provided with small group instruction in basic areas related to health and well-being. Topics addressed include fitness, hygiene, self-help skills, nutrition, and community resources. These topics are addressed in a classroom environment as well as through activities such as swimming, exercising, walking and using community resources. This course can be repeated for credit.

*School-Wide Academic Expectations:*

3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**VOCATIONAL WORKSHOP**  
**8314**

**7 per cycle – 5 credits or more**  
**Freshman – Senior Year**

In this course, students will be exposed to the world of work through small group instruction in the classroom. Topics addressed will include: work habits and attitudes, conducting a job search, completing applications, and preparing résumés and job interviews. Opportunities will be provided for students to experience real life work scenarios in school and/or in the community. This course can be repeated for credit.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**SCIENCE WORKSHOP**  
**8404**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

In this course students will be exposed to the world of science through small group instruction in the classroom. Subjects addressed via a revolving curriculum will include topics such as: the human body, life science, physical science, and earth and space. This course can be repeated for credit.

*School-Wide Academic Expectations:*

1. Read effectively
2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**ACTIVITIES OF DAILY LIVING WORKSHOP**  
**8414**

**7 per cycle – 5 credits or more**  
**Freshman – Senior Year**

In this course students will be introduced to a variety of skills in functional areas, in classroom settings as well as in authentic settings in the community. The course will focus on functional skill areas such as personal hygiene, household chores, food preparation, transportation, personal finance, and the use of community resources.

Students may be enrolled in this course on a part or full time basis. In some instances, students may be enrolled in more than 7 periods per cycle. This course can be repeated for credit.

*School-Wide Academic Expectations:*

3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**MODIFIED COURSES**

The course content, expectations, or means of assessment may be modified significantly for some students with disabilities. Courses that are modified will be designated with the number “4” as the last digit course number.

## **FLEX PROGRAM**

This is a structured alternative, academic and therapeutic program for students at Westwood High School. Placement in the Flex Program courses occurs via the TEAM meeting process and the Child Study Team (CST).

### **FLEX LEARNING CENTER SUPPORT** **8503**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

Students enrolled in this course receive supplementary instruction and reinforcement of learning strategies in small groups, within the FLEX Program, as delineated in an Individualized Education Program (IEP) or Student Accommodation Plan.

*School-Wide Academic Expectations:*

1. Read effectively
2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

### **ENGLISH SEMINAR** **8603**

**7 per cycle – 5 credits**  
**Senior Year**

In this course, students are provided with small group instruction designed to increase their appreciation of language as well as the ability to express their thoughts logically, clearly, and concisely. Students do not have to be enrolled in Flex to enroll in English Seminar.

*School-Wide Academic Expectations:*

1. Read effectively
2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

### **FLEX WELLNESS** **8703**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

Through a combination of community meetings, experiential learning activities, and wellness curriculum projects, students in Flex Wellness will have the opportunity to learn about healthier living habits, improve communication skills, build self-esteem, and develop relationships with other members of the Flex community.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**WOODWORKING I**  
**8803**

**7 per cycle – 5 credits**  
**Freshman – Senior Year**

In the Woodworking I course, students will engage in hands-on projects and activities designed to improve their woodworking skills, self-confidence, and teamwork. All students will participate in the year-long group project of building a wood & canvas canoe. Smaller, student-generated woodworking projects, focusing on hand skills and creating useful objects, will also be assigned. Students will be responsible for conceiving an object, planning for its construction, and building it with their own hands.

Students who want to take Woodworking I, but are not in FLEX must obtain permission from the instructor.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

**FLEX INTERNSHIP**  
**8903**

**7 – 14 per cycle**  
**5 – 10 credits**  
**Junior – Senior Year**

Juniors and seniors in the Flex Program may apply to undertake a supervised internship for one or more periods per day. Students are placed with on-site community partners or high school staff and perform tasks that will be of value to both the student and the host organization. Participating students meet regularly with their Flex and on-site supervisors to set goals and reflect on progress. Possible placements vary from year to year and may include the Recreation Department, the Preschool, the TEC program, or other appropriate sites that match student interests.

*School-Wide Academic Expectations:*

2. Communicate effectively
3. Define, analyze, and solve problems
4. Access and interpret information from a variety of sources

## **WELLNESS DEPARTMENT**

**Wellness I**  
**Wellness II**

**Wellness III**  
**Wellness IV**

### **The Wellness Program's Philosophy:**

The Wellness Department believes personal wellness occurs when one commits to the lifelong process of developing a lifestyle based on healthy attitudes and actions. Students will assess their physical, social, emotional, ethical, and intellectual well-being, and learn skills and strategies to make healthy choices. The Wellness Program is based on the National Health Education Standards and the National Association Standards for Physical Education. Skills-based learning and physical activity experiences combine to reinforce wellness concepts and encourage overall well-being. Health education and physical activities are integrated to provide a comprehensive Wellness Program.

**WELLNESS I**  
**9013**

**2.50 credits**  
**Freshman Year-Semester Course**

Students alternate between health education in the classroom and physical activities in the gymnasium facilities. The health skills included are following: Nutrition (web-based analysis of personal nutrition and accessing valid information), Alcohol (health risks, binge drinking and thoughtful decision-making), Tobacco and Marijuana (health risks, peer influence and refusal skills), Healthy Relationships and Sexuality (STI risk-prevention, dating violence, and decision making), and Bullying (awareness, “cyber-bullying” and communication skills), all of which will be addressed through the National Health Education Standards. These standards are skills based and will drive the classroom activities and projects. The physical activity units include: personal fitness (introduction to resistance training, cardiovascular fitness and flexibility), invasion games (Invasion games are goal oriented and characterized by “invading” another team’s half of the playing area, including rugby, ultimate frisbee, etc.), net games, cooperative challenges, and group fitness. Specific activities will alternate on a two-year cycle, and will be coordinated with the National Standards for Physical Education.

*School-Wide Academic Expectations:*

- 1. Communicate effectively*
- 2. Define, analyze, and solve problems*
- 3. Access and interpret information from a variety of sources*

**WELLNESS II**  
**9023**

**2.50 credits**  
**Sophomore Year-Semester Course**

Students alternate between health education in the classroom and physical activities in the gymnasium facilities. The health skills will include Nutrition and Healthy Habits (Goal-setting for optimum physical fitness), Alcohol, Tobacco, Marijuana, and Other Drugs (DUI risk-prevention skills and the influences of peers, cultural norms and the media), Ethical Behavior (decision making: academics, athletics, professional, and social), Healthy Relationships and Sexuality (risk management regarding alcohol use and sexual behavior, sexual harassment, dating violence, sexual assault, and communication skills), and Mental Health (positive behaviors, suicide risk-prevention, and accessing valid information). These areas will be addressed through the National Health Education Standards. These standards are skills based and will drive the classroom activities and projects. The physical activity units in this course include personal fitness (designing and implementing a personalized fitness plan), invasion games (Invasion games are goal oriented and characterized by “invading” another team’s half of the space or playing area like rugby, ultimate frisbee, etc.), net games, cooperative challenges, and group fitness. Specific activities will alternate on a two-year cycle, and will be coordinated with the National Standards for Physical Education.

*School-Wide Academic Expectations:*

- 1. Communicate effectively*
- 2. Define, analyze, and solve problems*
- 3. Access and interpret information from a variety of sources*

<b>Personal Fitness:</b> Cardio Walking & Jogging, Resistance Training, Core, Flexibility	<b>Invasion Games:</b> Soccer, Flag Football, Rugby, Ultimate Frisbee	<b>Net Sports:</b> Tennis, Volleyball, and Badminton	<b>Cooperative Challenges and Games</b> Team Building Exercises, Safe Risk Challenges, and Lateral Thinking Challenges	<b>Group Fitness:</b> Group Cardio, Circuit Training, Yoga
--	--	--	---	---

**WELLNESS III and IV:**

**Improving and Maintaining Personal Physical Fitness  
9033, 9043**

**1.0 credit**

**Junior, Senior Year**

This course is an independent study that incorporates the knowledge and skills learned in Wellness I and II. Students are required to exercise a minimum of 25 hours.

*School-Wide Academic Expectations:*

- 1. Communicate effectively*
- 2. Define, analyze, and solve problems*
- 3. Access and interpret information for a variety of sources*



## **INTERNSHIPS**

### **Student Technology Assistance Team (STAT) Internship**

**7 per cycle – 5 credits**

**9501, 9502**

**Junior – Senior Year**

**(Sophomores with instructor's approval)**

As Westwood High School initiates a 1:1 learning environment, the Student Help Desk will be a vital resource for students and teachers. This course prepares students to become the first point of contact in providing help and support to both students and teachers in troubleshooting and solving problems, as well as providing assistance and training in managing Chromebooks and apps. As a member of the Student Technology Assistance Team (STAT) you will be required to attend a training session in June, and additional online training in specific educational Chrome-apps. The training will focus on the role and responsibilities of the Student Technology Assistance Team. The roles and responsibilities include: troubleshooting problems with Chromebooks or apps, escalating hardware problems to technical staff, distributing loaner Chromebooks or chargers, training others in specific Chrome apps and potentially assisting teachers with the use of Chromebooks during class. Interns will assist in distributing Chromebooks in August to students and instructing students on the proper care and use of their Chromebook. Throughout the year, the intern will man the Student Help Desk at least one block per day, six out of the eight-day cycle. This internship is best suited for students who enjoy problem solving, technology, teaching and helping others.

This course is pass/fail or can be taken for a grade with the Instructor's permission.

*An application process will be required for this course.*

### **Senior Independent Project Program (SIPP)**

**Meets 3x per cycle, 5 credits**

**Course 9051**

**Senior Year**

The Senior Independent Project Program (SIPP) is a full-year course designed to provide students with the opportunity to pursue a topic that they are passionate about outside the traditional curriculum. The culminating project will deepen their understanding of the subject and positively impact the community.

Students apply for the program during their junior year, proposing a topic or issue that they are passionate about exploring. Once accepted into SIPP, students will work with a mentor to develop essential questions, perform research, create a project plan, and gain meaningful real-world experience related to their topic. By the end of senior year, students will have executed their project plans and shared their results with the greater community.

SIPP is a hybrid course: students are in the classroom 3 days out of the 8 day cycle, and work independently for the remaining days. SIPP emphasizes the development of 21st century skills such as independence, creativity, collaboration, problem-solving, perseverance and the purposeful use of technology.

*An application process will be required for this course.*

**PROGRAM OF STUDIES - COURSE DIRECTORY 2015/16**

<b>ENGLISH</b>	<b>COURSE</b>	<b>CREDITS</b>	<b>SCIENCE (cont.)</b>	<b>COURSE</b>	<b>CREDITS</b>	<b>PERFORMING ARTS (cont.)</b>	<b>COURSE</b>	<b>CREDITS</b>
Freshman Literature & Composition	1011,1012,1013	5	AP Physics 2	4141	5	Chorus	7201,7202	5
Sophomore Literature & Composition	1021,1022,1023	5	Engineering Design	4641,4642	5	Concert Band	7301,7302	5
American Literature & Composition	1031,1032,1033	5	Introduction to Computer Science	4741,4742	5	Honors Wind Ensemble	7311	5
AP Literature & Composition	1131	5	*Anatomy & Physiology	4541HB,4542HB	5	Music Theory I	7401,7402	5
Creative Writing	1241,1242	2.5	Astronomy	4841 4842, 4843	5	Orchestra	7601,7602	5
Youth in Contemporary Literature	1341,1342	2.5	Environmental Science & Ecology	4942	5	Piano Lab	7701,7702	5
Humanities: Literature & Philosophy	1441,1442	2.5	<b>FOREIGN LANGUAGE</b>	<b>COURSE</b>	<b>CREDITS</b>	<b>SPECIAL EDUCATION</b>	<b>COURSE</b>	<b>CREDITS</b>
Lit., Ethics, & Action: Bldg. A Better World	1541,1542	2.5	Spanish I	5111,5112,5113	5	Learning Center	8003	5
African-American Literature	1641,1642	2.5	Spanish II	5121,5122,5123	5	Reading Workshop	8013	5
Shakespeare	1741,1742	2.5	Spanish III	5131,5132,5133	5	Reading Workshop Plus	8023	5
Introduction to Journalism	1841,1842	2.5	Spanish IV	5141,5142	5	Writing Workshop	8403	5
AP Language & Composition	1941	5	Spanish V	5151,5152	5	Study Skills	8413	5
Public Speaking	9032	1.25	AP Spanish	5251	5	<b>SPECIALIZED RESOURCE RM PROGRAMS I&amp;II</b>	<b>COURSE</b>	<b>CREDITS</b>
<b>MATH</b>	<b>COURSE</b>	<b>CREDITS</b>	French II	5321,5322,5323	5	Math Workshop	8104	5
Algebra I	2011,2012,2013	5	French III	5331,5332,5333	5	English Workshop	8204	5
Geometry	2021,2022,2023	5	French IV	5341,5342	5	Wellness Workshop	8304	5
Algebra II	2031,2032,2033	5	French V	5351,5352	5	Vocational Workshop	8314	5
Pre-Calculus	2041,2042	5	AP French	5451	5	Science/Technology Workshop	8404	5
Calculus	2142	5	Latin I	5511	5	Activities of Daily Living Workshop	8414	5+
AP Calculus AB	2241	5	Latin II	5521	5	<b>FLEX PROGRAM</b>	<b>COURSE</b>	<b>CREDITS</b>
AP Calculus BC	2341	5	Latin III	5531	5	Flex Learning Center Support	8503	5
AP Statistics	2441	5	Latin IV	5541	5	English Seminar	8603	5
Probability & Statistics	2442	5	Mandarin I	5611,5612	5	Flex Wellness	8703	5
Introduction to Pre-Calculus	2543	5	Mandarin II	5621,5622	5	Experiential Learning	8803	5
Conceptual Math & Personal Finance	2643	5	Mandarin III	5631,5632	5	Flex Internship	8903	5+
Math Plus	2743	2.5	Introduction to Globalization	5641,5642,5643	5	<b>WELLNESS</b>	<b>COURSE</b>	<b>CREDITS</b>
AP Computer Science	2841	5	<b>ART</b>	<b>COURSE</b>	<b>CREDITS</b>	Wellness I	9013	2.5
Introduction to Computer Science	4741,4742	5	Studio Art I	6011,6012	5	Wellness II	9023	2.5
<b>SOCIAL STUDIES</b>	<b>COURSE</b>	<b>CREDITS</b>	Studio Art II	6021,6022	5	Wellness III	9033	1
World Civilization	3011,3012,3013	5	Studio Art III	6031,6032	5	Wellness IV	9043	1
Modern History	3021,3022,3033	5	Studio Art IV	6041,6042	5	<b>INTERNSHIPS</b>	<b>COURSE</b>	<b>CREDITS</b>
AP European History	3121	5	AP Studio Art	6051	5	Student Tech. Assistance Team (STAT)	9501, 9502	5
US History	3031,3032,3033	5	Ceramics I	6111,6112	5	Sr. Independent Project Program (SIPP)	9051	5
AP US History	3131	5	Ceramics II	6121,6122	5	<b>OTHER</b>	<b>COURSE</b>	<b>CREDITS</b>
Psychology	3041,3042	5	Ceramics III	6131,6132	5	ESL	9002	5
AP Psychology	3141	5	Ceramics IV	6141,6142	5	**TEC online courses	**	2.5 - 5
Legal Studies	3341, 3342	5	3-D Design	6201,6202	5			
*Economics of Personal Finance	3441HB, 442HB	5	Graphic Design I	6511,6512	5			
AP Government & Politics	3541	5	Graphic Design II	6521,6522	5			
Early Childhood Education	3641,3642	5	Digital Photography I	6211, 6212	5			
Global Engagement	3741,3742	5						
<b>SCIENCE</b>	<b>COURSE</b>	<b>CREDITS</b>	<b>VIDEO PRODUCTION</b>	<b>COURSE</b>	<b>CREDITS</b>			
Physical Science	4011,4012,4013	5	Video Production I	6911	5			
Biology	4021,4022,4023	6	*Advanced Video Production	6921HB	5			
AP Biology	4341	6	<b>PERFORMING ARTS</b>	<b>COURSE</b>	<b>CREDITS</b>			
Chemistry	4031,4032,4033	6	Drama I: Introduction to Theatre	7011	5			
AP Chemistry	4241	6	Drama II: Advanced Acting	7021	5			
Physics	4041,4042	6	Drama III: Festival Theatre	7031	5			
Conceptual Physics	4443	5	Drama IV: Festival Theatre	7041	5			
AP Physics 1	4131	6	Technical Theater	7101	5			
						*HYBRID		
						**See Guidance Counselor		

