



WESTWOOD HIGH SCHOOL

2026-2027

Program of Studies

BUILDING LEADERSHIP

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WESTWOOD HIGH SCHOOL

Honoring Tradition, Inspiring Excellence, Shaping the Future



Dear Westwood High School students and families,

The WHS Program of Studies reflects our shared belief that learning should shape not only what students know, but who they become. This guide is designed to help students and families make informed, intentional choices about their high school journey. More than a catalogue of courses, it supports students in aligning course selection with graduation requirements, post-secondary goals, and the shared vision articulated in the Portrait of a Westwood Graduate.

At Westwood High School, our academic program is intentionally designed to help students think critically and creatively, communicate and collaborate effectively, act with integrity, and engage locally and globally. Across disciplines and electives, students deepen their content knowledge while also developing transferable skills, habits of mind, and a strong sense of purpose. Students are encouraged to take intellectual risks, explore new interests, and stretch beyond their comfort zones, acknowledging that challenge is an essential part of growth.

Our goal is that every graduate leaves WHS skilled, confident, curious, and kind—prepared not only for success in college, career, or service, but also ready to contribute thoughtfully to their communities. The courses and pathways outlined in this Program of Studies are designed to support these outcomes, offering both rigor and flexibility so students can pursue excellence while honoring their individual strengths, interests, and aspirations.

We encourage students and families to read this guide carefully, paying close attention to course descriptions, level options, and credit requirements. Meaningful conversations with counselors, teachers, and administrators are an essential part of this process and will help you build a coherent program of study over time. Most importantly, we ask you to approach course selection with the same intention, reflection, and commitment you bring to your learning each day. We are excited to support you as you shape your path at Westwood High School.

Sincerely,

Amy L. Davenport
Principal, Westwood High School

PORTRAIT OF A WESTWOOD GRADUATE
A Vision for WPS Students, PK-22

Graduates of the Westwood Public Schools will:

- **Think Critically and Creatively**
Critical and innovative thinkers possess the skills, knowledge, and strategies to be curious, continuous learners. They understand information, develop content mastery, solve problems, adapt to novel situations, and design their own paths.
- **Communicate and Collaborate**
Collaborative communicators connect effectively across identities, cultures, and generations. They leverage their skills and voices to be productive speakers, listeners, writers, creators, and contributors.
- **Act with Integrity**
Individuals with integrity are guided by a deep sense of self and compassion for others. They demonstrate authenticity, responsibility, and empathy in their decision-making and actions.
- **Engage Locally and Globally**
Engaged learners connect with local, national, and global communities to be a force for positive change. They find purpose and joy in service to one another and our world, and in improving conditions for all.



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 is 5 credits, science lab courses are 6 credits. Minor courses offer less than 5 credits depending on how long and how frequently they meet.

A, B, C, and D are passing grades and earn full credit; **F** denotes failure and awards no credit. Students who receive a final grade of **F** may attend summer school and must earn a passing grade in the summer school course in order to make up the unearned credit. If a student needs credit for a course that they failed, and does not attend summer school, the course **must** be repeated during a subsequent year.

GRADUATION REQUIREMENTS

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

20 Credits/4 years of English

20 Credits/4 years of Mathematics

17 Credits/3 years of Lab-based Science

10 Credits/2 years of Social Studies (1 year of US History, 1 year of World History required)

10 Credits/2 years of World Language

5 Credits/1 year of Visual or Performing Arts

7.5 Credits/4 years of Wellness

1.25 Credits of Civic Action

1.25 Credits of Financial Literacy

115 Total Credits are required for Graduation

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.

COURSE REQUIREMENTS

All students are required to take no fewer 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 2.5 or 1.25 credits are required; these include Wellness, Financial Literacy, and Civic Action. Seniors seeking to take seven (7) major courses must obtain permission from their guidance counselor, and will only be allowed to do so if space permits.

COURSE LEVELS

Westwood High School offers a variety of courses taught at many levels to meet the individual needs and learning styles of a wide range of students. Regardless of course level, all courses at Westwood High School prepare students for post-secondary success and are in accordance with the Massachusetts State Frameworks. Course levels 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 future courses, students should consider their past academic performance and departmental recommendations, and the advice of their teachers, counselors, and family. Most WHS students have a variety of levels in their schedules, and many courses are mixed-level.

College Preparatory Courses address the knowledge and skills to prepare students for college and career readiness. Students are developing grade-level skills, showing independence and initiative, and meeting or approaching standards with support on coursework and assessments.

Accelerated College Preparatory Courses address the knowledge and skills to prepare students for college and career readiness. Students are making progress on grade-level skills, showing increasing independence and initiative, and independently meeting standards with some support on coursework and assessments.

Honors Courses address the knowledge and skills to prepare students for college and career readiness. Students are demonstrating skills at or above grade-level, showing consistent independence and initiative, and regularly and independently exceeding standards on coursework and assessments.

Advanced Placement (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 grant credit. Students enrolled in AP courses are expected to take the corresponding AP exams. Please note that any student who is enrolled in an AP class, but does not register for and take the AP exam for that class, will still be required to take a full or commensurate AP exam administered by their classroom teacher or department chair.

ASSIGNMENT TO COURSE LEVELS

Prior to course selection each year, high school teachers will recommend current high school students (grades 9-11) for course levels based upon the student's performance to date. In the case of current 8th grade students, high school department chairs determine the recommended placement with input and data from the teachers and department chairs at Thurston Middle School.

COURSE CHANGES AND LEVEL CHANGES

The master schedule in the high school is determined by student course requests each spring. Teaching staff are then assigned based upon these course requests. Therefore, once the student has made their initial course selections, they 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.

WHS teachers put thoughtful consideration into what level is the best fit for students as they go on to the next year.

- Parents/caretakers of high school students who have questions or concerns regarding your child's recommended course, please contact your child's teacher (contact information can be found [here](#)).
- Parents/caretakers of eighth grade students should contact high school department heads, contact information below:

Subject	Department Head	Email
English	Kate Holmes	kholmes@westwood.k12.ma.us
Math	Tanya Ferguson	tferguson@westwood.k12.ma.us
Social Studies	Chris Hilton	chilton@westwood.k12.ma.us
Science	Andrew Miller	anmiller@westwood.k12.ma.us
World Language	Hillary Carpinella	hcarpinella@westwood.k12.ma.us
Special Education	Katy Dearborn	kdearborn@westwood.k12.ma.us
Guidance	Caroline Higgins	chiggins@westwood.k12.ma.us

Student-initiated requests to change course or level selections prior to the start of the school year will be considered only when the request for change in course selection is made **prior to the override deadline (April 17th)**. Override requests are processed by academic department chairs at the high school.

All requests after April 17th will be placed on the Override Waitlist and processed after July 15th based on class size and availability. This process ensures adequate staffing for course sections and provides students sufficient time to complete summer work, if applicable.

No requests after July 15th will be processed until the school year is underway. This process ensures adequate staffing for course sections and provides students sufficient time to complete summer work, if applicable.

Despite everyone's best efforts, it may be determined that a particular course placement may not meet the student's needs after the school year has commenced. In these cases, the student's options are:

- (1) drop the course and replace it with a different course, referred to as a "course change"
- (2) change the level of the course, referred to as a "level change"

Student- and parent/caregiver-initiated for a course change during the school year will be considered only under the following conditions:

- The request for change is made during the Add/Drop period during the first two weeks of the school year. (Semester 2 courses are subject to a second Add/Drop period during the first two weeks of the second semester).
- The request for change in course selection is approved by the student's parents/caregivers.
- Approval of the course change request in course selection is possible within the confines of the established master schedule of courses and teacher assignments. In some rare instances, a course change request is not possible within these confines.
- Approval of the request for course change does not result in the student enrolling in fewer than six major courses or its equivalent.

Transfer of grade: Students must meet with the new teacher and/or department chair to determine required work to be made up in the new course.

Student- and parent/caregiver-initiated requests to change course levels during the school year will be considered only under the following conditions:

- Level change requests may only be submitted after the conclusion of the Add/Drop period.
- The level change request is initiated no later than October 9th (the Friday preceding Indigenous People's Day/Columbus Day).
- The request for change in course level is approved by the instructor(s) involved, department chairpersons involved, and the student's parents/caregivers.
- Approval of the change in course level is possible within the confines of the established master schedule of courses and teacher assignments and does not result in the student enrolling in fewer than six major courses or its equivalent. In some rare instances, a level change request is not possible within these confines, and the student's support team will need to develop alternative plans for the student in this position.

Transfer of grade: Course level changes may result in grade adjustments. In these cases, the teachers of the old and new course levels will consult with each other, in conjunction with the department chair(s)/directors, regarding the student's grade. This process typically results in a grade that reflects both the proportional time the student spent in each course, and the requirements, expectations, and learning objectives of the new course.

There are some instances where a level change necessitates a course change. This typically occurs when courses are not offered at all levels.

Student-initiated requests to change course levels for Semester 2 courses follow a similar timeline:

- Level change requests may only be submitted after the conclusion of the Add/Drop period.
- The level change request is initiated no later than March 5th.

Finally, please note that a department chair, director, or administrator may require a change in levels after the semester deadlines based on extenuating circumstances.

Course Selection Timeline for the 2026-2027 School Year

February 2, 2026	The Course Level Recommendation Portal opens for teachers.
February 3, 2026	The 2026-2027 Program of Studies is published.
February 4, 2026	8th-grade students complete Self-Reflections in Advisory.
February 9 & 10, 2026	8th-grade students meet WHS counselors and receive electives/World Language information and forms.
February 10, 2026	8th-grade parents/caregivers attend 8th Grade Virtual Family Night to learn about student life at WHS.
February 13, 2026	The deadline for 8th-grade students to submit electives course preferences and World Language selection forms.
February 13, 2026	The deadline for teachers to submit 9th-11th grade course level recommendations.
February 24, 2026	Course selection resources for students grades 9-11 are published, and the portal opens for grades 9-11 course selection.
March 6, 2026	The deadline for 9th-11th-grade students to submit course selections.
March 24, 2026	Course confirmation letters posted via the Aspen Portal for all students, grades 8-11. Parents/caregivers may initiate the course override process.
April 17, 2026	Parent/caregiver deadline to complete the course override process.
July 15, 2026	Waitlist for course/level overrides closes; no further changes may be made to student schedules until the 2026-2027 school year commences.
August 21, 2026	Student schedules are published for the 2026-2027 school year.
September 2, 2026	Students' first day of school. Add/Drop period begins.
September 16, 2026	Add/Drop period concludes.
October 9, 2026	Deadline for students to initiate a course level change.
January 15, 2027	Conclusion of Semester 1.
January 19, 2027	Add/Drop period for Semester 2 begins (second-semester courses only).
January 29, 2027	Add/Drop period for Semester 2 concludes (second-semester courses only).
March 5, 2027	Deadline for students to initiate a course level change (second-semester courses only).

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 GPAs 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	AP/Honors	ACP/CP
A	4.50	4.00
A-	4.17	3.67
B+	3.83	3.33
B	3.50	3.00
B-	3.17	2.67
C+	2.83	2.33
C	2.50	2.00
C-	2.17	1.67
D+	1.83	1.33
D	1.50	1.00
D-	1.17	0.67
F	0.00	0.00

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 for your post-secondary plans. Don't forget to save time for extracurricular 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.
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 "D-" or higher to advance to the next level in sequential subjects such as English, Math, or World Language.
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 an F or I on their report cards, have excessive tardies, or if they have an outstanding disciplinary action.

SUGGESTED FOUR-YEAR PROGRAM IN CORE COURSES

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

SAMPLE PROGRAM OF STUDY:

GRADE 9

Lit & Comp I
Geometry
Biology
US History I
Spanish II
Wellness
Freshman Seminar
Elective

GRADE 10

Lit & Comp II
Algebra II
Chemistry
US History II
Spanish III
Wellness II
Elective

GRADE 11

American Lit
Pre-Calculus
Physics
Modern World History
Spanish IV
Wellness III
Financial Literacy
Elective

GRADE 12

Senior English
Calculus
Science Elective
Social Studies Elective
Spanish V
Wellness IV
Civic Action
Elective

ENGLISH DEPARTMENT

FULL YEAR COURSES

Freshman Literature & Composition
Sophomore Literature & Composition
American Literature & Composition
AP Literature & Composition
AP Language & Composition
English Inquiry: Discovering the World Through
Language
AP Seminar

SEMESTER COURSES

Creative Writing I
Creative Writing II
Dystopian Literature
Hidden Voices: Race and Culture in Literature
Hidden Voices: Gender and Orientation in Literature
Love & Comedy in Literature
Literature & Film
Literature of Satire
Literature of Sports & Competition
Mystery Literature
Villains: Archetypes in Literature

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, persuasion, 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 Vocabulary, Grammar, Usage, and Mechanics

Throughout the English Language Arts Program, vocabulary words are derived from the context of each courses 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. Integrated lessons on grammar, usage, and mechanics are designed to improve students' reading, writing, speaking, and listening skills.

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

(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 multimedia texts*
- *Attend to the ethical responsibilities required by these complex environments*

FRESHMAN LITERATURE & COMPOSITION
College Prep / Accelerated College Prep / Honors

5 per cycle – 5 credits
9th Grade

Course Objectives:

Throughout the year, students will enhance their literary skills through an integrated approach in reading, writing, grammar, and vocabulary to become college and career ready. An exploration of literary fiction and nonfiction will provide students with the abilities to construct clear arguments and grapple with the challenges of complex texts. To accomplish this, students will read major works of fiction paired with literary nonfiction from prominent voices of each author's time.

This inquiry-driven course focuses on the foundations of literature, particularly investigating how conflict operates in texts. To guide our work, each of our units may focus on one of the following essential questions:

- How do we define ourselves in relation to others?
- What happens when personal identity clashes with societal roles?
- How does speaking up (or staying silent) affect our sense of self?
- What do our choices reveal about our identity?
- How does facing obstacles help us to understand ourselves?

Major works may include: *The House on Mango Street* by Sandra Cisneros, *A Raisin in the Sun* by Lorraine Hansberry, *Fahrenheit 451* by Ray Bradbury, *Romeo and Juliet* by William Shakespeare, and selections from *The Odyssey* by Homer.

SOPHOMORE LITERATURE & COMPOSITION
College Prep / Accelerated College Prep / Honors

5 per cycle – 5 credits
10th Grade

Sophomore English, a World Literature class, is taught at three levels in the English department. The course incorporates major works of World Literature organized around the essential question:

- To what extent do individuals shape their communities and/or to what extent do communities shape individuals?

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

- What roles do individuals play in systems of power?
- Why is individual agency necessary in a community?
- How does an individual's environment shape their potential?
- To what extent is an individual's fate impacted by others?
- Why do individuals seek to leave a legacy?

Students read 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: *Land of Big Numbers*, *Darius the Great is Not Okay*, *Things Fall Apart*, *The Farewell* (dir. Lulu Wang), *Frankenstein*, *Macbeth*, *Persepolis*, *Born a Crime*, *The Invention of Morel*, and selections of thematic poems, short stories, and nonfiction texts.

AMERICAN LITERATURE AND COMPOSITION
College Prep / Accelerated College Prep / Honors

5 per cycle – 5 credits
11th Grade

American Literature and Composition, taught at three levels in the English department, incorporates major works of American literature organized around the essential question:

- **How do the myths that dominate U.S. culture shape perceptions of American identity?**

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

- What are the tensions that surround the American Dream? To what extent does individual opportunity impact access to this Dream?
- To what extent do traditional family values and traditional family roles shape the conception and accomplishment of the American Dream?
- How does the myth of the “melting pot” create a dominant culture? To what extent does the myth of the “melting pot” in the United States shape the immigrant experience?
- American Education has been described as “The Great Equalizer” and a source of opportunity for social advancement. To what extent does education function as an equalizer in American society?
- In what ways does American culture define gender identity? How do gender roles simultaneously direct and constrain a developing sense of self?
- How does one maintain self-reliance in American society, which simultaneously values individuality and conformity?

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

Major works may include: *The Great Gatsby*, *Their Eyes Were Watching God*, *Fences*, *The Catcher in the Rye*, *Interpreter of Maladies*, *The Narrative of Life of Frederick Douglass*, and selections from American essays, poems, memoirs, and short stories.

AP LITERATURE AND COMPOSITION

5 per cycle – 5 credits
11th Grade

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 write analytically, persuasively, and maturely while closely analyzing literary techniques and elements in complex works of poetry, prose, and literature.

This skills based course is organized around understanding character, setting, structure, narration, figurative language, and literary argumentation.

Major works of fiction may include: *Homegoing*, *Great Expectations*, *The Importance of Being Earnest*, *How the Garcia Girls Lost Their Accents*, *The Great Gatsby*, *Their Eyes Were Watching God*, *Fences*, as well as a wide range of classic and contemporary poetry, including *Counting Descent*. Through a variety of focused analytical writings, students will negotiate the complexities of meaning in these literary works to develop sophisticated interpretations and a persuasive, lively voice. In addition, students are expected to complete independent reading and creative projects, as well as engage in the practice of College Board-style exams.

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

ELECTIVE COURSES:

AP SEMINAR

**5 per cycle – 5 credit
10th - 12th Grade**

AP Seminar invites self-driven students to ask and explore big questions by examining multiple perspectives and ideas. Through an inquiry-based approach, students will read, view, listen to, and experience a wide range of sources, including articles, research studies, speeches, literary and philosophical texts, and works of art. Students will learn how to question information, analyze arguments, and synthesize ideas from diverse sources. As the course progresses, students will develop and communicate their own evidence-based perspectives through analytical writing, research projects, and oral and visual presentations, both independently and in collaboration with peers. By the end of the course, students will be equipped with the skills to think critically, evaluate information with accuracy and precision, and confidently craft and communicate well-supported arguments.

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

SENIOR YEAR COURSES:

Seniors may take full-year Advanced Placement Language and Composition or English Inquiry, or they may choose from a variety of topic-specific semester English courses. Students may take these topic-specific courses for college preparatory, accelerated college preparatory, and honors credit.

AP LANGUAGE AND COMPOSITION

**5 per cycle – 5 credits
12th grade**

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 and storytelling by addressing the following questions:

- What does it mean to be human?
- Memory, Imagination, and Expression: Why and how do we interpret experience?
- Truth and Belief: How do we determine what is true? - How do we know right from wrong?
- Freedom, Power, and Justice: What is the individual's relationship to government?
- What is the future of humanity? Is humankind progressing?

The course will stress a synthesis of knowledge drawn from many fields, including philosophy, psychology, literature, history, anthropology, environmentalism and politics. Students will become skilled rhetoricians and readers of prose written in a variety of rhetorical contexts, and skilled writers who compose for a variety of purposes. The writing and readings in this course are geared toward making students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. We will study the art of rhetoric through carefully focused conversation, extensive analysis, effective argument, and frequent writing assignments. This class is 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.

ENGLISH INQUIRY: DISCOVERING THE WORLD THROUGH LANGUAGE**College Prep / Accelerated College Prep / Honors****5 per cycle – 5 credits****12th Grade**

This course is a year-long exploration of literature, language, and voice. It is designed to be a survey course that incorporates elements of all of the senior English courses. Students in this course will engage with the curriculum through a variety of texts, film, and discussion. The assessments will include creative projects, reflections, analytical writing, Socratic seminars, and presentations. This course will stress a synthesis of knowledge drawn from many periods and from many fields, including philosophy, science, politics, art, music, history, and literature. We will explore the following four literary genres and essential questions:

- Memoir: What makes a true story worth telling?
- Mystery: How do mysteries challenge what we know and reveal the influence of perspective, bias, and curiosity in our search for truth?
- Science Fiction: How does science fiction challenge readers to reconsider what it means to be human?
- Dystopia: How do dystopian texts reflect truths about society and human nature?
- War Literature: Why do we document atrocities?
- Satire: How can humor be used to promote social change?

CREATIVE WRITING I**College Prep / Accelerated College Prep / Honors****5 per cycle – 2.5 credits****12th Grade****Semester Course**

This course is run as a writers' workshop. As a class, we help one another improve through frequent writing, reading, revising and discussion. Our guiding question—Who am I as a writer?—provides a focus for examining our writing and for providing written and verbal feedback. This question will help us articulate with increasing sophistication what makes effective writing good and how to make writing better.

Our guiding questions provide a focus for examining student writing and for providing written and verbal feedback. These questions help us articulate with increasing sophistication what makes effective writing good and how to make writing better. Throughout this semester, we will examine:

- Who am I as a writer?
- What is the purpose of writing?
- How does an author incorporate diverse feedback while maintaining his or her vision and style?
- How does an author thoroughly and thoughtfully revise his or her work?
- How does an author use literary techniques to develop a personal style?

CREATIVE WRITING II

College Prep / Accelerated College Prep / Honors

5 per cycle – 2.5 credits

12th Grade

Semester Course

Creative Writing II is a spring semester course offered to Grade 12 students who have successfully completed Creative Writing I in the fall. The class will take a workshop approach with emphasis placed on providing writer-focused feedback as we collaboratively embrace the challenges of first publications. In addition, the course will offer students an opportunity for independent, in-depth genre study with the aim of publishing a work in a self-selected genre by the end of the semester.

Our guiding questions provide a focus for examining writing and for providing written and verbal feedback. These questions help us articulate with increasing sophistication who we are as writers, what makes effective writing good, and how to make writing better. Throughout this semester, we will examine:

- How do writers continue to develop their writing identity?
- What is the role of the writer in today's society?
- How do writers determine what form best suits their purpose?
- How does one read as a writer? How does one write as a reader?
- How does one compose a complete, cohesive text that can be made of standalone parts?

DYSTOPIAN LITERATURE

College Prep / Accelerated College Prep / Honors

5 per cycle – 2.5 credits

12th Grade

Semester Course

Why are we so drawn to the fallen worlds created by dystopian literature? What do these dark and twisted worlds tell us about our own society? This course explores the ways dystopian literature allows us to both imagine alternate ways of being and examine distorted reflections of our own culture. Our core texts— a range of novels, short stories, and films— will transport us into new worlds, and in doing so, we will investigate how authors use dystopian texts to critique and satirize human nature and the society in which we live.

This course will examine the following essential questions:

- How do dystopian texts reflect truths about society and human nature?
- When the fabric of society unravels, what elements of human nature endure?
- How individuals respond to new sources of power?

Course texts may include *Station Eleven* by Emily St. John Mandel, *The Measure* by Nikki Erlick, *Fahrenheit 451* by Ray Bradbury, *Brave New World* by Aldous Huxley, and select short essays, short stories, and poetry by Shirley Jackson, Margaret Atwood, Pierre Joris, etc.

LITERATURE & FILM: SYNTHESIZING 20TH & 21ST CENTURY WORKS

College Prep / Accelerated College Prep / Honors

5 per cycle – 2.5 credits

12th Grade

Semester Course

This semester-long course will analyze both fiction and nonfiction texts and films from the 20th and 21st century through two analytical lenses: historical and psychoanalytical. By analyzing both mediums through specific lenses, students will work to articulate synthesized understandings of major motion pictures and famous literary works. The structure of the course is designed to first introduce students to film analysis skills; students will then use those skills to explore the intersection of literature and film-making.

The course will address the following essential questions:

- Why do humans tell stories?
- To what extent do varying perspectives shape the way history is recorded?
- How do the stories we tell ourselves enable us to discover the truth?

Major sources may include *Essential Cinema: An Introduction to Film Analysis*, *Stand By Me*, *Spotlight*, *All Souls: A Family Story from Southie*, *Lion*, *Good Will Hunting*, *Minari*, and *Atonement*.

HIDDEN VOICES: RACE AND CULTURE IN LITERATURE

College Prep / Accelerated College Prep / Honors

5 Per cycle - 2.5 credits

12th Grade

Semester Course

What is race? How do we learn about race and culture, and how do our intersectional racial and cultural identities impact the ways in which we move through the world? In this course, students read classic and modern texts related to both race and culture in order to examine how society's perception of each facet of identity has evolved over time. Students will also examine how their own understandings of identity have shifted over the course of their lives. The course concludes in an independently designed action project that empowers students to make a positive change in the community. This project requires research, action, and reflection and may be undertaken either independently or with a small group of classmates.

Course readings *may* include:

Ijeoma Oluo's *So you want to talk about race*, Nella Larsen's *Passing*, Khalid Hosseini's *The Kite Runner*, Jean Kwok's *Girl in Translation*, Jhumpa Lahiri's *The Namesake*, Imbolo Mbue's *Behold the Dreamers*, Erika Sánchez's *I Am Not Your Perfect Mexican Daughter*, and excerpts from short stories, criticism, poetry, etc. from Gloria Anzaldúa, Clint Smith, Jamaal May, Ada Limón, Louise Erdrich, Ralph Ellison, Richard Wright, and various other authors.

HIDDEN VOICES: GENDER AND ORIENTATION IN LITERATURE

College Prep / Accelerated College Prep / Honors

5 per cycle – 2.5 credit

12th Grade

Semester Course

What is gender? How do we learn about gender, and how do our gender identities impact the way in which we move through the world? In this course, students explore how American society constructs gender, how gender is understood across the world, and how understandings of gender have shifted over centuries. Students read classic and modern texts related to both gender and orientation and explore the history of the LGBTQ+ movement in the United States. Along the way, students also engage in a critical reading of media representation in order to dissect how dominant narratives are upheld or undermined in contemporary culture.

Course readings *may* include: Ursula K. Le Guin's *The Left Hand of Darkness*, Dascha Slater's *The 57 Bus*, Aiden Thomas's *Cemetery Boys*, James Brandon's *Ziggy, Stardust and Me*, Brandy Colbert's *Little & Lion*, and excerpts from short stories, criticism, poetry, etc. from various other authors.

LITERATURE OF SATIRE

College Prep, Accelerated College Prep, Honors

5 per cycle – 2.5 credits

12th Grade

Semester Course

Do you like quick wit and all things funny? In this semester course, we will explore the wondrous world of satire in literature, investigating how humor works to persuade and transport audiences. By studying classic satirists like Swift and Orwell, as well as contemporary voices like Jordan Peele, Keegan-Michael Key, and Trevor Noah, we will examine how authors have used humor, horror and irony as a tool to critique society through the ages.

LITERATURE OF SPORTS & COMPETITION

College Prep, Accelerated College Prep, Honors

5 per cycle – 2.5 credits

12th Grade

Semester Course

Are you competitive? Do you like sports? Do you have an inexplicable emotional attachment to a certain team—do you want to know why you care so much? Join Literature of Sports & Competition for a deep dive into the themes central to sports.

In this course, we will explore the world of athletics, teamwork, dedication, and sacrifice. Through fiction and nonfiction texts, we will investigate what makes sports and its literature so captivating. Overall, we will look to understand accomplishments, defeats, and why we are drawn to the field. Students will have the opportunity to research an athlete who went beyond the scoreboard and impacted the world. The ball is in your court—we'll see you out there.

LOVE AND COMEDY IN LITERATURE
College Prep / Accelerated College Prep / Honors

5 per cycle – 2.5 credits
12th Grade
Semester Course

From silly misunderstandings to simple character opposition; from the meet-cute to the altar, this class studies the genre of romantic comedy. By asking questions like *what makes a good romantic comedy, what do we expect from the genre of romantic comedy, and how have these conventions been met and more recently upended by making them more inclusive*, we will explore novels and films that end with the formation of romantic couples and also help us reconsider how we define a happily ever after.

The first half of the semester will be dedicated to examining the traditional conventions of the romantic comedy through the seminal novel *Pride and Prejudice* and at least one classic Hollywood romcom. The second half of the semester will investigate how the romantic comedy has evolved since Austen's novel, expanding to include people of all sexes, genders, orientations, races, ethnicities, and so on. Students will choose a modern romantic comedy to read as we examine alternative romcom films. Beginning with Jane Austen's *Pride and Prejudice*, this course can guarantee one thing: there's a happily ever after.

MYSTERY LITERATURE
College Prep / Accelerated College Prep / Honors

5 per cycle – 2.5 credits
12th Grade
Semester Course

Through tales of dastardly deeds and the detectives who attempt to bring justice, this course will explore works of mystery in both fiction and nonfiction, studying the conventions of the genre, its place in the broader literary landscape, and its evolution in form over time. Students will read the original masterminds of mystery and true crime and investigate popular trends in nonfiction documentaries and podcasts. Exploring a variety of texts and forms to include literary criticism, short story, play, novel, podcast, and film, this course will introduce students to formal literary critique and build on the analytical and writing skills foundational to their literature and composition courses in grades 9-11.

Major works may include: "Smoke," *Sherlock* (BBC), *And Then There Were None*, *Clue*, *Murder Among Friends*, and *Murder in Boston*. Students enrolled for honors credit will have additional independent reading requirements.

VILLAINS: ARCHETYPES IN LITERATURE
College Prep / Accelerated College Prep / Honors

5 per cycle – 2.5 credits
12th Grade
Semester Course

We love larger-than-life narratives, stories of the heroes who save the day, steal our hearts, and restore our hope. But what about the other guys? Some of our greatest works of literature and film derive their sincerity, beauty, and intrigue from those characters who celebrate the worst in humanity. Whether they evoke disgust or pity, these villains force us to confront our human nature and grapple with the consequences of our conceptions of right and wrong. Drawing examples from literature, film and TV drama, students will look at the development of the villain across genres and consider how authors use these characters to question and clarify our values.

Major works may include: *Beowulf*, *Cruella*, *The Picture of Dorian Gray*, and selections of thematic poems, short stories, contemporary music, and nonfiction texts.

GUIDANCE DEPARTMENT

The Guidance Department provides a comprehensive program, offering ongoing support to all 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 individual counseling, guidance counselors assist with course selection and career exploration that culminate in planning for college and other post-high school experiences. Students are assigned to seminars each of their four years to support this planning. 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 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. You can reach our guidance counselors at 781-326-7500 (see extensions below):

Director of Guidance:	Ms. Caroline Higgins	ext. 3134
Guidance Counselors:	Mr. Max Erius	ext. 3135
	Ms. Meredith Gaynor	ext. 3120
	Ms. Ember Parker	ext. 3138
	Ms. Mallory McKearin	ext. 3399
	Ms. Julia Shields	ext. 3312

- **Guidance Office:** Information is available here about scholarships, financial aid, and the college application process. All information can be accessed on the guidance website as well. The Guidance Department uses the online program Naviance. Students and caregivers are encouraged to use this program for college, career and scholarship information.
- **College and Career Representatives:** Individuals representing various institutions of higher education and diverse post-secondary opportunities visit the Guidance Department in the fall to speak with seniors. Many are valuable sources of information for college admissions and financial aid programs. A list of visiting schools is available on Naviance each fall.

SEMINAR

Guidance Seminars typically occur during S-blocks and are scheduled at least three times throughout the school year for each grade. During Seminars, grade-specific content is presented by counselors.

- **Grade 9:** 9th-grade Seminars focus on the relationship between GPA and college acceptance.
- **Grade 10:** 10th grade Seminars focus on career exploration and possible college majors for students.
- **Grade 11:** 11th-grade Seminars focus on the post-graduate planning process. These comprehensive seminars cover the college admission process in great depth, from list-building and touring, to all details of the college application process. School sponsored tours are also offered each spring.
- **Grade 12:** 12th-grade Seminar is offered during Term 1 and goes into even more depth about the post-graduate planning process. These comprehensive seminars cover the college application process and applying for financial aid and scholarships in the greatest detail. Students are also provided an overview of alternative post-graduate plans, including Gap Years, entering the workforce, trade school and the military.

INDEPENDENT / WORK STUDY

The purpose of Independent/Work Study is to allow a student to earn academic credit for learning projects and/or experiences that are not represented in the traditional curriculum. Independent Study for credit must be carried out under the supervision of the Independent/Work Study Coordinator and a classroom teacher. Independent/ Work Study is also considered as supplemental to the regular program of studies, and it is not to be considered as a part of the six major subject requirements.

While Independent Study provides students access to courses uniquely unavailable to them in the program of studies, Work Study provides the opportunity for senior students to engage in real world, hands-on learning outside of the typical Westwood High School setting. Work Study students apply their learning in a setting that is meaningful to them and their future, obtain skills that will equip them to pursue career interests, and receive feedback from experts in specific fields in order to gain.

Work Study Requirements:

- Students must be in good standing for graduation and have earned a minimum of 90 credits by October 1st of their junior or senior year.
- Students may earn a minimum of 5 and no more than 10 Works Study course credits. Credits are earned in the following manner:
 - 100 hours worked and completion of all below deliverables earns 5 credits.
 - 200 hours worked and completion of all below deliverables earns 10 credits.
- A student may be enrolled in one Work Study course per semester (ex: may not earn 10 credits in a single semester).

A student initiates an Independent/Work Study Project by working with their guidance counselor and the coordinator to find a teacher or outside professional who will sponsor and supervise the project. Work Study/Independent Study proposals must be submitted by the conclusion of Add/Drop, and outside supervisors/jobs must be approved by the Principal.

The coordinator, supervisor, and student will complete a formal contract for approval by the department chair and the principal. The contract will specify the goals of the study, the means of evaluation, the frequency and time of meetings, the number of credits to be earned, and the level on which those credits will be graded. The contract will also specify what the student will do to carry out the project.

The work is to be graded each marking period and may be a Pass or Fail. A student may earn no more than 5 credits per semester, and no more than 10 course credits total through Independent/Work Study.

Please note that Independent/Work Study is not a “right” of each student, but rather a privilege. The amount of time available to a teacher or outside professional for supervising Independent Study is limited; most student/teacher conferences will have to be scheduled during S-blocks, and before or after school. A teacher may not supervise more than two Independent Study students at one time. Furthermore, each department may establish special qualifications for Independent Study candidates.

MATH DEPARTMENT

Algebra I
Geometry
Algebra II
Precalculus
Calculus
Probability & Statistics

AP Statistics
AP Calculus AB
AP Calculus BC
Multivariable Calculus & Applied Math
Conceptual Math
Financial Literacy

The Mathematics Department is committed to providing an engaging, rigorous, and equitable mathematics education aligned with the Westwood Public Schools Portrait of a Graduate. Our program supports students in developing critical and creative thinking skills, effective communication and collaboration, integrity, and the ability to apply mathematics to authentic, real-world situations. Course offerings are reviewed annually to reflect student needs and interests, and additional academic support is available through the Math Lab Study Area when staffing permits.

Across all mathematics courses, students build strong foundations in logical reasoning and problem solving while learning to view mathematics as a powerful tool for understanding the world around them. Instruction emphasizes clear written and oral communication, perseverance through productive struggle, and the thoughtful and responsible use of technology. Students are encouraged to explore multiple problem-solving strategies, reflect on their choices, and develop confidence, curiosity, and a positive mathematical identity that supports college, career, and civic readiness.

ALGEBRA I**College Prep / Accelerated College Prep / Honors****5 per cycle – 5 credits****9th Grade**

Algebra I provides students with a strong foundation in algebraic reasoning and problem solving through the study of equations and inequalities, linear functions, systems of equations, quadratic relationships, exponents, polynomials, radicals, and introductory statistics. Students develop fluency in solving equations, interpreting graphs, and modeling relationships using tables, equations, and multiple representations, with an emphasis on understanding mathematical structure, making sense of problems, and applying algebraic concepts to real-world contexts. Across all levels, students engage with the same core units of study, while instruction varies in pace, depth, and complexity to meet student needs. Algebra I provides a solid foundation for subsequent studies in Geometry and Algebra II.

GEOMETRY**College Prep / Accelerated College Prep / Honors****Prerequisite: Algebra 1****5 per cycle – 5 credits****9th and 10th Grade**

Geometry provides students with a comprehensive foundation in plane and solid geometry through the study of geometric relationships, transformations, congruence and similarity, right triangle trigonometry, and measurement. Students develop geometric reasoning by using postulates, theorems, definitions, and deductive logic to analyze figures, construct arguments, and solve problems involving lines, angles, polygons, circles, area, surface area, and volume. Emphasis is placed on understanding mathematical structure, visualizing relationships, and applying geometric concepts to real-world and mathematical contexts. Across all levels, students engage with the same core units of study while instruction varies in pace, depth, and complexity. Geometry integrates essential Algebra I skills and provides a strong foundation for subsequent studies in Algebra II and higher-level mathematics.

ALGEBRA II**College Prep / Accelerated College Prep / Honors****Prerequisites: Algebra 1 and Geometry****5 per cycle – 5 credits****10th and 11th Grade**

Algebra II builds upon foundational Algebra I skills while extending and deepening students' understanding of algebraic reasoning, functions, and mathematical modeling. Students study linear, quadratic, exponential, radical, polynomial, and rational functions; systems of equations and inequalities; complex numbers; statistics; and probability. Emphasis is placed on analyzing functions across multiple representations, solving increasingly complex equations, and applying algebraic concepts to real-world and mathematical contexts. Across all levels, students engage with the same core units of study, while instruction varies in pace, depth, and complexity. Honors courses further extend learning through additional topics such as systems of equations in three variables, matrices, and advanced probability. Algebra II prepares students for success in Precalculus and other advanced mathematics courses.

PRECALCULUS

College Prep / Accelerated College Prep / Honors

Prerequisite: Algebra 2

5 per cycle – 5 credits

11th Grade and 12th Grade

Precalculus is designed to strengthen students' understanding of functions and mathematical modeling, providing a solid foundation whether or not students pursue Calculus. Students study exponential and logarithmic functions, trigonometric functions and applications, triangle trigonometry, conic sections, sequences and series, and introductory limits. Emphasis is placed on analyzing functions using algebraic, graphical, and numerical representations, modeling real-world situations, and making connections across mathematical concepts. Across all levels, students engage with the same core units of study, while instruction varies in pace, depth, and complexity. Honors courses extend learning through deeper analysis of functions, advanced trigonometric reasoning, and limits that lead directly to introductory calculus topics. Precalculus prepares students for Calculus, AP mathematics courses, and other advanced studies.

CALCULUS

Accelerated College Preparatory

Prerequisite: ACP or Honors Precalculus or Teacher Recommendation

5 per cycle – 5 credits

12th Grade

Accelerated College Prep (ACP) Calculus is designed for students seeking a rigorous, foundational calculus experience that does not follow the AP curriculum. Building on prior knowledge, students develop an understanding of limits, continuity, derivatives, and integrals, and apply both differential and integral calculus to algebraic, exponential, logarithmic, and trigonometric functions. Emphasis is placed on conceptual understanding, problem solving, and real-world applications through the study of differentiation, applications of derivatives, and introductory integration, including accumulation and area. ACP Calculus provides a strong foundation for future college-level mathematics and STEM-related coursework and supports students who may continue their study of calculus beyond high school.

PROBABILITY & STATISTICS

College Prep / Accelerated College Prep

Prerequisite: Algebra 2 (Accelerated College Prep) or Teacher Recommendation

5 per cycle – 5 credits

12th Grade

Probability & Statistics is designed for students seeking a practical and engaging introduction to statistical reasoning and data analysis. Students study data collection and classification, experimental design, frequency distributions and graphical representations, measures of central tendency and variation, and foundational concepts of probability, including conditional probability, the multiplication rule, and counting principles. Emphasis is placed on interpreting data, recognizing patterns and variability, and applying statistical reasoning to real-world situations and everyday decision-making. This course focuses on building statistical literacy and applied problem-solving skills and does not require the depth, pace, or exam preparation of AP Statistics, making it well suited for students pursuing a broad range of academic and career pathways.

AP STATISTICS**Prerequisite: Algebra 2 (Accelerated College Prep or Honors)
or Teacher Recommendation****5 per cycle – 5 credits
11th grade and 12th Grade**

AP Statistics is a rigorous, college-level course designed for students seeking an in-depth study of statistical reasoning and data analysis. Comparable to an introductory college statistics course, it emphasizes analytical thinking, formal statistical inference, and clear communication of results. Students study data collection and classification, experimental design, frequency distributions and graphical representations, measures of central tendency and variation, probability concepts including conditional probability, probability distributions, normal distributions, linear regression, confidence intervals, and hypothesis testing. Students must have completed Precalculus or take AP Statistics concurrently with Precalculus.

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

AP CALCULUS AB**Prerequisite: ACP or Honors Precalculus and Teacher Recommendation****5 per cycle – 5 credits
12th Grade**

AP Calculus AB is intended for students who have demonstrated proficiency in college-preparatory mathematics and are ready for a rigorous, college-level course. The curriculum follows the College Board syllabus and includes a thorough study of limits, continuity, differential calculus, and integral calculus. Students develop an intuitive understanding of calculus concepts through multiple representations and applications, with an emphasis on problem solving and real-world contexts. Students gain extensive experience with calculus methods and applications, while formal proofs are deferred to a later course.

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

AP CALCULUS BC**Prerequisite: Precalculus (Honors) and Teacher Recommendation****5 per cycle – 5 credits
12th Grade**

AP Calculus BC is intended for students who have demonstrated above-average proficiency in college-preparatory mathematics and are ready for an accelerated, college-level course. The curriculum follows the College Board syllabus for AP Calculus BC and includes a comprehensive treatment of differential and integral calculus. In addition to all topics covered in AP Calculus AB, students study advanced concepts such as parametric, polar, and vector-valued functions; Euler's method; L'Hôpital's rule; integration by parts; improper integrals; and polynomial approximations and series. This course emphasizes depth, pace, and advanced applications of calculus concepts.

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

MULTIVARIABLE CALCULUS AND APPLIED MATH**5 per cycle – 5 credits****Honors****12th Grade****Prerequisite: Teacher Recommendation and completion of AP Calculus BC
or taking AP Calculus BC concurrently**

Multivariable Calculus and Applied Math is a full-year, honors-level mathematics course designed for students who have completed AP Calculus BC or are taking it concurrently and wish to pursue advanced mathematics beyond the traditional high school curriculum. The course begins with a focused study of linear algebra, including matrices, systems, and applications, before transitioning to an in-depth exploration of multivariable calculus (commonly referred to as Calculus III at the college level). Students study vectors in two- and three-dimensional space, functions of several variables, partial derivatives, multiple integrals, and vector analysis, with an emphasis on real-world and scientific applications. This course is fast-paced and conceptually demanding and is intended for students with a strong passion for mathematics and STEM-related fields.

CONCEPTUAL MATH**5 per cycle – 5 credits****College Prep****12th grade****Prerequisite: Teacher Recommendation**

Conceptual Math is a fourth-year mathematics course designed to strengthen foundational skills while emphasizing practical application and real-world problem solving. Students use mathematical models to analyze, clarify, and solve authentic problems, building confidence and fluency while becoming proficient with essential mathematical tools and technologies such as spreadsheets, online calculators, and digital presentation platforms. Instruction incorporates a variety of methods, including direct instruction, computer-based learning, hands-on activities, and project-based assessments. During the first three terms, students focus on personal finance concepts - building on the Grade 11 Financial Literacy course - and related mathematical skills. The final portion of the course explores applied topics such as trigonometry, cyclic functions, and other supplementary concepts tailored to student interests, preparing learners for real-world mathematical challenges and postsecondary pathways.

FINANCIAL LITERACY**5 per cycle – 1.25 credits****Unleveled - Term Course****11th Grade**

Financial Literacy, a graduation requirement, equips students with essential money management skills needed for informed decision-making and long-term financial well-being. Students study budgeting, saving, banking, credit and debt management, taxes, investing, inflation, and consumer awareness, with an emphasis on building responsible financial habits. Instruction focuses on applying financial concepts to real-world situations, helping students understand income, expenses, credit, and long-term financial planning. The course utilizes a variety of instructional approaches and assessments, including direct instruction, computer-based learning, hands-on activities, and project-based experiences, to foster a comprehensive and practical understanding of personal finance.

PERFORMING ARTS DEPARTMENT

MUSIC:

Chorus	Drum Lab
Concert Band	Guitar Lab
Wind Ensemble	Piano Lab
Orchestra	

DRAMA:

Drama I
Drama II
Technical Theatre

The Performing Arts Department provides performing and creative experiences in music and theater 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 extracurricular 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.

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.

CHORUS**College Prep / Accelerated College Prep / Honors****5 per cycle – 5 credits
9th Grade – 12th Grade**

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.

CONCERT BAND**College Prep / Accelerated College Prep / Honors****5 per cycle – 5 credits
9th Grade – 12th Grade**

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 from 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.

WIND ENSEMBLE**Honors****Prerequisite: Concert Band and Audition****5 per cycle – 5 credits
10th Grade – 12th Grade**

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. May be repeated for credit.

ORCHESTRA**College Prep / Accelerated College Prep / Honors****5 per cycle – 5 credits
9th Grade – 12th Grade**

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

DRUM LAB**College Prep/ Accelerated College Prep/ Honors****5 per cycle - 5 credits
9th grade - 12th grade**

Experience the power of rhythm and community in this hands-on performance course. Based on the acclaimed curriculum by Will Schmid, students will explore the vibrant musical traditions of West Africa, the Caribbean, and Latin America. Students will learn to play djembes, tubanos, ashikos, and various percussion instruments through a traditional "listen and play" approach. Beyond music, this course emphasizes the "Ensemble of Life" skills: teamwork, respect, and focused listening. No prior musical experience is necessary—only a willingness to participate and explore the possibilities.

GUITAR LAB**College Prep / Accelerated College Prep / Honors****5 per cycle – 5 credits
9th Grade – 12th Grade**

Guitar Class will teach students how to play the guitar as well as the basics of musical notation, chord reading, and tablature. Students will learn to play scales, arpeggios, basic chord progressions, and simple pieces. Listening to "the guitar masters" of many different styles and eras will also be a focus of the class. Students will work independently during class on school acoustic guitars (unless they opt to bring their own instrument) and will also listen to each other play. Students will learn to play both alone and in ensembles with other students.

PIANO LAB**College Prep / Accelerated College Prep / Honors****5 per cycle – 5 credits
9th Grade – 12th Grade**

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 additional playing exams.

DRAMA I/II
Honors

5 per cycle – 2.5 credits
9th Grade – 12th Grade
Semester Course

Lights up! Do you dream of commanding the stage, captivating an audience, or simply finding your voice? Then step into the exhilarating world of Drama! This isn't just your average class – it's a dynamic, hands-on exploration of the art of performance. Get ready to ditch the desk and dive into a whirlwind of theatrical techniques:

- **Character Creation:** Transform into a whole new person! Learn the secrets of building believable characters, exploring their motivations, and bringing them to life.
- **Scene Study:** Tackle captivating scenes from a variety of plays, explore subtext, and collaborate with classmates to create compelling performances.
- **Stage Presence:** Master the art of movement, voice projection, and stage direction. Learn how to command attention and connect with your audience.
- **Performance Opportunities:** Showcase your talents! Throughout the semester, you'll have multiple chances to perform for your classmates and potentially even a wider audience.

Drama class isn't just about scripts and lines. It's about building confidence, developing communication skills, fostering teamwork, and unleashing your creativity. Whether you're a seasoned performer or a complete beginner, this class will empower you to express yourself, think critically, and discover the magic of theatre. This course may be repeated to dive deeper into the content.

TECHNICAL THEATER
Honors

5 per cycle – 5 credits
11th Grade – 12th Grade

Technical Theater is a hands-on, practical exploration and execution of the non-acting elements of Theater. Focused primarily on scenic construction and painting, students will create sets for the major productions at Westwood High School. These shows may include, but are not limited to: The Fall Play, The HS Musical, The Spring Play. Students will provide technical support for the concerts performed by the Westwood High School music ensembles. Additionally, students will develop safe shop practices, and come away with a set of building skills useful not only in the theater, but throughout their lives.

ROOTS



PROGRAM OVERVIEW:

The Westwood Roots program equips students with the knowledge and skills to form stronger relationships with themselves and with others. Students and families opt-in to this course and students are led in community building exercises that develop authentic connections through team building games and energizers. Once the community is established, participants then create space for learning about themselves, each other, and our community. Roots Circle (commonly referred to just as “Circle”) is the vehicle through which students share their learning, provide and receive feedback, and express gratitude to others.

Curriculum

There are three program phases. Each phase must be completed in sequential order, and all work for each phase must be completed before moving to the next. It typically takes one full school year to complete each phase.

Participants complete the curriculum through individual workbooks provided for all participants. Students handwrite their thoughts, responses, and reflections, and may not use a digital copy. All accommodations students receive in their academic classes are honored in Roots.

Once a student completes all four phases of the program, they can be trained to co-facilitate class with WHS staff as a means of remaining active within the Roots community.

9th GRADE ROOTS

Honors

By Application Only

1 per cycle – 1.25 credits

9th Grade

Participants in Westwood Roots intentionally develop personal values, build trust with other members of the Circle, and foster a greater sense of belonging within our school community. Within Circle, participants share successes and setbacks, commit to goals and action steps, receive and provide feedback with thoughtful intent, and express gratitude and celebration for themselves and others. Roots participants aim to be more grounded, more authentic, more confident, and more prepared to embrace the world with resilience, curiosity, and courage. The course meets once per cycle, during S-block. While there is required outside coursework, it should be no more than 30 minutes total per 7-day cycle. Students who participate in Roots will be locked into one (1) Circle day during S-block, allowing for 5-6 remaining “typical” S-blocks during the 7-day cycle. Engaging in the Roots Curriculum during non-Circle blocks is allowed and encouraged. Grading in the class is pass/fail: if students come to Circle, actively participate and engage, they will succeed. Specifically, a student must:

Specifically, a student must:

- Remain in Roots for the duration of the semester
- Complete one phase of the curriculum in a school year
- Be absent (unexcused) for no more than 6 Circles throughout the year

Sample 9th-Grade Roots Schedule

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Traditional S-block	Lab	Traditional S-block	Traditional S-block	Traditional S-block	Circle Day	Traditional S-block

10th - 12th GRADE ROOTS

Honors

By Application Only

**1 per cycle – 1.25 credits
10th, 11th, and 12th Grade**

Participants in Westwood Roots intentionally develop personal values, build trust with other members of the Circle, and foster a greater sense of belonging within our school community. Within Circle, students and staff share successes and setbacks, commit to goals and action steps, receive and provide feedback with thoughtful intent, and express gratitude and celebration for ourselves and others. Roots participants aim to be more grounded, more authentic, more confident, and more prepared to embrace the world with resilience, curiosity, and courage. The course meets once per cycle, during S-block. While there is required outside coursework, it should be no more than 30 minutes total per 7-day cycle. Students who participate in Roots will be locked into one (1) Circle day during S-block, allowing for 5-6 remaining “typical” S-blocks during the 7-day cycle. Engaging in the Roots Curriculum during non-Circle blocks is allowed and encouraged. Grading in the class is pass/fail: if students come to Circle, actively participate and engage, they will succeed. Specifically, a student must:

- Remain in Roots for the duration of the semester
- Complete one phase of the curriculum in a school year
- Be absent (unexcused) for no more than 6 Circles throughout the year

Sample Student S-Block Schedule

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Traditional S-block	Lab	Traditional S-block	Traditional S-block	Traditional S-block	Circle Day	Traditional S-block

SCIENCE DEPARTMENT

Biology
AP Biology
Chemistry
AP Chemistry
Physics
AP Physics 1
AP Physics 2
Engineering Design
Computer Science Principles

AP Computer Science Principles
Computer Science A
AP Computer Science A
Anatomy and Physiology
Astronomy
Food Science
Marine Biology

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. Please carefully review the prerequisites for advanced science courses such as AP Biology, AP Chemistry, and AP Physics 1 and 2, as they are especially important for success in those courses.

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

BIOLOGY**Survey / College Prep / Accelerated College Prep / Honors****6 per cycle – 6 credits****9th Grade**

This course introduces students to the major areas of biology, emphasizing scientific inquiry through laboratory investigations, modeling of concepts, and class discussions. The curriculum includes a general introduction to biology and basic chemistry, animal and plant structures and their functions, human anatomy and physiology, genetics, evolution, biodiversity, and ecology. Honors Biology offers an advanced approach focusing on molecular and chemical details. Honors biology moves at a more rapid pace and requires additional independent work. Engagement in inquiry class work and laboratory experimentation is expected across all levels to develop and reinforce important biological concepts.

AP BIOLOGY**Prerequisite: Biology 1 and Chemistry 1 and Teacher Recommendation****7 per cycle – 6 credits****12th Grade**

AP Biology is for students seeking a rigorous, lab-intensive, second-year biology course. It is intended to be a college-level course, and students receiving a passing grade on the AP Biology Exam may receive college credit in Biology. AP Biology will challenge critical-thinking skills by expanding knowledge of the molecular mechanisms involved in cell energy, cell structure, cell division, genetics, evolution and ecology as well as introducing new topics such as cell signaling and connections to the endocrine, nervous, and immune systems. The most current developments in the field of biology and their impact on the future of medicine, genetics, and the environment are covered through class discussion and primary scientific readings. There is a heavy focus on experimental design, with emphasis on real-world communication of data through lab meetings and posters. Students should have strong skills in independent learning and time management, and intellectual curiosity to understand what is occurring in their bodies, the natural world, and the complex interplay between the two.

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

CHEMISTRY**College Prep / Accelerated College Prep / Honors****6 per cycle – 6 credits****10th Grade**

This course introduces students to foundational chemical principles, suitable for those planning to pursue college studies. Through laboratory experiments, active modeling instruction, and class discussions, students construct an understanding of key topics such as the modern atomic and kinetic theories, properties of elements and compounds, states of matter, and chemical reactions. The curriculum covers a broad range of topics including gasses, the mole concept, atomic structure, chemical bonding, principles of chemical reactions, molecular structure, acids and bases, and the applications of chemistry in everyday life. Honors Chemistry provides a deeper exploration of these topics with a focus on descriptive chemistry and expects substantial independent work.

AP CHEMISTRY**Prerequisite (Grade 10):****Enrollment is by Department Chair Recommendation only for sophomores****Prerequisite (Grades 11-12): B or better in Honors Chemistry and Teacher Recommendation****7 per cycle – 6 credits****10th Grade - 12th Grade**

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. Juniors or seniors may take the course after having taken honors or advanced college prep chemistry along with a teacher recommendation and science department chair's permission. After quantitative and qualitative analysis of progress within the curriculum and social-emotional wellbeing, sophomores are not permitted to override into this course.

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

PHYSICS**College Prep / Accelerated College Prep / Honors****6 per cycle – 6 credits****11th Grade**

This course is intended for the student seeking a rigorous first-year course in Physics. This course will provide a study of the basic principles of Newtonian mechanics, with additional studies in electromagnetism, mechanical waves, and electromagnetic waves. Demands for algebra and trigonometry skills increase by level. Students will be encouraged to explore their natural curiosity about the physical world, ready to tackle challenges and take risks as they apply physics to real-life scenarios.

AP PHYSICS 1**Prerequisite: Teacher Recommendation****7 per cycle – 6 credits****11th Grade or 12th Grade**

This course is intended for a student seeking a rigorous laboratory based 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 dynamics, conservation laws, simple harmonic motion, and fluid dynamics. The course emphasizes the development of lab skills and problem-solving abilities. 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 studies are 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

7 per cycle – 6 credits

Prerequisite: B- or better in AP Physics 1

12th Grade

Or A- or better in Honors Physics and Teacher Recommendation

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, electrostatics, DC and RC circuits, magnetism, optics, waves, sound, light, and modern physics, with emphasis on the development of problem-solving abilities. 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

5 per cycle – 5 credits

Accelerated College Prep / Honors

12th Grade

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 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 the social and political consequences of technological changes.

COMPUTER SCIENCE PRINCIPLES

6 per cycle – 6 credits

Accelerated College Prep

11th Grade

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. This course provides a foundation for students hoping to study computer science in college; for others, it provides the basic tools and knowledge to be a more effective and understanding user of computers. **Meets concurrently with AP Computer Science Principles.**

AP COMPUTER SCIENCE PRINCIPLES
Prerequisite: Teacher Recommendation

6 per cycle – 6 credits
11th Grade

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. This course provides a foundation for students hoping to study computer science in college; for others, it provides the basic tools and knowledge to be a more effective and understanding user of computers. **Meets concurrently with Computer Science Principles.**

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

COMPUTER SCIENCE A
Accelerated College Prep

6 per cycle – 6 credits
12th Grade

This is a course in computer programming based on the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronic Engineers Computer Society (IEEE-CS) curricula. It includes reading, modifying, designing and implementing computer programs in the Java language, studying commonly used algorithms and data structures, and examination of the social and ethical implications of computer usage. **Meets concurrently with AP Computer Science A.**

AP COMPUTER SCIENCE A
Prerequisite: Teacher Recommendation

6 per cycle – 6 credits
12th Grade

This is a course in computer programming based on the Association for Computing Machinery (ACM) and the 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 commonly used algorithms and data structures, and examination of the social and ethical implications of computer usage. **Meets concurrently with Computer Science A.**

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

ANATOMY & PHYSIOLOGY
College Prep / Accelerated College Prep / Honors

5 per cycle – 5 credits
11th Grade or 12 Grade

Students will explore the structure and function of major human body systems with discussion of development and evolution. Explorations will range from homeostasis of the entire human body down to the molecular level. Students will consider many of the body systems, which may include the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. The course includes several dissections such as a sheep brain, a pig heart, cat, and others. The course may include a field trip to a local university's cadaver lab.

ASTRONOMY**College Prep / Accelerated College Prep / Honors****5 per cycle – 5 credits
11th Grade or 12th Grade**

This broad introduction to astronomy explores the motion of the Earth, Moon, and Sun, the methods and tools astronomers use to study stars, the geology of planets and moons in the solar system, the formation and composition of the solar system, the classification, formation, and life cycle of stars, galaxies, and large scale cosmology. The majority of the class is descriptive in nature and focuses on conceptual understanding, though some basic mathematics will be utilized. Students taking the course for honors credit will be required to study supplemental topics independently and complete additional projects within and outside of class.

FOOD SCIENCE**College Prep / Accelerated College Prep / Honors****Enrollment is by Department Chair Recommendation only for sophomores****5 per cycle – 5 credit
10th - 12th grade**

Food science is a year-long course that explores the science behind attaining perfect flavors and textures in your favorite foods. Students will learn why certain recipes and techniques work while increasing their understanding of both macroscopic and microscopic chemical transformations of food. In addition, students will apply their previous knowledge of biology and chemistry, as well as the scientific method, to perform food-based experiments to hone their skills as both a scientist and a chef. Inspired by influential “science-minded” chefs such as J. Kenji Lopez-Alt and Alton Brown, this course is appropriate for food-enthusiasts of all levels who want a better understanding of food preparation in order to achieve the best tasting food possible. Honors students will be expected to explain chemical transformations of food at the molecular level and the energy changes that accompany them.

MARINE BIOLOGY**College Prep / Accelerated College Prep / Honors****Prerequisite: Successful completion of Biology****5 per cycle – 5 credit
11th Grade or 12th Grade**

Students in this course will learn about evolution through the perspective of marine organisms from the simplest sponges through sharks and marine mammals. The course will heavily utilize dissections and model organisms to investigate evolutionary adaptations. The course will connect evolutionary biology to chemistry, physics, climate sciences, and conservation. Topics will include investigation into adaptations in sharks that allow them to move between fresh and saltwater, how body shape impacts the speed of swimming, the natural selection of coral species that can survive ocean acidification and warming, and how marine refugees impact the evolution of organisms.

SOCIAL STUDIES DEPARTMENT

US History I

US History II

AP US History

Modern World History

AP Modern World History

AP Psychology

AP European History

AP US Government & Politics

AP Microeconomics

AP Macroeconomics

Civic Action

Asian American History (Semester)

Crime in America (Semester)

Child Psychology (Semester)

Social Psychology (Semester)

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 and the social sciences 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.

US HISTORY I
College Prep / Accelerated College Prep / Honors

5 per cycle – 5 credit
9th Grade

This course, designed for freshman students, involves rigorous and in depth investigation into major developments, problems and trends affecting the history of North America from the time of European colonization through the end of the American Civil War and Reconstruction in the late 19th century. The course is designed to assist students in developing the active reading and research skills to examine major developments in American society. In this course, students develop their capacities to initiate and conduct historical inquiries and reach conclusions about the United States that are supported by authoritative sources and sound reasoning.

US HISTORY II
College Prep / Accelerated College Prep
Prerequisite: US History I

5 per cycle – 5 credit
10th Grade

This course, designed for sophomore students, involves rigorous and in depth investigation into major developments, problems and trends affecting the history of the United States from Reconstruction to the present. The course is designed to assist students in developing the active reading and research skills to examine major developments in American society. In this course, students develop their capacities to initiate and conduct historical inquiries and reach conclusions about the United States that are supported by authoritative sources and sound reasoning.

AP US HISTORY
Prerequisite: US History I and Teacher Recommendation

5 per cycle – 5 credit
10th Grade

AP United States History is designed as a college-level course offered to qualified sophomores. The course consists of a rigorous, concentrated study of American History from the post-Reconstruction 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. *A student should have a grade of A- or above in Grade 9 US History I Honors to be recommended for this course.*

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

MODERN WORLD HISTORY**College Prep / Accelerated College Prep****Prerequisite: US History I****5 per cycle – 5 credits****11th Grade**

Modern World History explores key developments and interactions in global history from approximately 1200 CE to the present. This course examines themes such as state-building, cultural exchange, trade networks, revolutions, industrialization, and globalization. Students will engage with primary and secondary sources to analyze historical patterns and connections, fostering critical thinking and historical reasoning skills. This course is designed to build on previous year's historical thinking skills and knowledge about U.S. history to consider America's place in the world.

AP MODERN WORLD HISTORY**Prerequisite: US History I & II and Teacher Recommendation****5 per cycle – 5 credit****11th Grade**

An advanced placement program designed to provide college level work to qualified sophomore or senior students, AP World History emphasizes the investigation. In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. *Students taking this course should have received a grade of B- or above in AP US History or a grade of A- or above in US History II.*

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

AP PSYCHOLOGY**Prerequisite: Teacher Recommendation****5 per cycle – 5 credits****12th grade**

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. The class may especially benefit those students with an interest in education, business, marketing, healthcare or neuroscience.

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

AP EUROPEAN HISTORY**Prerequisite: Teacher Recommendation****5 per cycle – 5 credits****12th Grade**

Dive into the rich tapestry of European history through a lens that prioritizes inclusivity and explores the diverse experiences of people across different genders, races, and social classes. This Advanced Placement European History course spans the modern era, 1450 to the present. The study of this time period pushes students beyond traditional narratives, shedding light on the often-overlooked contributions and challenges faced by individuals who have shaped the development of the world we live in today. *A student must have satisfactorily completed Grades 9 & 10 US History I & II, as well as Grade 11 Modern World History to enroll in this course.*

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

AP US GOVERNMENT AND POLITICS**Prerequisite: Teacher Recommendation****5 per cycle – 5 credits****11th or 12th Grade**

AP United States Government and Politics provides juniors and 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 their 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. *Students should have a minimum grade of B- or above an AP history course or A- or above in Mixed College Prep.*

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

AP MACROECONOMICS (Offered SY 2026- 2027)

5 per cycle - 5 credits

Prerequisite: Teacher Recommendation

11th - 12th grade

Students in this class will explore the principles of Macroeconomics that apply to the economic system as a whole, including measures of performance, theory, policies, and international economics. Students will use graphs, charts and data to analyze, describe and explain economic concepts. Successful students in this course must have strong quantitative reasoning skills including high proficiency at reading and creating linear graphs; independently solving single variable algebraic equations; calculating area of objects, and other basic mathematical concepts. Students in this class would also have the opportunity to explore the relevance of macroeconomic principles in today's financial and business world, as well as engage in collaborative activities to demonstrate their learning. *This course is offered every other year. This course does not supplant any required Mathematics or History courses.*

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

AP MICROECONOMICS (Not Offered SY 2026- 2027)

5 per cycle - 5 credits

Prerequisite: Teacher Recommendation

11th - 12th grade

Students in this class will explore the principles of Microeconomics that apply to the functions of individual decision makers, including cost-benefit analyses, the interaction of consumers and producers and the impact of government. Successful students in this course must have strong quantitative reasoning skills including high proficiency at reading and creating linear graphs; independently solving single variable algebraic equations; calculating area of objects, and other basic mathematical concepts. Students in this class would also have the opportunity to explore the relevance of microeconomic principles in today's financial and business world, as well as engage in collaborative activities to demonstrate their learning. *This course is offered every other year. This course does not supplant any required Mathematics or History courses.*

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

CIVIC ACTION

5 per cycle – 2.5 credits

Unleveled - Term Course

12th Grade

Civic Action, a graduation requirement, is designed for students to work individually or in groups to identify areas of interest in their community, reach out to stakeholders, and consider paths of involvement. In support of becoming more fully engaged citizens of their community, students will learn how to effectively structure, present, and execute projects tied directly to the evolution of their specific ideas.

ASIAN AMERICAN HISTORY

5 per cycle-2.5 credits

College Prep/Accelerated College Prep/Honors

11th or 12th Grade

Semester Course

The course will explore the history of Asian Americans from the early 1400s through modern day. Students will focus on historical texts, contributions, experiences, key figures, primary documents, and movements in Asian American history. Asian culture and its impact on America today will also be featured and explored to assess the lasting contributions and influence on America now. ***This course does not supplant any required History course.***

CRIME IN AMERICA**College Prep / Accelerated College Prep / Honors****5 per cycle – 2.5 credits
11th Grade or 12th Grade
Semester Course**

Students will examine the current state of the American criminal justice and court system. Topics include rights and duties of citizens, elements and motives of crimes, and criminal law. The class will explore current legal topics within the Criminal Justice System, such as policing, mass incarceration, interrogation methods, and sentencing procedures. Students can expect to complete regular readings as well as individual and group projects, including the final project on a Popular Crime of their choice.

CHILD PSYCHOLOGY**College Prep / Accelerated College Prep / Honors****5 per cycle – 2.5 credits
11th Grade or 12th Grade
Semester Course**

Child Psychology explores the physical, cognitive, emotional, and social development of children from birth through early adolescence. Students will examine key psychological theories, stages of development, and factors influencing growth, with an emphasis on how children learn, interact, and form relationships. A genuine interest in professions that work with children is the only prerequisite for this course. Some opportunities to observe and engage with preschool and early elementary-aged children may be provided, allowing students to connect theoretical concepts to real-world behaviors and environments.

SOCIAL PSYCHOLOGY**College Prep/ Accelerated College Prep/ Honors****5 per cycle - 2.5 credit
11th grade or 12th grade
Semester Course**

Social Psychology is a semester-long exploration of topics within the field of human interaction. Through discussion, lecture, and activities, this course examines the science of how one individual's behavior is shaped by others around them. Course topics include: stereotyping and prejudice, attraction, obedience, conformity, persuasion, group dynamics, sports psychology, and positive psychology amongst others. Students will regularly engage

SPECIAL EDUCATION

Learning Support

Learning Center

Specialized Programs

Bridge Program

Communication Connections Program

Extended Learning Center Program

Flex Program

Transition Program

Westwood ABA Program

Specialized Courses

Survey of Math I, II, III, IV

Functional Math

English Language Arts Workshop I, II, III, IV

US History Workshop I, II, III, IV

World History Workshop I, II, III, IV

Science Workshop I, II, III, IV

Survey of Wellness I, II, III, IV

Wellness Workshop

Specialized Electives

Woodworking

Inclusive Culinary Arts

Placement in special education courses is determined by the Team.

LEARNING SUPPORT

LEARNING CENTER **College Preparatory**

5 per cycle – 5 credits
9th Grade – 12th Grade

Students enrolled in Learning Center receive supplementary instruction and reinforcement of learning strategies in a small group as part of 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. 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. The IEP also outlines the specific goals and objectives each student is expected to work on during Learning Center periods. In some instances, students may be enrolled in more than 7 periods per cycle. This course can be repeated for credit.

SPECIALIZED LEARNING CENTER COURSES

In these courses, students with complex learning needs are provided, 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 a special education teacher, therapists, and instructional assistants/ABA tutors.

MATH WORKSHOP I, II, III, IV **Workshop**

5 per cycle – 5 credits
9th Grade – 12th Grade

In this course students receive specialized instruction in the essential strands of Algebra and Geometry, studying both the operations and functional application of the subject. Students also practice test taking strategies as they prepare for the 10th grade math MCAS.

FUNCTIONAL MATH **Workshop**

5 per cycle – 5 credits
9th Grade – 12th Grade

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.

ENGLISH WORKSHOP I, II, III, IV **Workshop**

5 per cycle – 5 credits
9th Grade – 12th Grade

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.

US HISTORY WORKSHOP I, II, III, IV
Workshop

5 per cycle-credits
9th Grade- 12th Grade

In this course, students receive instruction at a slower pace in the essential areas of American History. Students will learn about the major historical events, developments and trends affecting the history of North America from the time of the Columbian exchange and European colonization through the end of the American Civil War and Reconstruction in the late 19th century. The course is designed to assist students in developing the active reading comprehension and research skills to examine major developments in American society. In this course, students develop skills necessary to analyze sources and make connections across historical periods. This course can be repeated for credit.

WORLD HISTORY WORKSHOP I, II, III, IV
Workshop

5 per cycle-credits
9th Grade - 12th Grade

In this course, students receive instruction at a slower pace in the essential areas of World History. Students will explore major global events, civilizations, and developments from early human societies through the modern era. Topics may include ancient river valley civilizations, classical cultures, the Middle Ages, global interactions, revolutions, industrialization, and significant 20th-century events. The course is designed to support students in building the active reading comprehension, vocabulary, and research skills needed to understand and investigate key developments across world civilizations. Students practice analyzing historical sources, identifying cause-and-effect relationships, and making connections across regions and time periods. Instruction emphasizes accessible learning strategies, skill reinforcement, and opportunities for students to demonstrate knowledge in a variety of ways. This course can be repeated for credit.

SCIENCE WORKSHOP I, II, III, IV
Workshop

5 per cycle – 5 credits
9th Grade – 12th Grade

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 modified topics such as: scientific method, genetics, botany, zoology, ecology, taxonomy, evolution, and microbiology. This course includes some lab opportunities. This course can be repeated for credit.

WELLNESS WORKSHOP I, II, III, IV
Workshop

5 per cycle – 5 credits
9th Grade – 12th Grade

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 exercising, walking and using community resources. This course can be repeated for credit.

SPECIALIZED ELECTIVES

WOODWORKING I

College Preparatory

5 per cycle – 5 credits

9th Grade – 12th Grade

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 may 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.

INCLUSIVE CULINARY ARTS

College Prep

5 per cycle- 2.5 credits

9th grade-12th grade

Semester Course

This hands-on culinary course brings together students with diverse learning profiles from both specialized programs and general education to collaborate in an inclusive learning environment while developing practical cooking skills, self-advocacy, and teamwork. Students learn essential cooking skills, food/kitchen safety, sanitation, food preparation, menu planning, nutrition, and teamwork. Through guided instruction and structured support, students prepare a variety of foods while learning safe and practical cooking techniques. Emphasis is placed on safety, teamwork, problem-solving, and responsibility. At the end of the semester, students will have created a class cookbook compiled all of the recipes made throughout the semester

VISUAL ARTS DEPARTMENT

Studio Art

Studio Art I
Studio Art II
Advanced Studio Art III

Ceramics and Sculpture

Ceramics & Sculpture I
Ceramics & Sculpture II
Advanced Ceramics & Sculpture III

Graphic Design

Graphic Design I
Graphic Design II
Advanced Graphic Design III

Video Production

Video Production I
Video Production II
Advanced Video Production III & IV

Semester Options

Digital Photography I
Digital Photography II

CREATE:

- Develop skills and fluency with diverse materials, tools, and processes.
- Take creative risks, experiment and explore multiple solutions
- Use imagination and critical thinking to solve meaningful problems.
- Generate original artworks that express personal and cultural perspectives.

RESPOND:

- Use art as a lens to question, interpret, and understand the world.
- Analyze and interpret one's own and other's artwork with integrity.
- Engage with authenticity in dialogue and critique to broaden understanding.
- Reflect on artistic choices, processes, and personal growth

CONNECT:

- Investigate how art shapes and reflects identity, culture, community, and history.
- Collaborate with peers and communities to share diverse perspectives through art.
- Link artmaking to personal experiences, other disciplines, and greater contexts.
- Use artistic inquiry to connect personal insights to global ideas.

COMMUNICATE:

- Express self, ideas, stories, and emotions visually.
- Use artistic voice to advocate for self and community.
- Build visual literacy to understand and create impactful messages.
Share artworks and thinking through exhibitions, presentations, and dialogue.

STUDIO ART I

College Prep / Accelerated College Prep / Honors

5 per cycle – 5 credits

9th Grade - 12th Grade

How can play and experimentation foster artistic growth?***How do contemporary artists develop their skills and ideas?***

This is a full year course that allows you to immerse yourself in drawing, painting, printmaking, collage and other mixed media. The course offers broad exposure to various artistic media and making practices. Semester 1 focuses on developing traditional painting and drawing skills from direct observation, while Semester 2 focuses on alternative ways to render imagery and develop voice, including figurative spray painting and narrative art. Students develop their artistic confidence and ability while learning about the principles of art and design and exploring different themes. Students also deepen their understanding of contemporary art and practice by studying the works of many artists living and creating today.

STUDIO ART II

College Prep / Accelerated College Prep / Honors

Prerequisite: Studio Art I, or two semester-long art courses

5 per cycle – 5 credits

10th Grade - 12th Grade

How do you use color successfully?***What do you need to know to take creative risks?***

This is a full-year course that builds off of methods for drawing, painting, collage, and mixed media while challenging students to further develop their skills for creating expressive art. Through artistic risk-taking, experimentation, and play, students will use the elements of art and principles of design to generate and create work that communicates ideas and develops a personal voice. Projects include a mix of working from observation and the imagination to create original and intentional work that has a personal voice. Throughout the year, students will also learn about contemporary art and current art practices to expand their understanding of artistic processes and apply strategies to their work.

ADVANCED STUDIO ART III

Prerequisite: Studio Art II

Honors

5 per cycle – 5 credits

11th - 12th grade

Are you ready to take your art to the next level alongside other creative, motivated students?

In Advanced Studio Art, you will deepen your artistic practice and elevate your work by strengthening connections between concepts and visual form. Integral to the course is critical analysis of your own work and that of others, both in and beyond the classroom. You'll begin the year with instructor-guided projects that help you build technique, sharpen intentionality, experiment in approach, and push your ideas further. As you gain confidence and clarity, you'll shift into more independent work—designing your own projects and investigating the themes, materials, or questions that matter most to you. The year ends with a student-driven exploration that results in a cohesive series of related artworks. Throughout the year, you will showcase your best thinking and making by crafting a portfolio and public exhibition of work. If you're passionate about art and eager to grow within a supportive, creative community, this course will give you the space and structure to make your best work yet.

CERAMICS AND SCULPTURE I

College Prep / Accelerated College Prep / Honors

7 per cycle – 5 credits

9th Grade - 12th Grade

***What is the relationship between ideas and forms in sculpture?
How does experimentation foster artistic growth?***

This introductory course explores the basic methods of working in sculpture with a focus on clay as a sculptural medium. Students understand and appreciate the transformative nature of clay from a plastic to rigid state. They learn techniques including pinching, slab forming, coil building, carving, and press forming to create freestanding and relief forms. Students also learn to think and design in other sculptural materials, including paper and reed. Students will learn how to problem-solve and think critically about creative processes through ideation strategies and experimentation. Students will also connect with other artists across time, place and medium through the visual analysis of historical and contemporary art.

CERAMICS & SCULPTURE II

College Prep / Accelerated College Prep / Honors

Prerequisite: Ceramics & Sculpture I

5 per cycle – 5 credits

10th Grade - 12th Grade

***How can we use larger themes to generate good ideas?
Can we make meaningful connections to art across time, place and medium?***

This course builds upon experience gained in Intro to Ceramics and Sculpture and further investigates the use of clay and other materials as sculptural media. In this more advanced course, students explore ceramics and sculpture thematically, according to the following four themes: the natural world, the human body, knowledge and belief and individual and society. Students will explore these questions as they deepen their understanding of how to problem-solve in sculptural materials. They will use these themes as a catalyst to discover meaningful connections between their forms and ideas. In the final term of the year, students will engage in collaborative art-making, as a way to address a social, political or environmental idea through their work. Students will also learn to analyze art across time, place and medium, with a focus on both historical and contemporary art.

ADVANCED CERAMICS AND SCULPTURE III

Prerequisite: Ceramics & Sculpture II
Honors

5 per cycle – 5 credits

11th Grade - 12th Grade

Are you ready to take your art to the next level alongside other creative, motivated students?

In Advanced Ceramics & Sculpture, you will deepen your artistic practice and elevate your work by strengthening connections between concepts and visual form. Integral to the course is critical analysis of your own work and that of others, both in and beyond the classroom. You'll begin the year with instructor-guided projects that help you build technique, sharpen intentionality, experiment in approach, and push your ideas further. As you gain confidence and clarity, you'll shift into more independent work—designing your own projects and investigating the themes, materials, or questions that matter most to you. The year ends with a student-driven exploration that results in a cohesive series of related artworks. Throughout the year, you will showcase your best thinking and making by crafting a portfolio and public exhibition of work. If you're passionate about art and eager to grow within a supportive, creative community, this course will give you the space and structure to make your best work yet.

GRAPHIC DESIGN I

College Prep / Accelerated College Prep / Honors

5 per cycle – 5 credits

9th Grade - 12th Grade

What makes a design “work”? How do you generate original ideas?

Graphic design is visual communication. It combines type, image, and pure visual elements to do specific communication jobs. Examples of graphic design include posters, logos, and product packaging. In this course students learn: to create visually pleasing works by applying principles of design; to think creatively and generate ideas; and to skillfully communicate using visual language. Though students may use a range of media for their design work, for most projects we'll use the digital design tools Adobe Photoshop & Adobe Illustrator. Students will explore visual representation of ideas — literal, metaphorical, symbolic, abstract.

GRAPHIC DESIGN II

College Prep / Accelerated College Prep / Honors

Prerequisite: Graphic Design I

5 per cycle – 5 credits

10th Grade - 12th Grade

How do you hook and hold a viewer's attention? How do you develop strong concepts and ideas?

Looking good isn't easy. To make things look good in design, you need knowledge of design principles and practice employing them. Design is creative problem-solving in which form and function are interdependent. Graphic design conveys ideas through visual language. In this course students develop their abilities to think visually and think creatively to solve design challenges. Students 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 digital design tools to create their work. Projects include authentic design work for clients in the Westwood community. Graphic design II is an opportunity for students to make work towards their College admission portfolios – work that demonstrates formal skill & control, thoughtful decision-making, creativity, and investment of self.

ADVANCED GRAPHIC DESIGN III

Prerequisite: Graphic Design II

Honors

5 per cycle – 5 credits

11th Grade - 12th Grade

Are you ready to take your art to the next level alongside other creative, motivated students?

In Advanced Graphic Design III you will deepen your artistic practice and elevate your work by strengthening connections between concepts and visual form. Integral to the course is critical analysis of your own work and that of others, both in and beyond the classroom. You'll begin the year with instructor-guided projects that help you build technique, sharpen intentionality, experiment in approach, and push your ideas further. As you gain confidence and clarity, you'll shift into more independent work—designing your own projects and investigating the themes, materials, or questions that matter most to you. The year ends with a student-driven exploration that results in a cohesive series of related artworks. Throughout the year, you will showcase your best thinking and making by crafting a portfolio and public exhibition of work. If you're passionate about art and eager to grow within a supportive, creative community, this course will give you the space and structure to make your best work yet.

VIDEO PRODUCTION I

Honors

5 per cycle – 5 credits

9th Grade - 12th Grade

How do you create and edit moving images to communicate big ideas?

Video is created through a purposeful combination of images, video footage, text, audio and effects to communicate big ideas. In this hands on course you will learn to shoot footage and edit with professional tools (Premiere Pro and After Effects) to communicate in a variety of styles and purposes: creative, original narratives, music videos, documentaries, and persuasive videos are just a sample. Students develop and refine skills and techniques through a variety of projects which vary in complexity throughout the school year. Visual literacy skills are strengthened through critical analysis of student and professional works.

VIDEO PRODUCTION II

Prerequisite: Video Production 1

Honors

5 per cycle – 5 credits

10th Grade - 12th Grade

How do you hook an audience?

Video Production II builds upon the skills and content learned in Video Production 1. Through hands-on experience, students learn advanced camera and editing techniques. Students further their skills and knowledge of Visual Effects and Animation in After Effects and Procreate. Students produce sophisticated video projects, strengthening their communication and storytelling skills. Critical Thinking is emphasized; to question and evaluate the effectiveness and creativity of a visual message. Students are required to do one community service shoot throughout the school year. **Meets concurrently with Video Production III.**

ADVANCED VIDEO PRODUCTION III

Honors

Prerequisite: Video Production II or by permission of the instructor.

5 per cycle – 5 credits

11th Grade - 12th Grade

How do you develop personal voice through video?

In Video Production III students hone their personal voice, creativity and storytelling skills through video. Through hands-on experience, students further develop skills in filmmaking, cinematography, and video editing, while also learning to think critically about narrative, mood, and visual communication. This course emphasizes both the technical and artistic aspects of filmmaking, encouraging experimentation and the development of a personal creative vision. Students develop a concentration of films in an area of personal interest that results in a robust portfolio. **Meets concurrently with Video Production II.**

ADVANCED VIDEO PRODUCTION IV

5 per cycle - 5 credits

Prerequisite: Video Production III or by permission of the instructor.

12 Grade

Honors

How can film be used as a unique form of aesthetic expression to communicate a cohesive narrative and personal vision?

In Video Production IV, students will explore film as a unique form of creative and aesthetic expression by developing narrative films. Throughout the course, students will build on their prior knowledge of key areas of film production—such as, storytelling, cinematography, and editing—while making intentional creative choices that support story, theme, and personal voice. Students will write original screenplays and create essential pre-production materials. Emphasis is placed on planning, collaboration, revision, exploration, and reflection as students will complete narrative films from concept to final cut.

Meets concurrently with Video Production II & III.

DIGITAL PHOTOGRAPHY I

5 per cycle – 2.5 credits

College Prep / Accelerated College Prep / Honors

9th Grade - 12th Grade

Semester Course

*What is the difference between a snapshot and a photo?
What does the camera do and what does the photographer do?*

Photography is an artistic medium that has endless possibilities once the basics are mastered. In this semester-long (half-year) class, students will understand the three main settings of the d-SLR camera, and will observe light carefully to make and print images with thematic content. Photography is a studio art course where the majority of photographing takes place independently outside of class. Students will have assignments to take photographs each week, and will edit and print in class. Work will be critiqued in group discussion.

Students will study photography through the lens of descriptive review, analysis, and interpretation. Students may explore and develop their own point of view in photography, and understand how to make their images stronger. Successful completion of this course in addition to another semester-long visual arts course is a foundation for Studio Art II.

DIGITAL PHOTOGRAPHY II

5 per cycle - 2.5 credits

College Prep / Accelerated College Prep / Honors

9th Grade - 12th Grade

Prerequisite: Digital Photography 1 or Teacher Recommendation

Semester Course

How do we develop personal voice and point of view through photography?

Digital Photography 2 is a semester-long course that builds upon the content and skills learned in Digital Photography 1. In this course students will further develop voice and point of view through an exploration of thematic photographic work. Students will explore the power of digital collage, bookmaking and advanced techniques to deepen their artistic voice, perspective and expression. Students will develop a robust portfolio of work.

WELLNESS DEPARTMENT

Wellness I

Wellness II

Wellness III/IV: Indoor Team Sports

Wellness III/IV: Outdoor Team Sports

Wellness III/IV: Personal Fitness

Wellness III/IV: Racquet Sports

Wellness III/IV: Walking for Fitness

Wellness III/IV: Yoga

The Wellness Program's Philosophy:

The Wellness program aims to equip students with tools that will help them transition to adulthood as healthy individuals and contributors to their communities. By preparing students with knowledge, skills, and strategies, they will improve in the areas of decision making, goal setting, analyzing influences, communicating, accessing valid information, advocacy, and will learn to value movement as a critical factor in lifelong physical, emotional, and social well-being. The Wellness Program is based on the SHAPE National Health and Physical Education Standards. The Wellness Program provides a comprehensive approach by integrating skills-based instruction with physical activity experiences that reinforce wellness concepts and support overall well-being.

WELLNESS I

5 per cycle – 2.50 credits

9th Grade

Semester Course

Students alternate units between health education in the classroom and physical activities in the gymnasium facilities. The health skills included are Nutrition (macronutrients and micronutrients), Alcohol (health risks, binge drinking, and thoughtful decision-making), Tobacco, Vape, and Marijuana (health risks, peer influence and refusal skills), Healthy Relationships and Sexuality (reproductive system, STI and pregnancy risk-prevention, communication skills, and decision making), and Bullying (including 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 lifetime sports and fitness. Specific activities will be coordinated with the National Standards for Physical Education.

WELLNESS II

**5 per cycle – 2.50 credits
10th Grade
Semester Course**

Students alternate units 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), Use, Abuse, and Addiction (DUI risk-prevention skills and the influences of peers, cultural norms, and the media), Ethical Behavior, Healthy Relationships and Sexuality (LGBTQ Education, risk management regarding alcohol use and sexual behavior, consent, sexual harassment, dating violence, sexual assault, and communication skills), and Mental Health (positive behaviors, resilience, 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 lifetime sports and fitness. Specific activities will be coordinated with the National Standards for Physical Education.

Personal Fitness: Cardio Walking & Jogging Resistance Training Core Flexibility	Invasion Games: Soccer Flag Football Rugby Ultimate Frisbee Team Handball	Net Sports: Tennis Volleyball Speedminton	Cooperative Challenges and Games: Team Building Exercises Safe Risk Challenges Lateral Thinking Challenges	Lifetime Sports and Fitness: Group Cardio Circuit Training Yoga Golf
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WELLNESS III/IV: INDOOR TEAM SPORTS

**5 per cycle – 1.25 credits
11th and 12th Grade
Term Course**

Indoor Team Sports is a dynamic wellness class that focuses on developing teamwork, sportsmanship, and strategic thinking through a variety of team-based games. Students will participate in sports such as basketball, floor hockey, team handball, and volleyball while gaining a solid understanding of game rules, strategies, and techniques. Emphasis is placed on fostering cooperation, communication, and respect among teammates, making it an ideal setting to build both athletic and interpersonal skills. This course encourages active participation, promotes physical fitness, and cultivates a positive, inclusive environment for players of all skill levels. In addition to the physical element of this course, students will be expected to complete a series of self-reflections, assignments and a culminating project. Given the nature of this course, students will be expected to dress appropriately in order to fulfill the activities and requirements of the class. This course will run Terms 2 and 3 only.

WELLNESS III/IV: OUTDOOR TEAM SPORTS

**5 per cycle – 1.25 credits
11th and 12th Grade
Term Course**

Outdoor Team Sports is a dynamic wellness class that focuses on developing teamwork, sportsmanship, and strategic thinking through a variety of team-based games. Students will participate in sports such as ultimate frisbee, flag football, soccer, and softball while gaining a solid understanding of game rules, strategies, and techniques. Emphasis is placed on fostering cooperation, communication, and respect among teammates, making it an ideal setting to build both athletic and interpersonal skills. This course encourages active participation, promotes physical fitness, and cultivates a positive, inclusive environment for players of all skill levels. In addition to the physical element of this course, students will be expected to complete a series of self-reflections, assignments and a culminating project. Given the nature of this course, students will be expected to dress appropriately for this outdoor course and in order to fulfill the activities and requirements of the class. This course will run Terms 1 and 4 only.

WELLNESS III/IV: PERSONAL FITNESS

**5 per cycle – 1.25 credits
11th and 12th Grade
Term Course**

Personal Fitness is a comprehensive wellness class that empowers students to take charge of their health and fitness journey. With an emphasis on fitness center safety and proper etiquette, students will gain hands-on experience in resistance training, cardiovascular training, and the fundamentals of designing personalized exercise programs. The course integrates key wellness concepts such as self-reflection, goal setting, and strategies for improving overall fitness. Through guided practice and individualized learning, students will develop the skills and confidence needed to create sustainable fitness habits in a safe and supportive environment. In addition to the physical element of this course, students will be expected to complete a series of self-reflections, assignments and a culminating project. Given the nature of this course, students will be expected to dress appropriately in order to fulfill the activities and requirements of the class.

WELLNESS III/IV: RACQUET SPORTS

**5 per cycle – 1.25 credits
11th and 12th Grade
Term Course**

Tennis, pickleball, and badminton will provide students with an active and hands-on experience on the courts. This class is perfect for players of all levels looking to enhance their knowledge, strategy, and enjoyment of racquet sports. Participants will explore the fundamentals of many sports, including in-depth instruction on rules, scoring, techniques, and strategies to improve their game. The course emphasizes developing physical fitness, coordination, and agility while fostering a love for the sport. Whether practicing groundstrokes, serves, or match play, students will build skills in a supportive and energetic environment. In addition to the physical element of this course, students will be expected to complete a series of self-reflections, assignments and a culminating project. Given the nature of this course, students will be expected to dress appropriately in order to fulfill the activities and requirements of the class.

WELLNESS III/IV: WALKING FOR FITNESS

**5 per cycle – 1.25 credits
11th and 12th Grade
Term Course**

Walking for Fitness is a wellness class designed to promote an active lifestyle through the simple, yet powerful, activity of walking. Students will set personal fitness goals, track their progress, and learn how to assess their overall health and endurance. The course emphasizes the physical and mental benefits of walking, encouraging mindfulness and stress reduction while enjoying the beauty of natural surroundings. Through guided walks, adventurous on campus activities, and reflective practices, participants will develop lifelong habits to enhance their well-being and connection to the environment. This class is suitable for all fitness levels and fosters a supportive, positive atmosphere. In addition to the physical element of this course, students will be expected to complete a series of self-reflections, assignments and a culminating project. Given the nature of this course, students will be expected to dress appropriately in order to fulfill the activities and requirements of the class.

WELLNESS III/IV: YOGA

**5 per cycle – 1.25 credits
11th and 12th Grade
Term Course**

This course is designed for students who would like to learn and use yoga as the focus of their fitness routine. Through a variety of activities, games, flow routines and movements, and using yoga poses and correct breathing techniques, students will strive to increase their flexibility, balance, and strength. Students will also learn ways to reduce their daily stress levels through regular breathing practice. In addition to the physical element of this course, students will be expected to complete a series of self-reflections, assignments and a culminating project. Given the nature of this course, students will be expected to dress appropriately in order to fulfill the activities and requirements of the class.

WORLD LANGUAGE DEPARTMENT

FRENCH II	SPANISH I	MANDARIN III
FRENCH III	SPANISH II	MANDARIN IV
FRENCH IV	SPANISH III	LATIN I
FRENCH V	SPANISH IV	LATIN II
AP FRENCH	SPANISH V	LATIN III
	AP SPANISH	LATIN IV
	SPANISH CULTURE	

The primary goal of the World 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 spoken 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.

State Seal of Biliteracy

Westwood High School students may be eligible to receive the Massachusetts Seal of Biliteracy upon graduation. The Seal of Biliteracy is given by the Commonwealth of Massachusetts in recognition of students who have studied and attained a designated level of proficiency in two or more languages (including English) by high school graduation. The criteria are 1) a rating of Intermediate-high or above on the ACTFL Assessment of Performance toward Proficiency in Languages and 2) a score of proficient or above on the high school ELA MCAS. Students fluent in a language not taken at school may qualify based on an alternate assessment. We encourage all students to continue their study of language throughout high school as multiple years of study will provide the opportunity to earn this award.

Department Guidelines for World Language placement:

Students take courses following a vertical alignment but are also placed based on their proficiency by their current instructor. Where there is doubt, a placement exam can be given. Our courses follow the national ACTFL proficiency progression from Novice through Intermediate to Advanced.

Once students select a primary language in 8th grade, that becomes their primary language until they have fulfilled the graduation requirement of two consecutive years of that language.

Levels of Proficiency

Novice 1: Students at this level can identify memorized or familiar words in informational and fictional texts. They are able to provide information and express basic needs, preferences, and feelings by answering simple questions on very familiar topics in conversations. Students can introduce themselves, express their likes and dislikes, and name very familiar people, places, and objects. All of this is accomplished with the support of gestures or visuals, using practiced or memorized words or phrases.

Novice 2: Students at this level can identify some basic facts from memorized or familiar words and phrases in informational and fictional texts. They are able to request and provide information and express and react to basic needs, preferences and feelings by asking and answering simple questions. Students can present information about themselves, their activities and their interests, express likes and dislikes, and present on familiar and everyday topics. All of this is accomplished with the support of gestures and visuals, using a mixture of practiced or memorized words, phrases, and simple sentences.

Novice 3: Students at this level can identify the topic and some isolated elements/facts in informational and fictional texts. They are able to request and provide information, interact with others to meet basic needs, and express, ask about, and react to preferences and feelings by creating sentences and asking follow-up questions. Students can present personal information about life and activities and express preferences on familiar and everyday topics of interest. All of this is accomplished using simple sentences and questions most of the time.

Intermediate 1: Students at this level can identify the topic and related information in informational and fictional texts and short conversations. They are able to request and provide information, interact with others to meet basic needs, and express, ask about, react to preferences, feelings and emotions with some details in conversations on familiar topics. Students can present personal information about life, activities and events and express and explain preferences on familiar and everyday topics. All of this is accomplished by consistently using simple sentences and questions.

Intermediate 2: Students at this level can understand the main idea and key information in informational and fictional texts and short conversations. They are able to exchange information, preferences, feelings or opinions, provide basic advice, and interact with others to meet their needs. Students can tell stories about their lives, activities, events and other social experiences, state and minimally support their viewpoints, and give straightforward presentations on familiar and some concrete but researched topics. All of this is accomplished using simple sentences and some connected series of sentences.

Intermediate 3: Students at this level can follow the main idea and flow in various time frames in paragraph-length fictional and informational texts, conversations and discussions. They are able to exchange information, preferences, feelings or opinions in conversations and some discussions on a variety of familiar and some concrete but researched topics and interact with others to meet their needs in a variety of situations and complications. Students can tell stories about school and community events and personal experiences, state and support viewpoints, and give detailed presentations on a variety of familiar and some concrete but researched topics. All of this is accomplished using short paragraphs across different time frames.

Advanced 1: Students at this level can identify the underlying message and some supporting details across major time frames in informational and fictional texts, conversations and discussions. They are able to exchange information, ideas, preferences, opinions, and advice in conversations and discussions about a variety of familiar and concrete academic and social topics by providing explanations and comparisons. Students can tell stories about school and community events and personal experiences, state and support viewpoints, and give detailed presentations on concrete academic, social, and professional topics. All of this is accomplished using paragraphs across all major time frames and moods.

FRENCH

FRENCH II

5 per cycle – 5 credits

College Prep / Accelerated College Prep / Honors

Prerequisite: Successful completion of French I at the middle or high school level

The beginning proficiency level of this course is NOVICE 3 (CP/ACP) or INTERMEDIATE 1 (H).

In French II, students will converse in semi-structured situations and use the language they have learned to express more sophisticated thoughts. Lessons require higher order thinking skills such as expression and explanation of opinion and analyzation, prediction, and comparison of information. Students learn to express concrete thoughts and relate stories using the past and present tenses and discuss future occurrences.

Units of study in French II include: schools, celebrations, leisure activities, housing, daily routine, travel, and food. Students in French II will study and compare life in France to that of the United States.

FRENCH III

5 per cycle – 5 credits

College Prep / Accelerated College Prep / Honors

Prerequisite: Successful completion of French II

The beginning proficiency level of this course is NOVICE 3 (CP), INTERMEDIATE 1 (ACP), or INTERMEDIATE 2 (H).

This course is designed to help students expand the flexibility of their language skills. They are able to provide spontaneous answers to a variety of situations. Students are beginning to provide advice and solutions to individual or societal problems. They continue to express thoughts in the past, present, and future and are beginning to express hypothetical situations. Units of study in French III include: youth centers and activities, francophonie, street art, the environment, movies and World War II, and *Le petit prince*. Students in French III will study and compare life in the Francophone world (specifically France, Canada, Morocco and Haiti) to that of the United States.

FRENCH IV:

5 per cycle – 5 credits

Accelerated College Prep / Honors

Prerequisite: Successful completion of French III

The beginning proficiency level of this course is INTERMEDIATE 2 (ACP), or INTERMEDIATE 3 (H).

At this level of instruction, students should be comfortable working entirely in the target language. Class discussion and written assignments focus on the nuances of language. Authentic sources are chosen to challenge students' linguistic ability as well as prompt further discussion or history, the arts, and contemporary social issues in areas of the world where the target language is spoken. Units of study in French IV include: social media and technology, love and friendship, animals and pets, marketing and publicity, symbols of national and cultural identity, and Francophone music. Students in French IV will continue studying and comparing life in Francophone countries to that of the United States. ***Students in French IV will take the AAPPL exam in the spring to determine their proficiency level in order to receive the Massachusetts Seal of Biliteracy.***

FRENCH V:

5 per cycle – 5 credits

Accelerated College Prep / Honors

Prerequisite: Successful completion of French IV

The beginning proficiency level of this course is INTERMEDIATE 3 (ACP) or ADVANCED 1 (H).

At this level of instruction, students should be comfortable working entirely in the target language. Class discussion and written assignments focus on the nuances of language. Authentic sources are chosen to challenge students' linguistic ability as well as prompt further discussion or history, the arts, and contemporary social issues in areas of the world where the target language is spoken. Units of study in French V include: identity, beauty, community, family, current events, technology and sciences while they compare the United States to the cultures and perspectives of the target languages.

AP FRENCH:**5 per cycle – 5 credits****Prerequisite: Successful completion of Spanish/French IV and Teacher Recommendation**

The beginning proficiency level of this course is ADVANCED 1.

Students will be developing their ability to use audio and written sources as evidence for an academic argument and they will be developing their ability to create an academic presentation that compares abstract concepts. Students will do the same audio and reading exercises as those in the Advanced 1 level but they will practice their ability to comprehend with more time limitations and less support so that the comprehension more closely simulates daily comprehension of the language. The AP curriculum 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. The course follows the AP guidelines to simulate a university level course.

It is expected that students enrolled in this course will take the AP exam.**SPANISH****SPANISH I****5 per cycle – 5 credits****College Prep / Accelerated College Prep / Honors**

The beginning proficiency level of students in this course is NOVICE 1 (CP/ACP) or NOVICE 2 (H).

This course is intended to introduce students to the basic concepts of language study, to familiarize them with the cultures in which the language is used and to begin the process of building a foundation which will allow students to communicate in Spanish. Units of study in Spanish I include greetings and introductions, school activities, families and homes, pastimes, and daily routines. Students in Spanish I will study global contributions of the Afrolatinx community.

SPANISH II**5 per cycle – 5 credits****College Prep / Accelerated College Prep / Honors****Prerequisite: Successful completion of Spanish I at the middle or high school level**

The beginning proficiency level of this course is NOVICE 3 (CP/ACP) or INTERMEDIATE 1 (H).

In Spanish II, students will converse in semi-structured situations and use the language they have learned to express more sophisticated thoughts. Lessons require higher order thinking skills such as expression and explanation of opinion and analyzation, prediction, and comparison of information. Students learn to express concrete thoughts and relate stories using the past and present tenses and discuss future occurrences. Units of study in Spanish II include: schools, daily life, celebrations, sports and well-being, housing, the environment, and bull-fighting. Students in Spanish II will study and compare life in Spain to that of the United States.

SPANISH III**5 per cycle – 5 credits****College Prep / Accelerated College Prep / Honors****Prerequisite: Successful completion of Spanish II**

The beginning proficiency level of this course is NOVICE 3 (CP), INTERMEDIATE 1 (ACP), or INTERMEDIATE 2 (H).

This course is designed to help students expand the flexibility of their language skills. They are able to provide spontaneous answers to a variety of situations. Students are beginning to provide advice and solutions to individual or societal problems. They continue to express thoughts in the past, present, and future and are beginning to express hypothetical situations. Units of study in Spanish III include: cities and towns, traditions and food, street art, jobs and interviews, and immigration. Students in Spanish III will study and compare life in Mexico to that of the United States.

SPANISH IV

5 per cycle – 5 credits

College Prep / Accelerated College Prep / Honors

Prerequisite: Successful completion of Spanish III

The beginning proficiency level of this course is INTERMEDIATE 1 (CP), INTERMEDIATE 2 (ACP), or INTERMEDIATE 3 (H).

At this level of instruction, students should be comfortable working entirely in the target language. Class discussion and written assignments focus on the nuances of language. Authentic sources are chosen to challenge students' linguistic ability as well as prompt further discussion or history, the arts, and contemporary social issues in areas of the world where the target language is spoken. Units of study in Spanish IV include: travel, schools and politics, the environment, and art and music. Students in Spanish IV will study and compare life in Latin America (specifically Argentina, Cuba, Costa Rica, and Colombia) to that of the United States. ***Students in Spanish IV will take the AAPPL exam in the spring to determine their proficiency level in order to receive the Massachusetts Seal of Biliteracy.***

SPANISH V:

5 per cycle – 5 credits

Accelerated College Prep / Honors

Prerequisite: Successful completion of Spanish IV

The beginning proficiency level of this course is INTERMEDIATE 3 (ACP) or ADVANCED 1 (H).

At this level of instruction, students should be comfortable working entirely in the target language. Class discussion and written assignments focus on the nuances of language. Authentic sources are chosen to challenge students' linguistic ability as well as prompt further discussion or history, the arts, and contemporary social issues in areas of the world where the target language is spoken. Units of study in Spanish V include: identity, beauty, community, family, current events, technology and sciences while they compare the United States to the cultures and perspectives of the target languages.

AP SPANISH

5 per cycle – 5 credits

Prerequisite: Successful completion of Spanish IV and Teacher Recommendation

The beginning proficiency level of this course is ADVANCED 1.

Students will be developing their ability to use audio and written sources as evidence for an academic argument and they will be developing their ability to create an academic presentation that compares abstract concepts. Students will do the same audio and reading exercises as those in the Advanced 1 level but they will practice their ability to comprehend with more time limitations and less support so that the comprehension more closely simulates daily comprehension of the language. The AP curriculum 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. The course follows the AP guidelines to simulate a university level course.

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

SPANISH CULTURE

5 per cycle – 5 credits

College Prep / Accelerated College Prep / Honors

Prerequisite: Successful completion of Spanish III or higher

This course will be taught in Spanish and is an option for students who have completed Spanish III, IV or V with at least intermediate level proficiency. Students will study the history of Spanish-speaking countries and the impact of that history on current events and issues. The class will dive into themes such as: pre-columbian civilizations, immigration, political movements, biodiversity and environmental awareness in Latin America, and current social struggles. Cultural comparison of topics such as food, music, dance and film will also be highlighted and compared. Opportunities of interacting with the language in concrete, authentic and interactive ways will be incorporated into the course.

MANDARIN

MANDARIN III /MANDARIN IV (CHINESE)

5 per cycle – 5 credits

Accelerated College Prep / Honors

Prerequisite: Successful completion of Mandarin II/III

The proficiency level of this course is NOVICE 3 (MANDARIN III) or INTERMEDIATE 1 (MANDARIN IV).

This course is for students who have successfully completed Mandarin II or III at the high school level. The focus of the curriculum is on communicative functions such as high school life, after-school activities, jobs, describing travel experiences, and expressing one's values and hopes for the future. Vocabulary introduced addresses themes including international travel, summer work, Chinese tourist destinations, and career goals. Students will continue to develop writing and typing in Mandarin characters and will have further exposure to spoken and written formal and informal expressions. They will compare and contrast Eastern and Western cultural practices learning about teenage responsibilities and the job market in the U.S. and China.

LATIN

LATIN I

5 per cycle – 5 credits

College Prep / Accelerated College Prep / Honors

This course is an introduction to the Latin language. Over the course of the year, students will build their vocabulary and develop skills for interpretive reading, presentational writing, and even interpersonal speaking in Latin with confidence! Essential questions that students will explore in this course include but are not limited to: What is the relationship between Latin and English?; 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?; was the Roman republic an effective government - why or why not?; what is etiology and why do myths exist?; why are there so many hierarchies in ancient civilizations?; do these hierarchies exist today? Course work will be supplemented by regular discussions on Roman life, culture, history, archeology, and mythology as a means to examine the influence of Latin as well as Roman traditions on modern American society.

LATIN II

5 per cycle – 5 credits

College Prep / Accelerated College Prep / Honors

Prerequisite: Successful completion of Latin I

The beginning proficiency level of this course is NOVICE 2/3 (CP/ACP), INTERMEDIATE (H)

This course is designed as a continuation to the interpretive, presentational, and interpersonal goals of Latin I. Students continue to build Latin and English vocabulary through units on Roman religion, sports and pastimes in the ancient world, Roman food and dining, Greek and Roman heroes, and more! Essential questions that students will explore in this course include but are not limited to: How do sports shape cultures both ancient and modern?; what does it mean to be a great athlete?; are sports political?; what would an authentic Roman dining experience have been like?; how was the daily diet of the ancient Mediterranean world different than our own?; how does ancient food both reflect and challenge what it means to be "Roman"?; why was the *Aeneid* the favorite text of the Romans?; what makes Hercules a hero?; what makes Aeneas a hero? Course work will be supplemented by regular discussions on Roman life, culture, history, mythology as a means to examine the influence of Latin and Roman traditions on modern American society.

LATIN III

5 per cycle – 5 credits

Accelerated College Prep / Honors

Prerequisite: Successful completion of Latin II

The beginning proficiency level of this course is INTERMEDIATE 1 (ACP) or INTERMEDIATE 3 (H).

This course is designed as a continuation to the interpretive, presentational, and interpersonal goals of Latin II. Students build upon their working knowledge of the Latin language, and in the process, students host a number of ancient events and historical recreations. In addition, they read and discuss both original stories as well as abridged ancient authors including Cicero, Pliny, Plutarch, Polybius, and Augustus, and students will be introduced to the Greek alphabet and the basics of the ancient Greek language. Essential questions that students will explore in this course include but are not limited to: What was the role of the doctor in the ancient world?; what did scientific inquiry mean to the Greeks and Romans?; how does art and archeology reflect Greek and Roman identities?; what is *virtus* for the Greeks and Romans?; is the concept of *virtus* gender neutral?; what Roman values are upheld by the institution of gladiatorial combat?; what does the term “*iusta causa*” mean to the Greeks and Romans as it pertains to warfare?; what is epigraphy, and how did the Romans use inscriptions as propaganda? Latin reading, writing, and speaking exercises are supplemented by regular discussions on aspects of Roman daily life, culture, archeology, and history as a means to examine the influence of Latin and Roman traditions on modern American society.

LATIN IV

5 per cycle – 5 credits

Accelerated College Prep / Honors

Prerequisite: Successful completion of Latin III

The beginning proficiency level of this course is INTERMEDIATE 2/3 (ACP) or ADVANCED 1 (H).

This course is designed as the capstone to the interpretive, presentational, and interpersonal goals of Latin III. At the interest of the instructor and the students, the focus of this course is to read and discuss selections from Apuleius’ “Cupid and Psyche” and Ovid’s *Metamorphōsēs* and *Ars Amātōria*. The course is supplemented by regular discussions on aspects of Roman life, culture, archeology, and history, and students will build upon their introduction to the Greek language from Latin III. Essential 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 relationship between love, trust, and persistence?; what is a fairy tale, and are the protagonists heroes?; what is intertext and allegory?; why were myths written or told in the first place?; how does Ovid represent the gods in the *Metamorphoses*?; do they challenge the idea of “theodicy”?; do individuals always deserve their punishment?; what is the difference between tragedy and horror?; how can transformation serve as both punishment and reward?; what is the legacy of mythology, and why do so many authors and artists continue to seek inspiration from ancient texts? Latin reading, writing, and speaking exercises are supplemented by regular discussions on aspects of Roman daily life, culture, archeology, and history as a means to examine the influence of Latin and Roman traditions on modern American society.

LIBRARY MEDIA

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 websites. A close working relationship with the Westwood Public Library and Westwood's membership in the Metrowest Massachusetts Regional Library system (Minuteman) provide access to additional resources.

The library's web page enables students to access online subscription databases, citation information, and links to other libraries.

The Westwood High School Library is open most days from 7:45-3:30, with occasional extended hours. Teachers may schedule and plan classes with library staff. Questions may be directed to the library staff via phone or email.

INTERNSHIPS

Student Technology Assistance Team (STAT) Internship

Honors

Prerequisite: Teacher Recommendation

**5 per cycle – 5 credits
11th Grade or 12th Grade**

Westwood High School is a 1:1 learning environment and the STAT Help Desk is a vital resource to our school. Members of the Student Technology Assistant Team (STAT) run the Help Desk and this course prepares all interns to be the first point of contact in providing Chromebook support to both students and staff. As a member of STAT, you will be required to attend a training session during the first week of school, which will focus on the role and responsibilities of the Student Technology Assistance Team. The roles and responsibilities include: troubleshooting and diagnosing problems with Chromebooks or apps, repairing hardware issues, distributing loaner Chromebooks, providing excellent customer service, training others in specific Chrome apps, and potentially assisting teachers with the use of Chromebooks during class. STAT is a year-long course best suited for students who enjoy problem-solving, technology, and teaching and helping others.

J-TERM

J-term at WHS provides an opportunity for students to dive deeply into an existing area of interest or explore a new interest during an immersive learning experience of their choosing. J-Term courses are challenging and experiential; they involve, not just inform. Students explore, create, study, think and do. J-Term allows students to experience learning without the external controls that steer much of their education (e.g. classes constrained by bells and achievement measured by a grade). While each J-Term course is unique, all courses culminate in:

- a final product or performance, and/or
- a shared experience, and/or
- a reflection upon what was learned

J-Term takes place during the final five days of school.

J-TERM COURSES

4.5 days

1.25 Credits

9th Grade - 11th Grade

ARTISTIC INVESTIGATION: ANIMALS & BEYOND

Students will engage in various art-making practices as a way to learn about animals and their role in the world. Students will look at animals through a historical, cultural, and contemporary lens and use knowledge learned to influence their depictions and connections to a chosen animal or animals. Students will also explore the documented relationship between humans and animals and examine the relationships they have had. Artistic techniques include sketching from observation, observing stylized versions, as well as mixed media practices. Through field trips, interaction with animals, and artistic interpretations students will be able to explore a newfound appreciation for the natural world around them.

ASIAN CULTURE: AN IMMERSIVE EXPERIENCE

Explore Asian culture with us! We will go through fashion, anime, movies, food and art. Come join us in learning Martial Arts and Mahjong, Filipino dancing, Henna, Japanese kite flying, and more. We will have cultural visitors, experiences, games, and snacks. Students will explore Asian culture and its influence in mainstream culture through films like ShangChi, Kpop Demon Hunters, and others. We will get hands on with dumpling making, paper cutting and rondalla instrument playing! Ultimately, students will gain insight, understanding, new questions, and perspective on Asia and its culture through media and hands-on experiences.

BAKING AND RAKING: MAKING BREAD WITH SOURDOUGH & TEXAS HOLD'EM

Are you ready for a class that perfectly pairs the slow science of baking with the quick strategy of the card table? Welcome to Baking & Raking, a course for students who enjoy baking and playing cards. In the kitchen, you'll learn how to maintain a healthy sourdough starter and how to use it to make delicious bread. We will take flour, water, and salt and transform them into the perfect loaf. But sourdough requires time. And while we wait for the wild yeast to work its magic, we'll hit the tables. You will learn to play Texas Hold'em, the world's most popular poker game. We'll start with the basics, hand rankings, betting, and position- and quickly progress to understanding pot odds, probability, and fundamental strategy. It's less about luck and more about math, observation, and calculated risk. No prior experience in the kitchen or at the card table is necessary. Just come ready to get your hands dusted with flour and your mind engaged in a thrilling strategic game!

BECOME A CERTIFIED SCUBA DIVER

Experience the freedom of exploring the hidden world underwater! Students completing this course will earn open water SCUBA certification allowing them to SCUBA dive in oceans or in freshwater throughout the world. The course, endorsed by industry-standard SCUBA Diving International (SDI), will consist of pool work with an emphasis on practical diving skills, classroom work with a focus on safety and theory, and two open-water certification dives on Cape Cod and at Rockport's Old Garden Beach.

BEJEWELLED

Explore jewelry design from a multidimensional approach in the dynamic course offering! Understand the historical and cultural origins of jewelry making that have inspired what we make and wear today. Learn from contemporary designers, cultural institutions and entrepreneurs about their experiences with jewelry as craft and livelihood. Throughout the week we will immerse ourselves in the satisfying personal challenge of engaging in jewelry making practices with different media, including polymer clay, recycled materials and metals to create bracelets, rings and necklaces.

DESTINATION EXPLORATION: A DAY IN THE LIFE

Where do you see yourself in 1,5 even 10 years? Do you know how to get there? Take a week-long detour and explore a variety of school and career opportunities. We will navigate the intersections of learning, experience, growth, work and success. Spending a "day in the life" shadowing local professionals in science, engineering, marketing/management and more! Touring local colleges and universities to understand the option beyond the walls of WHS.

FARM TO FORK: GROW GREEN, EAT LOCAL

Dig in! Pull on your boots, grab your overalls, and spend the week partnering with local farmers who share a passion for sustainability, fresh produce, and supporting restaurants and families. Throughout the week, you will have the opportunity to dig in the dirt, interact with the small animals, and harvest and prepare your own food. No prior green-thumb experience needed and similar to farmers.

FASTER, BETTER, STRONGER: BE YOUR OWN FITNESS PAL

Are you looking to get fit? In this course, activities will range from yoga, to spin, to barre, to walking, running and hiking. Students will also participate in mindfulness activities such as meditation. The week will be spent inside and outside of the classroom, traveling to workout facilities like Lifetime Fitness, as well as outdoor spaces like the Chestnut Hill Reservoir. Students will be introduced to an array of fitness activities and habits to foster positive self-esteem. This community-based course is designed for anyone interested in being active.

HELPING OUR COMMUNITY

In this course, students will learn about the needs of their community (both near and far) while participating in hands-on service activities that fulfill some of those needs. Possible activities may include serving a meal at a homeless shelter, sorting clothing donations for refugees, spending time with seniors at an assisted living residence, playing games with preschoolers, harvesting at a local family farm, making cards for pediatric patients, and visiting service agencies that serve metro Boston to learn more about their work. Students are welcome to join us in planning the activities in the months leading up to J-Term!

HIKES AND TREKS

This course is an introduction to hiking where students will engage in excursions of varying intensity to nearby locations. We hope this will foster a love of the outdoors and introduce students to local areas for outdoor exploration. Students must be willing to engage in daily physical activity, but all, including beginners are welcome. Students will be encouraged to disconnect from technology to be present as they participate in team building activities.

I'D RATHER BE READING

Passionate readers are never without a book! What they often lack is time to read. Students will have the opportunity to read a book that speaks to them, create a weeklong reading goal, talk about what they're reading with their peers, learn some good yoga stretches for the reader, create strategies for a lifelong reading, and have time to disappear into a book, of course! The class includes excursions to the Brookline Booksmith, Nantasket Beach, the Westwood Public Library and the Sheehan Elementary School.

J-TERMSHIP: AN INTENSIVE INDEPENDENT INTERNSHIP

J-Termship offers a week-long opportunity for students to immerse themselves in off-site internships or job-shadow experiences, allowing them to J-term credit while connecting classroom learning to real-world applications.

NAILED IT! DIY ESSENTIALS

Ever wished you knew how to fix things around the house or make your space feel more like your own? Join us to learn practical DIY and home-improvement skills that will come in handy now and long after graduation. From patching drywall to basic gardening, you'll gain hands-on experience that builds confidence with everyday "adulting" projects. This DIY Home Improvement course empowers you to develop essential skills for repairing and improving your living spaces. With topics like drywall repair, painting techniques, basic carpentry, gardening basics, and more, you'll learn to use tools safely while strengthening your creativity and problem-solving abilities.

PADDLING THROUGH THE PAST:

EXPLORING THE HISTORY AND LITERATURE OF EARLY MASSACHUSETTS, IN CANOES

In this course, students will be immersed in the history and literature of Massachusetts by exploring the past from a different perspective: on the water, from canoes. Each day of the course will focus on a particular era or theme of local history. Students in this course should expect to be paddling on the water for approximately 4 hours/day. These themes will include:

1. indigenous local history as told from the Charles River in Medfield, Dover and Natick.
2. the American Revolution from the Concord River in Concord
3. a study of Transcendentalism from Walden Pond in Concord
4. urbanization of 19th century America from the Charles River in Boston and Cambridge

PAINTING WITH PURPOSE

Are you interested in working with your hands? Find yourself with little time to explore your creative side? Whether the last time you painted was yesterday or when you were 3, this course is your chance to explore the wonder of painting and artistic expression in a relaxing, fun environment! Painting with Purpose is an art based course designed to foster the creation of art individually or with peers to brighten the lives of others. We will start the week by developing your painting skills while creating a finished work of art to keep. There will be an instructor led group painting session designed to hone your skills and provide you with guidance. Throughout the week we will work to develop your creativity, planning, time management, and artistic skills while working on projects designed to give back. At the conclusion of the course the students will have completed three paintings either for themselves or people of their choosing.

RECESS REVISITED:

How would you like the opportunity to do recess over again? Recess Revisited is an opportunity to both relive all the fun of recess, while using competitive recreational activities to build stronger teams and culture. This is a course that will develop students' capacity to develop an ability to work successfully and collaboratively with diverse groups of peers. Particular focus will be given on the first day of the course to learn about each student's particular strengths in contributing to a group. The class will emphasize a need for active and continuous communication, a growth mindset, risk taking, delegation of responsibilities, and relentless positivity. The course will meet for at least 3 days at Westwood High School and feature one field trip off campus.

RECHARGE: LESS STRESS, MORE REST

Do you need a break? WHS students are busy! In the classroom and beyond, students have a lot on their plates. The goal of the course is to equip students with the skills and tools needed to discover what helps them recharge. We start by simply slowing down. In the course, we will get outside the classroom to relax and unwind through crafting, exercising, self-reflecting, and serving the community. Listen to ocean waves on our trip to the beach. Pack a picnic for our day hiking local trails. . Contribute to the community by completing a team service project. This course will help students reclaim their passions and prepare for a restorative summer!

SERVICE-BASED LEARNING IN COSTA RICA

Experience a blend of ecology, cultural immersion, and tropical adventure in Costa Rica, one of the most biodiverse countries on the planet. From hiking and soaring across treetops on a ziplining tour to learning about local agriculture at chocolate reserves and coffee and fruit farms, every moment of your trip to Costa Rica will be infused with the spirit “Pura Vida” - a celebration of nature, warm hospitality, and life’s simple pleasures.

SHOOTING FOR PAR: GOLF HISTORY, COMMUNITY AND SKILLS

Are you a golf nut? Are you curious about why other people are obsessed with golf and want to find out why? Have you thought about taking up golf for the first time? Or do you just want to take on a unique challenge that provides opportunities for immediate growth and feedback in a short time? Whether you’re a scratch golfer or a complete newbie, this is the course for you. Students will explore a range of topics including golf’s history, rules, psychology, and course design while practicing the skills required to play. Expect to be outside for the majority of the day and collaborating with peers of all skill levels. We will plan trips to local courses to practice our physical skills and also work to strengthen golf’s “mental game” that can help us in other aspects of our lives. Join us as we play and learn more about one of the world’s fastest growing sports and its many lessons that are useful on and off the golf course.

SO YOU THINK YOU CAN ROCK

Have you always wanted to play an instrument but haven’t had the time or the expertise? Do you ever play air guitar while listening to your favorite band? Do you sign in the shower? Do you rap in the car? Do you play drums on your desk? In the J-term course you’ll get hands-on experience playing keyboard, guitar, drums, bass and learn some of the best pop and rock tunes around! We will provide the instrument if you don’t have one. Right from the start you’ll feel like a rock star! You just bring your love of music and we’ll supply the earplugs! No experience necessary!

STAR WARS-RETURN OF THE J-TERM

It is a time of new beginnings or of revisiting old tales and adventures. Whether this universe is familiar or strange, we invite you to come spend a few days with us exploring. In the J-Term course we will look at the films and television series that have made a cultural impact on the world since 1977. Whether you are a Jedi-master, or just force curious, you are invited to come spend a few days with us somewhere in a galaxy far, far away.

SUMMIT SQUAD

Do you want to tackle the highest peaks in the region? Do you want to immerse yourself in the wilderness? If so, then welcome to #SummitSquad! The Appalachian Trail, which begins in Georgia and ends in Maine, snakes its way through 89 miles of New Hampshire's White Mountains for some of the most challenging hiking anywhere in the U.S. This year our goal is to summit as many new peaks as possible in only 5 days! Students will take an active role in route planning, travel logistics, campsite and food preparation, and orienteering. Excursions will vary in length from day trips to two overnights of wilderness camping. The extremely demanding nature of this course requires that participants be in the strongest physical condition. Participation in this adventure will also require early departures, late returns, and for at least two nights, no returns at all! Get ready to immerse yourself in nature and teambuilding, unplug for a bit, and just go for it!

THE FINE ART OF PUNCHING AND KICKERY

Are you looking for the confidence to stay cool, calm and collected? Are you eager to learn how to throw a person to the ground? This course encourages focus and resilience by developing students' physical and mental well-being. In this course, activities may range from mixed martial arts, traditional martial arts, Brazilian jiu-jitsu, and boxing. Students will learn self-defense techniques, mindfulness to remain calm in potential escalating situations, and collaboration with others in a safe space. This course will empower students to take their well-being into their own hands.

THE GREAT J-TERM BAKE-OFF

Do you love to bake? Do you love to eat baked goods? Join The Great J-Term Bake-off and unlock your inner chef! Throughout the week, we will learn baking fundamentals, experiment with flavors, and more! Our baking adventures could include whipping up a batch of cookies, crafting an elegant cake, or tossing pizza dough. Join us for a fun and exciting culinary journey, where we develop our skills, work with professional chefs, meet local industry rockstars, utilize our creativity, and support one another to produce baking masterpieces. We can't wait to see you put your own skills to the test to earn the title of Star Wolverine Baker!

THE GREAT OUTDOORS

This course is an experiential introduction to local outdoor activities. Students will learn how to go about researching and reserving fun activities and trips. Students will participate in several adventures possibly including hiking, water sports (kayaking and paddleboarding), and beach activities, along with team building activities. This course is for all ability levels. The goal of the course is to develop a lifelong interest in finding and experiencing local activities to get the body moving in the great outdoors. The course is also intended to educate students how to plan these "staycation" activities. Students will come away with the information and skills needed to plan affordable, local, and fun adventures that promote physical and mental health and wellness.

THE WORLD OF VIDEOGAMES

Fortnite, Smashbros, League of Legends, and why stop there! This course will explore what it takes to make a “good game” as well as the social impacts that videogames have on modern society. This will have us looking at some of the classic video games that we all know and love as well as some of the newest video games on the market. Class will be split between playing video games and group discussions in order to get a full picture of what is really going on.

UNDER THE SEA: METHODS OF OCEANIC RESEARCH

Students in this course will be introduced to and take part in on-land oceanic, marine biology research. Students will be introduced to the research methods that marine biologists use surface-based techniques to study the undersea world. Students will then put these techniques into practice as they take part in a variety of research projects including beach cleanups, species collections, and conservation. There will be opportunities to visit places such as Woods Hole Oceanographic Institution, Crane Estate, and local universities to tour the research facility and speak with their scientists, educators, and conservationists. SCUBA-certified students will have the opportunity to complete underwater research to be shared with the rest of the class who will be completing topside research.

UNIFIED J-TERM

This course will provide opportunities for ALL students to dip a toe into existing areas of interest or to explore a new interest during immersive learning experiences of their choosing, with built-in support from Unified J-Term students. Some of the days will be spent as a trio team dipping into various appropriate J-term courses so that all students will have opportunities to explore, create, study, think and do together. The rest of the time will be spent developing relationships, sharing passions, making new friends and expanding our community and visual presence at WHS.

WATERWORLD

Water shapes our world. In this course you will gain a deeper understanding of just how important your relationship with water is. This course is designed to get you out and into the world of water. We will look at water through an interdisciplinary lens, by getting out into nature and analyzing its role in science and history.

WICKED AWESOME: MOVIES THAT DEFINE BEANTOWN

We live here, but the world knows us, knows Boston through the movies they see. The accent, Fenway, Southie, Dunkin, the “Gahden”, Beacon Hill, Faneuil Hall - these elements coalesce into an identity that both shapes and limits us as, of course, “Wicked Awesome.” Come learn about movies-how the images we see on screen are crafted through narrative structure, lighting, cultural context, semiotics(symbols), sound, editing, and “mis-en-scene”(the arrangement of anything and everything on the frame). Filming is a meticulous art, and so, therefore, are the stereotypes conveyed. How do these films’ impressions shape who we are as Bostonians, how the world sees us, and how do those perceptions evolve over time/ Come watch the movies that define us. Visit the places the world perceives as “Boston” on field trips into the city. Finally, communicate your own definition of Boston by creating a short film using some of the techniques we studied to confirm, defy or synthesize your own perception of Boston.