



2023-2024

Westwood High School

Program of Studies

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Mr. Max Erilus
Ms. Ember Parker
Mr. David Fredrickson
Ms. Mallory McKearin
Ms. Julia Shields

SCHOOL COMMITTEE

Mr. Charles Donahue
Mr. Anthony Mullin
Ms. Dorothy Parmalee
Ms. Amanda Phillips
Ms. Maya Plotkin

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WESTWOOD HIGH SCHOOL

Honoring Tradition, Inspiring Excellence, Shaping the Future

Dear Student,

The 2023-2024 Westwood High School Program of Studies is your guide for charting the course of your academic experience at WHS. It is important that you carefully read the course and course level descriptions as well as information regarding graduation requirements, credits, and grade point average determination. We recommend that you and your family discuss course options within the context of your four-year high school experience and post-graduation plans. Thorough reading of this guide and thoughtful discussion of your options with your guidance counselor, parents/guardians, and teachers will help you make decisions that reflect personal objectives and long-term educational goals.

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

Our goal is for graduates from Westwood High School to be skilled, confident, curious and kind: excited for their futures and ready to contribute to their communities. We expect WHS students to develop not just a firm knowledge base in each major discipline, but also an authentic learning experience through our rich electives program.

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

Sincerely,

Amy L. Davenport
Principal

Westwood Public Schools Strategy for District Improvement 2021-2024

VISION:

Graduates of the Westwood Public Schools are skilled, confident, curious, and kind:
excited for their futures and ready to contribute to their communities

MISSION:

To prepare students for college, career, and civic life by providing
rich and challenging curriculum, high-quality instruction, and authentic educational experiences

CORE VALUES:

Academic excellence and a commitment to improvement
Curiosity and tenacity
Respectful relationships in a caring, collaborative community

Westwood High School Mission Statement

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

School-Wide Academic Expectations

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

School-Wide Social and Civic Expectations

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

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
- 15 Credits/3 years of Mathematics*
- 17 Credits/3 years of Science
- 10 Credits/2 years of Social Studies (1 year of US History required)
- 10 Credits/2 years of World Language
- 5 Credits/1 year of Fine or Performing Arts
- 7 Credits/2 half years of Wellness and 2 years of Independent Participation
- 2.5 Credits of Civics

115 Total Credits are required for Graduation

*The Massachusetts state colleges require 4 years of math for admission.

COURSE REQUIREMENTS

All students are required to take no less and no more than six (6) major courses every year. A major course is one that offers five (5) or, in the case of lab courses, six (6) credits. In addition to these six major courses, minor courses offering 2.5 or 1.25 credits are required; these include Wellness 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 three levels to meet the individual needs and learning styles of a wide range of students. Prior to course selection each year, teachers will recommend students for courses at one of these levels based upon the student's performance to date. In the case of eighth grade students, eighth grade teachers collaborate with high school department heads to determine the appropriate placement.

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

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

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

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

- Advanced Placement (AP) Courses are level 1. AP courses give students the opportunity to pursue college-level studies while they are still in high school and to receive advanced placement credit at colleges that are willing to grant credit.

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

ASSIGNMENT TO COURSE LEVELS

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

- Level of achievement in previous courses in the subject area.
- Relevant standardized test data.
- Assessment/recommendation of the current instructor in the subject area.

COURSE CHANGES

The master schedule of courses in the high school is determined by students' course requests each spring. The teaching staff is 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.

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 15th). Override requests are processed by academic department chairs at the high school. All requests after April 15th will be placed on the Override Waitlist and processed after July 15th. 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.

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

- The request for change in course selection is made during the Add/Drop period (usually, the first two weeks of each semester).
- The request for change in course selection is approved by the student's parents/guardians.
- Approval of the change request in course selection is possible within the confines of the established master schedule of courses and teacher assignments.

- Approval of the request for course change does not result in the student enrolling in fewer than six major courses or its equivalent.

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

- The request for change in course leveling is made following the Add/Drop period (usually, the first full rotation and/or two weeks of each semester) and no later than the week after Term 1 grades are posted. Students with a Term 1 grade of C- or higher are not eligible to change levels after this time.
- The request for change in course selection is approved by the instructor(s) involved, department chairpersons involved, and the student's parents.
- Approval of the change request in course selection is possible within the confines of the established master schedule of courses and teacher assignments.
- Approval of the request for course change does not result in the student enrolling in fewer than six major courses or its equivalent.

Teacher and administrative requests for individual student course level changes will be considered as needed.

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	COURSE LEVELS	
	1	2 & 3
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

REPORT CARDS

Four times during the year students will receive a report card that is an official record of their standing in the courses in which they are enrolled.

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

DECIDING WHAT TO TAKE

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

1. The “best” schedule for you is the one that will prepare you for your post-secondary plans.
2. To earn a diploma, you have certain courses that must be taken and passed with full credit each year. See list of graduation requirements.
3. Note that it is necessary to obtain a final Grade of “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.
5. 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.

PROGRAM OPTIONS

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

COLLEGE PREP PROGRAM OF STUDY

Suggested Four-Year Program in Core Courses:

(courses can be in level 1,2,3)

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

Sample College Prep Program of Study (Beginning with the Class of 2027)

Grade 9

Freshmen Lit & Comp
Geometry
Biology
U.S. History I
Spanish 2
Elective
Wellness I

Grade 10

Soph Lit & Comp
Algebra II
Chemistry
U.S. History II
Spanish 3
Elective
Wellness II

Grade 11

American Lit
Pre-Calculus
Physics
Modern World History
Spanish 4
Elective
Civic Action

Grade 12

Senior English
Calculus
Science Elective
Social Studies Elective
Spanish 5
Elective

GUIDANCE DEPARTMENT SERVICES

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

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

ART DEPARTMENT

Studio Art

Studio Art I

Studio Art II

AP Portfolio:

Drawing & 2D Art

Ceramics and Sculpture

Ceramics & Sculpture I

Ceramics & Sculpture II

AP Portfolio:

Ceramics, Sculpture, & 3D Art

Graphic Design

Graphic Design I

Graphic Design II

AP Portfolio:

2D Design with Digital Media

Video Production

Video Production I

Video Production II

Video Production III

Semester Options

Digital Photography (Fall/Spring)

Digital Storytelling (Fall/Spring)

Drawing & Painting (Fall)

Printmaking & Mixed Media

(Spring)

By Recommendation

Art Foundations

**Create
Respond
Communicate**

Visual Arts classes are designed to teach you to be a critical thinker, and visual problem solver. You'll become aware of the creative process, which includes brainstorming, problem solving, and analyzing and evaluating art.

You will solve design problems using visual art structures and functions, while leaving room for your own personal ideas and artistic style. Studio assignments have a connection to art history and are reinforced with thoughtful art criticism and appreciation.

There are courses for beginning students all the way up to Advanced Placement courses in 2D and 3D, and digital design. Areas of study in the program include drawing, painting, printmaking, and collage in a variety of media, digital photography, video production, graphic design, ceramics and sculpture.

Each course in the Visual Arts Program addresses Westwood High School's school-wide expectation for students to:

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

STUDIO ART I**6012/6011******Honors Option****7 per cycle – 5 credits
Freshman – Senior Year**

*How do you balance positive and negative space in a composition?
How do design elements and principles help us create art?*

This is a full year course that allows you to immerse yourself in the Studio Art experience. Short exercises and longer term projects will be focused on drawing, painting, printmaking, design and sculpture. There will be an emphasis on fundamental skills, particularly drawing from direct observation. In working with line, gesture, value, and the study of linear perspective, you will build tremendous confidence in your artistic abilities. This course offers a broad exposure to artistic media and techniques, and will give you the knowledge and skills to succeed in any of our art course offerings.

STUDIO ART II**6022/6021*****Prerequisite: Studio Art I, or two semester-long art courses*****Honors Option****7 per cycle – 5 credits
Sophomore – Senior Year**

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

In this course you will practice and deepen the drawing skills you learned in Studio Art I. You will apply those skills to painting from direct observation, using color theory. Color theory is explored in painting and other media so that students can choose to create deep or flat space in a work of art, and apply this knowledge creatively. Evaluating and critiquing work will be practiced so that you establish a firm understanding of the power of composition and expression. The skills and decision-making that you practice will allow you to take greater artistic risks that will make your work more insightful. This is your opportunity to extend and deepen your art studies and to look at what is happening in the exciting world of contemporary art for inspiration.

AP PORTFOLIO: DRAWING & 2D ART**6051****Prerequisite: Studio Art II****7 per cycle – 5 credits
Junior or Senior Year**

In this course students develop their art-making abilities through technical, formal, and conceptual investigation in a variety of media, with a focus on drawing and painting. Students create a portfolio of work that is submitted to The College Board and evaluated according to national standards for either drawing or 2D Art. The AP portfolio consists of 15 works in the Sustained Investigation section, that demonstrate practice, experimentation and revision. In addition, 5 selected works that demonstrate synthesis of materials, process, and ideas.

The AP Studio Art course requires a commitment to rigorous investigation of art making both inside and outside the classroom. Students develop college-level artwork that demonstrates mastery of concept, composition, and execution. The Concentration is a significant, self-directed, and sustained investigation to create a body of intellectually and visually cohesive works that shows risk-taking, discovery, and growth.

Rising seniors opting to take the Advanced Placement course, please note:

- There are summer assignments; completed work is due prior to the first day of school.
- The College Board charges a course/exam fee (approx. \$100 paid in November.)

CERAMICS AND SCULPTURE I

6112/6111*

***Honors Option**

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

***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 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

6122/6121*

Prerequisite: Ceramics & Sculpture I

***Honors Option**

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

***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.

AP PORTFOLIO: CERAMICS, SCULPTURE & 3D ART**6151****7 per cycle – 5 credits****Junior or Senior Year****Prerequisite: Ceramics and Sculpture II**

In this course students develop their art-making abilities through technical, formal, and conceptual investigation in a variety of media, with a focus on ceramics and sculpture. Students create a portfolio of work that is submitted to The College Board and evaluated according to national standards for 3D Design. The AP portfolio consists of 15 works in the Sustained Investigation section, that demonstrate practice, experimentation and revision. In addition, 5 selected works that demonstrate synthesis of materials, process, and ideas.

The AP Art - Ceramics, Sculpture and 3D Art course requires a commitment to rigorous investigation of art making both inside and outside the classroom. Students develop college-level work that demonstrates mastery of concept, composition, and execution. The Investigation is a significant, self-directed, and sustained exploration to create a body of intellectually and visually cohesive works that shows command of 3D design issues, risk-taking, discovery, and growth.

Rising juniors and seniors opting to take the AP course, please note:

- There are summer assignments; completed work is due prior to the first day of school.
- The College Board charges a course/exam fee (approx. \$100 paid in November.)

GRAPHIC DESIGN I**6512/6511*****7 per cycle – 5 credits****Freshman – Senior Year*****Honors Option*****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 and/or abstract.

GRAPHIC DESIGN II**6522/6521*****Prerequisite: Graphic Design I*****Honors Option****7 per cycle – 5 credits
Sophomore – Senior Year*****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.

AP PORTFOLIO: 2D DESIGN with DIGITAL MEDIA**6541****Prerequisite: Graphic Design II****7 per cycle – 5 credits
Junior or Senior Year**

In this course students develop their visual thinking and making abilities through technical, formal, and conceptual investigation in a variety of media, with a focus on digital design. Students create a portfolio of work that is submitted to The College Board and evaluated according to national standards for 2D Design. The AP portfolio consists of 15 works in the Sustained Investigation section, that demonstrate practice, experimentation and revision. In addition, 5 selected works that demonstrate synthesis of materials, process, and ideas.

The AP Art - 2D Design course requires a commitment to rigorous investigation of art making both inside and outside the classroom. Students develop college-level work that demonstrates mastery of concept, composition, and execution. The Investigation is a significant, self-directed, and sustained exploration to create a body of intellectually and visually cohesive works that shows command of 2D design issues, risk-taking, discovery, and growth.

Rising juniors and seniors opting to take the AP course, please note:

- There are summer assignments; completed work is due prior to the first day of school.
- The College Board charges a course/exam fee (approx. \$100 paid in November.)

DIGITAL PHOTOGRAPHY**6212/6211*****Prerequisite: NO*****Honors Option****7 per cycle – 2.5 credits
Freshman – Senior Year
Semester Course - Fall or Spring*****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.

DRAWING & PAINTING**6612/6611*****Prerequisite: NO*****Honors Option****7 per cycle – 2.5 credits
Freshman – Senior Year
Semester Course - Fall*****How do we adjust the value of a color to make an object appear that it is receding in space?******How can the placement of color in a picture affect the composition and mood?***

In this semester-long (half-year) class, students will focus on 2 dimensional projects in drawing and painting, with a specific focus on creating work from direct observation. Projects will include portraiture, figure drawing, still-life and landscape. We will develop strong studio habits using easels, canvasses, brushes and palette knives. You'll learn to create the illusion of space, and render a form in the round. You will also learn to create depth, atmosphere and mood in a painting. Looking at the work of the great masters, you'll learn to recognize a variety of painting styles while developing your own personal style. Materials and media will include pencil, charcoal, pen & ink, watercolor, acrylic and water-soluble oil paint. Successful completion of this course in addition to another semester-long visual arts course is a foundation for Studio Art II.

PRINTMAKING & MIXED MEDIA

6812/6811*

Prerequisite: NO

***Honors Option**

7 per cycle – 2.5 credits

Freshman – Senior Year

Semester Course - Spring

How is printmaking different from other art processes?

How can I convey memories and life experiences in a work of art?

In this semester-long (half-year) class, students will explore the world of traditional print forms, from relief prints to monotypes and lithography. Students will look at etchings and lithographs from the history of art, and understand the processes that past artists used to “pull” a successful print. Contemporary design principles such as juxtaposition, layering and hybridity will be explored through the use of mixed media and collage.

Experimentation will be the key to successful solutions and discoveries. Explore the unique properties of each material and the variety of ways that you can cut, tear, adhere, overpaint, alter, embellish and finish, until you arrive at a well composed piece that represents your own personal style. Successful completion of this course in addition to another semester-long visual arts course is a foundation for Studio Art II.

VIDEO PRODUCTION

VIDEO PRODUCTION I

6911

Prerequisite: NO

7 per cycle – 5 credits

Freshman - Senior Year

How do you hook an audience?

How do you generate and create media to communicate big ideas?

Video is both a visual and auditory communication. Visual media is created through a purposeful combination of images, video, text, audio and effects to communicate big ideas. In this active 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 work and professional works. This course is limited to 20 students per section.

VIDEO PRODUCTION II

6921

Prerequisite: Video Production I

7 per cycle – 5 credits

Sophomore - Senior Year

How do you hook an audience?

Video Production II builds upon the skills and content learned in Video Production 1. Students learn advanced camera and editing techniques such as multicam editing in Premiere Pro. Students will further their skills and knowledge of Visual Effects and Animation in After Effects. Students produce sophisticated video projects, strengthening their communication and storytelling skills. Students are required to do one community service shoot throughout the school year. **Meets concurrently with Video Production III.**

VIDEO PRODUCTION III**6931****7 per cycle – 5 credits****Junior-Senior Year****Prerequisite: Video Production II or by permission of the instructor.*****How do you develop a personal voice through video?***

In Video Production III students hone their personal voice and storytelling skills through video. Students develop a concentration of films in an area of personal interest that results in a robust portfolio. Studio skills are introduced through live mixing and editing. Students are required to do one community service shoot throughout the school year. **Meets concurrently with Video Production II.**

DIGITAL STORYTELLING: A MULTIMEDIA EXPLORATION**6311*/6312****7 per cycle – 2.5 credits****Freshman – Senior Year****Prerequisite: None****Semester Course - Fall/Spring*****Honors Option*****How do digital stories shape our understanding of the world and ourselves?***

Digital stories create interest, capture our attention and inform our understanding of our world, society and ourselves. In this semester-long class, students will bring stories to life in the form of podcasts, photographic series and short videos. Students will explore point of view, dramatic questions, emotional content, artistic expression and personal voice. Students will learn to shoot and edit high quality photographs, record and edit audio and capture and edit moving images for the purpose of storytelling. Analysis and interpretation of professional works will help guide the process, develop critical thinking and artistic expression.

ART FOUNDATIONS**6003****7 per cycle – 5 credits****Freshman – Senior Year****Prerequisite: None*****How can I express myself through art?***

This class is tailored towards students who require small group instruction. Students will explore a wide range of drawing, painting, sculpture, printmaking and mixed media materials to support different sensory needs. Art therapy practices are incorporated while emphasis is placed on play and exploration.

ENGLISH DEPARTMENT

FULL YEAR COURSES

Freshman Literature & Composition
Sophomore Literature & Composition
American Literature & Composition
AP Literature & Composition
AP Language & Composition
Eng.Inquiry: Discovering the World Through Language

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: Synthesizing 20th & 21st Century Works
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 Grammar, Usage, and Mechanics

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

Integrated Vocabulary Program

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

Graduation Requirements

Westwood High School's graduation requirements include successful completion (D or better) of four years (eight semesters) of English.

Levels in the English Language Arts Program

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

Writing Lab

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

Westwood High School's English Language Arts Program is guided by The Common Core State Standards
(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*

Each course in Westwood High School's English Program addresses Westwood High School's school-wide academic expectations for students to:

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

FRESHMAN LITERATURE & COMPOSITION
1011/1012/1013

5 per cycle – 5 credits
Freshman Year

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

- How do stories teach us about ourselves and others?

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

- How does change shape our voice?
- How do relationships shape one's search for belonging?
- How do society's expectations influence our choices?
- How do we develop beliefs about morality and justice?
- How does the way we face our responsibilities define who we are?

Students engage in an integrated approach to literacy through close reading, writing, grammar, vocabulary, and research. Students read a variety of genres and discuss elements of literature such as plot, character, theme, structure, and literary terminology. Freshman English also includes a highly organized composition program culminating in literary analysis, argument, narrative, and synthesis writing and revision. Students will be introduced to various modes of accessing and presenting information through technology, using a variety of platforms.

Major works may include: *Of Mice and Men*, *Romeo and Juliet*, *Twelfth Night*, *To Kill a Mockingbird*, *A Raisin in the Sun*, *The Smell of Other People's Houses*.

SOPHOMORE LITERATURE & COMPOSITION
1021/1022/1023

5 per cycle – 5 credits
Sophomore Year

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:

- How do humans cultivate individual identities within a community?

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

- How do relationships sustain individuals through loss?
- What roles do individuals play in systems of power?
- How do individuals develop and exert agency?
- How do communities shape an individual's 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: *Things Fall Apart*, *The Farewell* (dir. Lulu Wang), *Frankenstein*, *Macbeth*, *The Curious Incident of the Dog in the Night-Time*, *Persepolis*, *Darius The Great Is Not Okay*, *Purple Hibiscus*, *Born a Crime*, *The Invention of Morel*, and selections of thematic poems, short stories, and nonfiction texts.

AMERICAN LITERATURE AND COMPOSITION
1031/1032/1033

5 per cycle – 5 credits
Junior Year

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 does the myth of the “melting pot” in the United States shape the immigrant experience?
- How does American education either empower or stifle personal growth?
- In what ways does American culture define gender identity? How do gender roles simultaneously direct and constrain a developing sense of self?
- To what extent do American family values and behaviors impact an individual's 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*, *Death of a Salesman*, *Their Eyes Were Watching God*, *Fences*, *Black Boy*, *One Flew Over the Cuckoo's Nest*, *The Catcher in the Rye*, *Interpreter of Maladies*, *The Things They Carried*, *The House on Mango Street* and selections from American essays, poems, memoirs, and short stories.

AP LITERATURE AND COMPOSITION
1131

5 per cycle – 5 credits
Junior Year

AP Literature and Composition is designed to prepare students for the types of close reading, literary analysis, and writing they will encounter in college English programs. Students taking this course will learn to read actively and 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*, *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. Through a variety of focused analytical writings, students will negotiate the complexities of meaning in these literary works to derive interpretive and evaluative conclusions as well as enrich their understanding of language and appreciation for literature. 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.

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 either honors or college-preparatory credit.

AP LANGUAGE AND COMPOSITION
1941

5 per cycle – 5 credits
Senior Year

This English course for seniors is designed to prepare students for the reading, writing, and thinking they will encounter across disciplines in college. We will investigate the topic of human progress 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. 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
1041/1042/1043

5 per cycle – 5 credits
Senior Year

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 follow four literary genres and essential questions:

- Memoir: What makes a true story worth telling?
- Mystery: What is mystery and why is it compelling?
- War Literature: Why do we document atrocities?
- Satire: How can humor be used to promote social change?

CREATIVE WRITING I
1241/1242/1243

5 per cycle – 2.5 credits
Semester Course - Senior Year

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

- Who am I as a writer?

The goals of this course are to write better by writing and to read as a writer. This elective is run as a writers' workshop. Student writing serves as the core course content and fuels workshop and discussion sessions. Our guiding questions (What is the purpose of writing? How does an author incorporate diverse feedback while maintaining their vision and style? How does an author thoroughly and thoughtfully revise their work? How does an author use literary techniques to develop a personal style?) provide a focus for examining student writing and providing articulate and constructive written and verbal feedback.

Students are encouraged to read widely and read as writers. Additionally, students will read short stories, poetry, and short nonfiction from a variety of writers.

CREATIVE WRITING II
1251/1252/1253

5 per cycle – 2.5 credits
Semester Course - Senior Year

Creative Writing II is a spring semester course offered to Grade 12 students who have successfully completed Creative Writing I in the fall. The advanced 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. Your study will focus on generating a larger piece or collection of writing, and its development will be directly informed by independent reading.

Throughout the semester, we will examine:

- How do writers continue to develop their writing identity?
- How do writers determine what form best suits their purpose?
- How do writers vary their methods when writing for different audiences and purposes?
- How does one read as a writer? How does one write as a reader?
- What is the role of the writer in today's society?

DYSTOPIAN LITERATURE

1341/1342/1343

5 per cycle – 2.5 credits
Semester Course - Senior Year

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.

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

1641/1642/1643

5 per cycle – 2.5 credits
Semester Course - Senior Year

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*, *Spotlight*, *All Souls: A Family Story from Southie*, *Lion*, *Good Will Hunting*, *The Farewell*, *Minari*, and *Atonement*, as well as short stories by Emma Cline, Marina Keegan, Jhumpa Lahiri, Joyce Carol Oates, Tim O'Brien, and Jacqueline Woodson.

LITERATURE OF SPORTS & COMPETITION

1741/1742/1743

5 per cycle – 2.5 credits
Semester Course - Senior Year

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 Sports Literature 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 readings, 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 game after game. Students will have the opportunity to work independently exploring a scenario when sports 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
1441/1442/1443

5 per cycle – 2.5 credits
Semester Course - Senior Year

From silly misunderstandings to simple character opposition; from the meet-cute to the happily ever after, 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, but that otherwise largely dispense with romcom's typical narrative patterns.

The first half of the semester is dedicated to examining the traditional conventions of the romance narrative and theories of comedy, exploring the distinction between romance as a quest tale and romance as a love story. The second half of the semester will investigate how these fields combine as a popular film genre, what arguments this genre makes about sex, gender, race, and class, and why the genre has been much maligned and upended. Beginning with Jane Austen's *Pride and Prejudice*, this course can guarantee one thing: there's a happily ever after.

MYSTERY & DETECTIVE LITERATURE
1841/1842/1843

5 per cycle – 2.5 credits
Semester Course - Senior Year

Through tales of dastardly deeds and the detectives who attempt to bring justice, this course will explore true crime and detective fiction, addressing the history and evolution of the classic to contemporary "who-dunnit" genre. Students will read from the original masterminds of mystery – Arthur Conan Doyle, Edgar Allan Poe, and Agatha Christie - and investigate popular trends in nonfiction documentaries and podcasts, applying a psychoanalytic lens to their inquiry. In addition, students will model their own reading, writing, and thinking skills to explore how this genre offers insights into challenges facing society today.

HIDDEN VOICES: RACE AND CULTURE IN LITERATURE
1541/1542/1543

5 Per cycle - 2.5 credit
Semester Course - Senior Year

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*, 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, Toni Morrison, and various other authors.

HIDDEN VOICES: GENDER AND ORIENTATION IN LITERATURE
1541/1542/1543

5 per cycle – 2.5 credit
Semester Course- Senior Year

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.

SATIRE IN LITERATURE
1141/1142/1143

5 per cycle – 2.5 credits
Semester Course - Senior Year

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 Donne, Austen, and Orwell, as well as contemporary voices like Dave Barry, Stephen Colbert, and Tina Fey, we will examine how authors have used humor as a tool to critique society through the ages.

VILLAINS: ARCHETYPES IN LITERATURE
1851/1852/1853

5 per cycle – 2.5 credits
Semester Course - Senior Year

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 and antiheroes 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.

MATH DEPARTMENT

Algebra I	AP Calculus AB
Geometry	AP Calculus BC
Algebra II	Multivariable Calculus & Applied Math
Math Seminar	Conceptual Math & Personal Finance
Precalculus	Financial Literacy
Introduction to Precalculus	Programming and Coding
Probability & Statistics	Computer Science Principles
AP Statistics	AP Computer Science A
Calculus	

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

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

Each course in Westwood High School's Math Program addresses school-wide academic expectations for students to:

3. Define, analyze, and solve problems

ALGEBRA I
2011

5 per cycle – 5 credits
Freshman Year

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

ALGEBRA I
2012

5 per cycle – 5 credits
Freshman Year

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

ALGEBRA I
2013

5 per cycle – 5 credits
Freshman Year

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

GEOMETRY
2021

5 per cycle – 5 credits
Freshman or Sophomore Year

Prerequisite: *Grade 9 – admission based on placement test scores and 8th grade math performance*
Grade 10 – B+ on assessments in Algebra I (2011) including a B+ on Midyear Exam or department recommendation. Recommendation subject to change based on second semester grades.

This course is designed primarily for those students who have successfully completed Algebra I in grade 8. Students will use theorems, postulates and defined terms, along with deductive reasoning and logical inference to develop and understand Euclidean Geometry. This is a highly rigorous course requiring abstract thinking to apply geometric concepts to formal/informal proofs and to solve challenging problems. The course covers postulates, and theorems, transformations, parallel and perpendicular lines, triangles, congruence and similarity of triangles and other polygons, right triangle trigonometry, the Law of Sines and Cosines, applications of corresponding parts of congruent and similar polygons, properties of right triangles, circles, constructions, areas of planar figures, and introductory Solid Geometry and Coordinate Geometry. Algebra I concepts are integrated throughout the course. Therefore, a strong Algebra I (quadratics, systems and lines) foundation is essential for success.

GEOMETRY
2022

5 per cycle – 5 credits
Freshman or Sophomore Year

Prerequisite:
Grade 9 - admission based on placement test scores and 8th grade math performance
Grade 10 - C- in Algebra I Level 2 (2012) or department recommendation.
Recommendation subject to change based on second semester grades.

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

GEOMETRY
2023

5 per cycle – 5 credits
Sophomore Year

Prerequisite: Passing in Algebra I

This course covers all topics of plane and solid geometry while incorporating core algebra concepts. Topics covered in this course include: transformations, parallel and perpendicular lines, transversals, congruence and similarity of triangles and other polygons, right triangle trigonometry, applications of corresponding parts of congruent and similar polygons, properties of right triangles, circles, areas of planar figures, surface area, volume and an introduction to Coordinate Geometry.

ALGEBRA II
2031

5 per cycle – 5 credits
Sophomore or Junior Year

Prerequisite: B+ on assessments in Algebra (2011) and B on assessments in Geometry (2021) or A on assessments in Algebra I (2012) and on assessments in Geometry (2022) or department recommendation. *Recommendation subject to change based on second semester grades.*

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

ALGEBRA II
2032

5 per cycle – 5 credits
Sophomore or Junior Year

Prerequisite: C- on assessments in Geometry (2022) and C on assessments in Algebra 1 (2012) or department recommendation. *Recommendation subject to change based on second semester grades.*

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

ALGEBRA II
2033

5 per cycle – 5 credits
Junior Year

Prerequisite: Passing in Algebra I and Geometry

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

MATH SEMINAR**2743****Prerequisite: Teacher Recommendation****1.25 - 2.5 credits****Term or Semester Course****Sophomore - Senior Year**

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

PRECALCULUS**2041****5 per cycle – 5 credits****Junior or Senior Year**

Prerequisites: B+ in Algebra II (2031) on assessments including a B on the midyear exam and B on assessments in Geometry (2021) or B on assessments in Algebra II (2031) including a B on the midyear exam and A on assessments in Geometry (2022) or department recommendation.

Recommendation subject to change based on second semester grades.

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

PRECALCULUS**2042****5 per cycle – 5 credits****Junior or Senior Year**

Prerequisite: C+ on assessments in Algebra II (2032) or department recommendation.

Recommendation subject to change based on second semester grades.

This is a college preparatory course designed for students who may or may not take Calculus. This course covers most of the content of Precalculus 2041: emphasizing linear, quadratic, rational, exponential, logarithmic and trigonometric modeling and translations, triangle trigonometry and right triangle trigonometry, the study of conics, sequences and series, and the analysis of families of functions and limits, which lead to introductory Calculus topics. The course does not have the breadth of Precalculus 2041, but prepares the students well for Calculus.

INTRODUCTION TO PRECALCULUS**2543****5 per cycle – 5 credits****Senior Year****Prerequisite: C- Algebra I, Geometry, Algebra II**

This course is designed as a fourth year of Mathematics and is intended for seniors who may take Precalculus in college. Topics That are explored include exponential growth and decay, compound interest and banking applications, logarithmic equations and applications, right triangle trigonometry and applications, trigonometric functions and area applications, the unit circle, a study of conics, and sequences & series

PROBABILITY & STATISTICS**2442****5 per cycle – 5 credits****Senior Year****Prerequisite: C- in Algebra II (2032) or department recommendation.*****Recommendation subject to change based on second semester grades.***

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

AP STATISTICS**2441****5 per cycle – 5 credits****Junior or Senior Year****Prerequisite: B in Algebra II (2031) and enrolled in Precalculus, or a A- in Algebra II (2032) or C+ in Precalculus (2041), or B+ in Precalculus (2042), or department recommendation.*****Recommendation subject to change based on second semester grades.***

This course is comparable to a college course in Statistics. Topics will include data classification, experimental design, frequency distributions and their graphs, measures of central tendency, measures of variation, linear regression, general probability, conditional probability, probability distributions, normal distributions, confidence intervals, and hypothesis testing. Students enrolled in this course must have completed Precalculus or take AP Statistics concurrent with Precalculus.

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

CALCULUS
2142

5 per cycle – 5 credits
Senior Year

Prerequisite: B on assessments in Precalculus (2042) and taken Algebra II (2031) or B on assessments in Precalculus (2042) and A- on assessments Algebra II (2032), or department recommendation.

Recommendation subject to change based on second semester grades.

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

AP CALCULUS AB
2241

5 per cycle – 5 credits
Senior Year

Prerequisite: B on assessments in Precalculus (2041) and department recommendation or A+ on assessments in Precalculus (2042) and department recommendation.

Recommendation subject to change based on second semester grades.

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

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

AP CALCULUS BC
2341

5 per cycle – 5 credits
Senior Year

Prerequisite: B+ on assessments in Precalculus (2041) and department recommendation.

Recommendation subject to change based on second semester grades.

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

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

**MULTIVARIABLE CALCULUS AND APPLIED MATH
2351**

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

Prerequisites: Completion of AP Calculus BC

Multivariable Calculus and applied math is a full year math course designed for students who have completed BC calculus and would like to challenge themselves beyond the typical high school math curriculum. There will be a heavy emphasis on multivariable calculus (typically referred to as Calculus 3 by most colleges and universities) as well as other selected topics from discrete math, linear algebra, number theory, real analysis and differential equations. A passion for math and a strong foundation in calculus are integral for this course.

**AP COMPUTER SCIENCE A
2841**

**5 per cycle - 5 credits
Senior Year**

Prerequisite: A or A- in Honors Introduction to Computer Science

This course is a challenging, college-level introductory course in Computer Science, based on the Association for Computing Machinery (ACM) and 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.

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

**COMPUTER SCIENCE PRINCIPLES
4541/ 4542**

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

Prerequisite: C+ in Algebra II or department head recommendation

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

PROGRAMMING AND CODING
4052/4053

5 per cycle – 2.5 credits
Semester Course
Junior or Senior Year

Prerequisite: C- in Algebra I and Geometry or department head recommendation

This course is intended for students with an interest in computer science specific to programming and coding. It is a hands-on introduction to the skills and concepts required to write computer code. Students will be exposed to drag-and-drop software development, data and information, smartphone app development, and writing and analyzing simple programs in Python. This course provides foundational skills in coding, and could be followed by a broader computer science course in college.

CONCEPTUAL MATH AND PERSONAL FINANCE

5 per cycle – 5 credits
Senior Year

4643

Department recommendation and a passing grade in Algebra II or enrolled in Algebra II

This course is designed as a fourth year of Mathematics and is intended for students who have struggled in previous math courses. Students learn how to use mathematical models to analyze, clarify, and solve real world problems. The course will help students become more confident in their math ability and more proficient in math related technology (PowerPoint, GeoGebra, etc.) This course is designed to use a variety of instructional methods and assessment including lectures, computer based learning, hands on activities and projects. The first 3 terms focus on exploring personal finances and related mathematical topics. The other part of the year will be spent exploring trigonometry, cyclic functions, and other ancillary topics with a focus on practical applications.

FINANCIAL LITERACY
2941/2942/2943

5 per cycle - 2.5 credits
Semester Course
Junior or Senior Year

Prerequisite: C- in Algebra I and Geometry or department head recommendation

This course is a math elective intended for students with an interest in financial literacy. This course will teach students the basics of money management: budgeting, saving, debt, investing, giving and more. The knowledge that students learn in this course will build the foundation for students to build strong money habits early on and avoid many of the mistakes that lead to lifelong money struggles. This course is designed to use a variety of instructional methods and assessment including lectures, computer based learning, hands-on activities and projects.

PERFORMING ARTS DEPARTMENT

DRAMA:

Drama I/II Your Voice, Your World
Technical Theater

MUSIC:

Chorus
Concert Band
Honors Wind Ensemble
Piano Lab
Guitar Lab

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.

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

Each course in the Performing Arts Program addresses Westwood High School's school-wide expectations for students to:

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

DRAMA I/II: YOUR VOICE, YOUR WORLD
7011

Semester – 2.5 credits
Freshman – Senior Year

Have you taken a drama class at the high school? No? Well this is the course for you! From the silly to the serious, navigating through today's world is a challenge. With all the noise out there, how will your voice be heard? Through the use of traditional theater, multi & social media performance & presentations *Your Voice, Your World* is a course designed to explore today's world and how you fit into it. Who are you today? Who are you going to be? Come discover your world. On completion of Drama I, the course may be repeated in the subsequent year to dig deeper into the content.

TECHNICAL THEATER
7101

5 per cycle – 5 credits
Junior or Senior Year

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.

CHORUS
7201/7202

5 per cycle – 5 credits
Freshman – Senior Year

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

CONCERT BAND
7301/7302

5 per cycle – 5 credits
Freshman – Senior Year

Concert Band is a full year course open to students in grades 9, 10, 11, and 12 possessing intermediate skills on woodwind, brass, and percussion instruments. Students who do not perform at the intermediate skill level need permission 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.

HONORS WIND ENSEMBLE
7311

5 per cycle – 5 credits
Sophomore – Senior Year

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

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.

ORCHESTRA
7601/7602

5 per cycle – 5 credits
Freshman – Senior Year

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

MUSIC HONORS OPTION:
7201 CHORUS
7301 CONCERT BAND
7601 ORCHESTRA

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

PIANO LAB
7701/7702

5 per cycle – 5 credits
Freshman– Senior Year

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

GUITAR LAB
7501/ 7502

5 per cycle – 5 credits
Freshman– Senior Year

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.

SCIENCE DEPARTMENT

Biology Concepts

Biology

AP Biology

Chemistry

AP Chemistry

Physics

Conceptual Physics

AP Physics 1

AP Physics 2

Engineering Design

Computer Science Principles

Programming and Coding

AP Computer Science A

Anatomy and Physiology

Astronomy

Environmental Science & Ecology

Marine Biology

Food Science

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.

Beginning with the class of 2010, students must achieve a passing grade on an MCAS science exam as a graduation prerequisite. In order to assist individual students in meeting this goal, departmental efforts are focused on preparing them to pass the biology exam in 9th grade.

Each course in Westwood High School's Science Program addresses Westwood High School's school-wide academic expectations for students to:

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

BIOLOGY CONCEPTS**4003/4004****5 per cycle – 5 credits****Freshman Year****Prerequisite: 8th-grade grades and science teacher evaluation, placement exam**

This college-prep course places emphasis on constructing, reflecting on, and using biology knowledge. Among the areas of study are the following: a general introduction to biology and basic chemistry, animal and plant structures and their functions, human anatomy and physiology, reproduction and development, genetics, evolution, biodiversity, and ecology. Work students complete will prepare them for the Massachusetts Biology MCAS exam and will expand and improve their skills with scientific and biology-related vocabulary, reading, writing, and laboratory investigation.

BIOLOGY**4021****6 per cycle – 6 credits****Freshman Year****Prerequisite: 8th-grade grades and science teacher evaluation, placement exam**

Level 1 Biology is an advanced course intended to introduce students to the major areas of biology. Students should have demonstrated high motivation, capacity for independent study and sustained hard work, and strong conceptual, analytical and reading skills. Substantial independent work is expected. The general orientation of this course is on the molecular level, living processes are viewed within this conceptual framework. This course is augmented by increased molecular and chemical detail for the concepts covered. Laboratory investigations, modeling of concepts, class discussions, and other means are utilized in developing and reinforcing important biological concepts. Among the areas of study are the following: a general introduction to biology and basic chemistry, animal and plant structures and their functions, human anatomy and physiology, reproduction and development, genetics, evolution, biodiversity, and ecology.

BIOLOGY**4022/4023****6 per cycle – 6 credits****Freshman Year****Prerequisite: 8th-grade grades and science teacher evaluation, placement exam**

In order to stimulate the interest and challenge the ability of students, emphasis in this course is placed on scientific inquiry, in both class work and through laboratory experimentation. This college preparatory course requires the student to be motivated and willing to learn both in groups and independently. Laboratory investigations, modeling of concepts, class discussions, and other means are utilized in developing and reinforcing important biological concepts. Among the areas of study are the following: a general introduction to biology and basic chemistry, animal and plant structures and their functions, human anatomy and physiology, reproduction and development, genetics, evolution, biodiversity, and ecology.

AP BIOLOGY
4341

7 per cycle – 6 credits
Senior Year

Prerequisite: B+ or better in Biology 4021, (or an A in Biology 4022) and a B or better in Chemistry 4031.

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, as well as 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
4031

6 per cycle – 6 credits
Sophomore Year

Prerequisite: B or better in Algebra level 1 and Geometry 2021 or instructor's recommendation.

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

CHEMISTRY
4032

6 per cycle – 6 credits
Sophomore Year

Prerequisite: C+ or better in Algebra (2011/2012) and concurrently enrolled in Algebra II or Geometry.

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

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

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

AP CHEMISTRY**4241****7 per cycle – 6 credits****Sophomore – Senior Year****Prerequisite (Grade 10): Enrollment is by science chair invitation only for sophomores.****(Grade 11-12): B or better in Honors Chemistry 4031.**

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 L1 or L2 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**4041****6 per cycle – 6 credits****Junior Year****Prerequisite: B or better in Algebra I (2021/2022), B or better in Chemistry (4021/4022), currently enrolled in Algebra II (2031/2032).**

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, and electromagnetism with additional study in optics, wave motion, and sound. Students should possess strong algebra and trigonometry skills. Students should have a genuine curiosity for the natural world and be willing to be challenged and take risks as they learn to apply physics to real world situations.

PHYSICS
4042

6 per cycle – 6 credits
Junior Year

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

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

CONCEPTUAL PHYSICS
4043

5 per cycle – 5 credits
Junior Year

The course looks at phenomena that students have seen and experienced in their everyday lives, and explores the underlying concepts in motion, energy, light, and electricity. The course seeks to promote safety, practical, and applicable understandings of physics. Some questions investigated include: Why does tire pressure, traction, and speed limits matter for driving safety? What do WiFi and a microwave oven have in common? Why do buildings need lightning rods? Problem solving will involve basic algebra skills. Students should have a genuine curiosity for the natural world.

AP PHYSICS 1
4131

7 per cycle – 6 credits
Junior or Senior Year

Prerequisite: Recommended B or better in Algebra II 2031, B+ or better in chemistry (4031), concurrently enrolled in L1 Algebra II (2031) or department head approval.

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

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

AP PHYSICS 2**4141****7 per cycle – 6 credits****Senior Year****Prerequisite: B- or better in AP Physics 1 or A- or better in Level 1 Physics**

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

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

ENGINEERING DESIGN**4641/4642****5 per cycle – 5 credits****Senior Year**

Prerequisite: Completed or currently enrolled in Pre-Calculus Level 2 or higher and Physics or taking Physics concurrently, or department recommendation, successful prior completion of Introduction to Computer Science (4741/4742) recommended

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**4741/ 4742****5 per cycle – 5 credits****Junior or Senior Year****Prerequisite: C+ in Algebra II or department head recommendation**

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

PROGRAMMING AND CODING
4052/4053

5 per cycle - 2.5 credits
Semester Course
Junior or Senior Year

Prerequisite: C- in Algebra I and Geometry or department head recommendation

This course is intended for students with an interest in computer science specific to programming and coding. It is a hands-on introduction to the skills and concepts required to write computer code. Students will be exposed to drag-and-drop software development, data and information, smartphone app development, and writing and analyzing simple programs in Python. This course provides foundational skills in coding, and could be followed by a broader computer science course in college.

AP COMPUTER SCIENCE A
2841

5 per cycle - 5 credits
Senior Year

Prerequisite: A or A- in Honors Introduction to Computer Science

This course is a challenging, college-level introductory course in Computer Science, based on the Association for Computing Machinery (ACM) and 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.

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

ANATOMY & PHYSIOLOGY
4541/ 4542/ 4543

5 per cycle - 5 credits
Junior or Senior Year

4541 Prerequisites: B+ or better in Biology 4021, and successful completion of a year of chemistry

4542 Prerequisites: One year of Biology and Chemistry, each with a minimum grade of C-.

Students will explore 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**4841/ 4842/ 4843****5 per cycle - 5 credits****Junior or Senior Year****Prerequisite: Algebra II – may be taken concurrently.**

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 level 1 credit will be required to study supplemental topics independently and complete additional projects within and outside of class.

ENVIRONMENTAL SCIENCE & ECOLOGY**4942/4943****5 per cycle – 5 credits****Junior or Senior Year****Prerequisite: Successful completion of Biology, may be taking Chemistry concurrently.**

With a focus on ecology and the environment, students will learn the basic principles of scientific research. They will explore methods of field data collection with the goal of contributing to a larger ongoing study. Issues of global concern, such as water resource management and population estimation and control, will be explored. Long-term projects are the main source of grades for this course.

Although classroom instruction will be a major component of this course, students will be required to work outside of the classroom collecting field data on a regular basis.

MARINE BIOLOGY**4321/4322/4323****5 per cycle - 5 credit****Junior or Senior Year****4321 Prerequisite: B or better in Biology 4021 and Chemistry 4031, or taking 4031 concurrently.****4322/4323 Prerequisite: C- or better in Biology and Chemistry, or taking Chemistry concurrently.**

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.

FOOD SCIENCE
4441/4442/4443

5 per cycle - 5 credit
Sophomore - Senior Year

4441 Prerequisite: B or better in Biology 4021 and Chemistry 4031, or taking 4031 concurrently.

4442/4443 Prerequisite: C in Biology

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.

The course is available for L1, L2, and L3 credit and will be comprised of heterogeneous groups of sophomores, juniors, and seniors. L1 students will be expected to explain chemical transformations of food at the molecular level and the energy changes that accompany them.

SOCIAL STUDIES DEPARTMENT

US History I (beginning with the Class of 2027)
Modern World History
AP Modern World History
US History (Class of 2025, 2026 only)
AP US History
AP Psychology
AP US Government & Politics

AP Economics
Crime in America (Semester)
Social Psychology (Semester)
American Pop Culture (Semester)
Market Dynamics (Semester)
Civic Action (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.

*Each course in Westwood High School's Social Studies Program addresses
Westwood High School's school-wide academic expectations for students to:*

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

US HISTORY I
3011/3012/3013

5 per cycle-5 credits
Freshman Year (Class of 2027 on)

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.

MODERN WORLD HISTORY
3021/3022/3023

5 per cycle – 5 credits
Sophomore Year

Modern History constitutes an in-depth study of Modern World History from 1500 to the present. The course will examine the ideological and institutional developments of the past five centuries. Emphasis will also be placed on the relationship between the West and the Non-Western world. Students will be expected to write in-class essays, as well as short and long term independent research projects. Critical evaluation of primary and secondary source readings and the use of the inquiry methods and the historian shall be emphasized by the teachers of this course.

AP MODERN WORLD HISTORY
3221

5 per cycle- 5 credits
Sophomore or Senior Year

Prerequisite: Faculty Recommendation

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.

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

US HISTORY
3031/3032/3033

5 per cycle – 5 credits
Junior Year (Class of 2025 and 2026 only)

The program involves an in-depth study of American History, with emphasis on the development of student writing skills. US History covers the principal events, personalities, movements, geographic trends, and ideas in the development of the United States from colonial times to its present position of international responsibility. The course has a double goal: to introduce the student to the American tradition, and to train the student to think historically, weigh evidence, handle controversial issues and generalize from specific facts. Group discussion of specific historical events and ideas will be related to current issues facing the American people. Short- and long-term research projects dealing with pertinent historical topics will be required, and training in the techniques of historical research and writing will be provided to students.

AP US HISTORY
3131

5 per cycle – 5 credits
Junior Year

Prerequisite: Faculty recommendation

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

A student should have a grade of C or above in AP European History or a minimum of A- in Level I US history to be recommended for this course.

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

CIVIC ACTION
3052

5 per cycle -2.5 credits
Semester Course - Junior Year

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.

AP PSYCHOLOGY**3141****5 per cycle – 5 credits****Senior Year****Prerequisite: Faculty recommendation**

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. Students enrolled in AP Psychology are not eligible to concurrently enroll in Early Childhood Education.

Students should have a minimum grade of B in Level I or A- in Level II US History to be recommended for this course.

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

AP US GOVERNMENT AND POLITICS**3541****5 per cycle – 5 credits****Junior or Senior Year****Prerequisite: Faculty recommendation**

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+ in a Level I or A- in a Level II Social Studies course to be recommended for this course.

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

AP MICRO and MACROECONOMICS**3451****5 per cycle - 5 credits****Junior - Senior Year****Prerequisite: Faculty recommendation**

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. The second half of the course explores 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. This course would not supplement the 11th grade U.S. history requirement.

Students should have a minimum grade of B+ in a Level I or A- in a Level II Social Studies course to be recommended for this course.

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

MARKET DYNAMICS**3441/3442/3443****5 per cycle - 2.5 credits****Semester Course****Junior or Senior Year**

Success in life will likely depend on how well you understand and navigate the economy in which we live. Market Dynamics will provide this understanding of what economics is and instill the knowledge and tools needed to make informed economic decisions. Students will gain familiarity with the fundamentals of a free market economy, including banking, housing, the stock market, credit, financial planning, personal investment, retirement, and career building skills. Students will also develop a fundamental understanding of different economic theories and types of economies. Particular focus will be helping students identify what their own financial goals and economic views are. This will be accomplished through realistic simulation activities related to current national and international economic issues. Students in this class can expect to complete a combination of regular readings, as well as individual and group projects. Students enrolled in Market Dynamics are not eligible to concurrently enroll in AP Economics.

SOCIAL PSYCHOLOGY**3841/3842/3843****5 per cycle - 2.5 credits****Semester Course****Junior or Senior Year**

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 in this course will regularly engage in self-reflection to examine the impact of social factors in their own lives. This course is intended for juniors and seniors, and can be taken concurrently with AP Psychology.

AMERICAN POP CULTURE
3241/3242/3243

5 per cycle - 2.5 credits
Semester Course
Junior or Senior Year

Students in this course will study late 20-21st century popular culture. The overall objective is to explore how popular culture through film, literature, social and political movements, reflects the world around us and how it influences the way we perceive the world. We will examine a wide range of subjects such as film, literature, television, and music, using a range of critical approaches to better understand how American popular culture both reflects and influences the world. Students can expect to complete a series of regular readings, as well as group and individual projects.

CRIME IN AMERICA
3341/3342/3343

5 per cycle - 2.5 credits
Semester Course
Junior or Senior Year

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.

SPECIAL EDUCATION DEPARTMENT

Learning Center Support

Learning Center
Reading Class 1
Writing Class 1
Tools for Academic Success

Specialized Learning Center Courses

Survey of Math I, II, III, IV
Survey of English I, II, III, IV
Survey of History I, II, III, IV
Survey of Science I, II, III, IV
Survey of Wellness I, II, III, IV
Functional Math

Extended Learning Center Program
Communication Connections Program
Westwood ABA Program
Flex Program
Transition Program

School-Wide Academic Expectations:

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

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

LEARNING CENTER

8003

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

Students enrolled in Learning Center receive supplementary instruction and reinforcement of learning strategies in a small group as part 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.

READING CLASS 1
8013

5 per cycle – 5 credits
Freshman - Sophomore Year

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

WRITING CLASS 1
8023

5 per cycle – 5 credits
Freshman – Senior Year

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

TOOLS FOR ACADEMIC SUCCESS
8113

5 per cycle – 5 credits
Freshman – Senior Year

In this course, we will focus on building the interpersonal and self-regulation skills necessary for success in high school and beyond. Topics may include verbal and non-verbal communication, “social thinking,” anxiety management, executive functioning, and self-advocacy. We will use a variety of formats to achieve our learning goals including discussions, structured lessons and projects, informal activities, and field trips. The course will evolve based on the needs, preferences, and learning styles of group members.

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.

SURVEY OF MATH I, II, III, IV
8114/8124/8134/8144

5 per cycle – 5 credits
Freshman – Senior Year

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
8104

5 per cycle – 5 credits
Freshman – Senior Year

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

SURVEY OF ENGLISH I, II, III, IV
8214/8224/8234/8244

5 per cycle – 5 credits
Freshman – Senior Year

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

SURVEY OF HISTORY I, II, III, IV
8014/8024/8034/8044

5 per cycle-credits
Freshman - Senior Year

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.

SURVEY OF SCIENCE I, II, III, IV
8414/8424/8434/8444

5 per cycle – 5 credits
Freshman – Senior Year

In this course students will be exposed to the world of science through small group instruction in the classroom. Subjects addressed via a revolving curriculum will include 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.

SURVEY OF WELLNESS I, II, III, IV
8314/8324/8334/8344

5 per cycle – 5 credits
Freshman – Senior Year

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

MODIFIED COURSES

The course content, expectations, or means of assessment may be modified significantly for some students with disabilities. Any course that includes these modifications will be designated with the number “4” as the last digit course number. These courses can be taken for credit.

FLEX PROGRAM

This is a structured academic and therapeutic program for students at Westwood High School. Placement in the Flex Program courses occurs via the IEP TEAM meeting process.

FLEX LEARNING CENTER SUPPORT **8503**

5 per cycle – 5 credits
Freshman – Senior Year

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

FLEX WELLNESS **8703**

5 per cycle – 5 credits
Freshman – Senior Year

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

WOODWORKING I **8803**

5 per cycle – 5 credits
Freshman – Senior Year

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

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

FLEX INTERNSHIP **8903**

5 - 10 per cycle
5 – 10 credits
Junior or Senior Year

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

WORLD LANGUAGE DEPARTMENT

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.

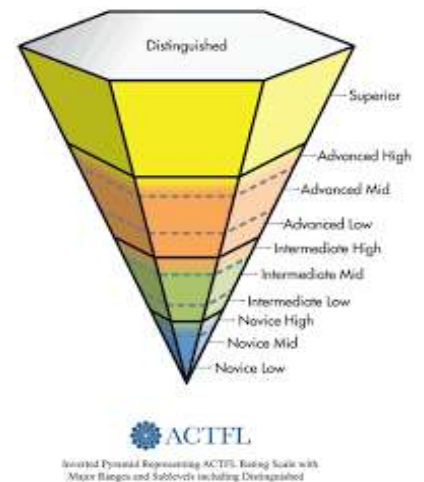
Department Guidelines for World Language placement:

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.

Courses can be taken at a variety of levels. Teachers will make a recommendation for the level of the course based on previous experience with the language. Most often, levels are differentiated by the student's proficiency level. This includes but is not limited to: depth of study, difficulty of the material and pace at which mastery is expected. Many classes will have a mix of levels. If there is a doubt about which level is the most appropriate then students should enter at Level 2 and make adjustments after the first month. Students taking a course for Level 1 credit are expected to demonstrate a higher proficiency level as well as independent initiative. Students who take a course for Level 2 credit are expected to show increasing independence and initiative. Students who are taking a course for Level 3 credit need additional support and time for mastery.

Each course in the World Language Department meets Westwood High School's school-wide academic expectations for students to:

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



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.

SPANISH & FRENCH

SPANISH 1/FRENCH 1

5 per cycle – 5 credits

Spanish 1: 5111/5112/5113

French 1: 5311/5312/5313

The beginning proficiency level of students in this course is NOVICE 1 (level 2/3) or NOVICE 2 (level 1). This course is intended to introduce students to the basic concepts of language study.

Units of study include greetings and introductions, school activities, families and homes, pastimes, and daily routines. Students in Spanish 1 will study Latin Americans in the United States.

SPANISH/FRENCH 2:

5 per cycle – 5 credits

Spanish 2: 5121/5122/5123

French 2: 5321/5322/5323

Prerequisite: Successful completion of Spanish/French 1 at the middle or high school level

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

Units of study in Spanish include: schools and technology, health, sports and well-being, daily life and the environment. Students in Spanish 2 will study and compare life in Spain to that of the United States.

Units of study in French include: schools, family and animals, health, sports and well-being, vacations and celebrations, and cities and shopping. Students in French 2 will study and compare life in France to that of the United States.

SPANISH/FRENCH 3:

5 per cycle – 5 credits

Spanish 3: 5131/5132/5133

French 3: 5331/5332/5333

Prerequisite: Successful completion of Spanish/French 2

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

Units of study in Spanish include: cities and towns, technology, traditions and food, friendship, family and school, beauty and art, immigration, and global issues. Students in Spanish 3 will study and compare life in Mexico to that of the United States.

Units of study in French include: francophonie, youth centers and activities, the environment, street art, movies and World War II, travel, and the French Revolution. Students in French 3 will study and compare life in the Francophone world (specifically France, Canada, Morocco and Haiti) to that of the United States.

SPANISH/FRENCH 4

5 per cycle – 5 credits

Spanish 4: 5141/5142/5143

French 4: 5341/5342/5343

Prerequisite: Successful completion of Spanish/French 3

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

Units of study in Spanish 4 include: travel, schools and politics, the environment, and art and music. Students in Spanish 4 will study and compare life in Latin America (specifically Argentina, Cuba, Costa Rica, Colombia, and Venezuela) to that of the United States.

Units of study in French 4 include: social media and technology, symbols of national and cultural identity, World War II and the French resistance, Francophone music, and education. Students in French 4 will continue studying and comparing life in Francophone countries to that of the United States.

SPANISH/FRENCH 5:**5 per cycle – 5 credits****Spanish 5: 5151/5152****French 5: 5351/5352****Prerequisite: Successful completion of Spanish/French 4**

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

Units of study in Spanish and French 5 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/FRENCH:**5 per cycle – 5 credits****Spanish: 5251****French: 5451****Prerequisite: Successful completion of Spanish/French 4 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****5161/5162/5163**

This course will be taught in Spanish and is an option for students who have completed Spanish 3, 4 or 5 with at least intermediate level comprehension proficiency. Students will study the history of Spanish-speaking countries and the impact of that history on current events and issues. The class will look at issues such as immigration, healthcare, business and social struggles. Cultural comparison of topics such as food, music, dance and film will also be highlighted and compared. Linguistic growth will be on an individual basis and students will set and monitor linguistic goals with assistance from the instructor. Opportunities of interacting with the language in concrete, authentic and interactive ways will be incorporated into the course.

SPANISH Guitar**5 per cycle – 5 credits****5171/5172/5173****Prerequisite: Successful completion of 2 years of Spanish or permission from the instructor and department chair**

In this course students will explore music from the Spanish speaking world through the guitar. Units of study include: Flamenco (Spain and the influences of Judaism, Arabic and other musics), Mariachi (Mexico), Modern pop (Juanes and other artists), Regional music and music of protest (exploring artists like Silvio Rodriguez as well as the roots of Latin American musics traced back to Africa).

MANDARIN

MANDARIN I (CHINESE)

5 per cycle – 5 credits

5611/5612

The proficiency level of this course is NOVICE 1. This course will introduce students to basic conversational Mandarin. Pronunciation and intonation will be emphasized as students learn the basic grammar and idioms of the language necessary for novice-level fluency. Students will exchange information about themselves and their lives, express basic needs and wants, and negotiate simple directions. Students will begin their study of Mandarin characters so that they may read and write simple texts. Cultural differences between China and the United States will provide a context for this course.

MANDARIN II (CHINESE)

5 per cycle – 5 credits

5621/5622

Prerequisite: Successful completion of Mandarin I

The proficiency level of this course is NOVICE 2. This course is for students who have successfully completed Mandarin 1 at the high school level. Students continue to work toward functional proficiency in the areas of speaking, listening, and reading, as well as write short paragraphs in Chinese characters. The curriculum focuses on skills such as exchanging information, describing and comparing people and things, sharing opinions, and making plans. Themes will be introduced in the context of both traditional and contemporary Chinese culture.

MANDARIN III (CHINESE)

5 per cycle – 5 credits

5631/5632

Prerequisite: Successful completion of Mandarin II

The proficiency level of this course is NOVICE 3. This course is for students who have successfully completed Mandarin 2 at the high school level. The focus of the curriculum is on communicative functions such as describing symptoms, expressing feelings, making comparisons, describing people and places, and making phone calls and invitations. Vocabulary introduced addresses themes including Chinese high school life, emotions, after-school activities, jobs, physical attributes, personality types, and technology. Language patterns support communication about past events, how long events took, the near future and outcomes versus expectations. Students will compare traditional and contemporary Chinese culture by examining topics including China's college entrance exam, Chinese neighborhoods and communities, and use of social media.

MANDARIN IV (CHINESE)

5 per cycle – 5 credits

5641/5642

Prerequisite: Successful completion of Mandarin III

The proficiency level of this course is INTERMEDIATE 1. This course is for students who have successfully completed Mandarin 3 at the high school level. The focus of the curriculum is on communicative functions such as offering invitations, discussing a menu, describing travel experiences, giving and receiving directions, and expressing one's values and hopes for the future. Vocabulary introduced addresses themes including hosting a party, grocery shopping, international travel, summer work, Chinese tourist destinations, household chores, and career goals. Students will learn about common Chinese food ingredients, mealtime customs, and famous tourist destinations, as well as contrast teenage responsibilities and the job market in the U.S. and China.

LATIN

LATIN I

5511/5512/5513

5 per cycle – 5 credits
Freshman – Junior Year

This course is designed as 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

5521/5522/5523

5 per cycle – 5 credits
Sophomore – Senior Year

Prerequisite: Successful completion of Latin I (B-) and teacher recommendation.

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

5531/5532

5 per cycle – 5 credits
Junior or Senior Year

Prerequisite: Successful completion of Latin II (B-) and teacher recommendation.

The beginning proficiency level of this course is INTERMEDIATE 1 (level 2) or INTERMEDIATE 3 (level 1). 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
5541/5542

5 per cycle – 5 credits
Senior Year

Prerequisite: Successful completion of Latin III (B-) and teacher recommendation.

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

WELLNESS DEPARTMENT

**Wellness I
Wellness II**

**Wellness III
Wellness IV**

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 National Health Education Standards and the National Association Standards for Physical Education. Skills-based learning and physical activity experiences combine to reinforce wellness concepts and encourage overall well-being. Health education and physical activities are integrated to provide a comprehensive Wellness Program.

Each course in the Wellness Program addresses Westwood High School's school-wide expectation for students to:

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

WELLNESS I 9012

**5 per cycle - 2.50 credits
Semester Course
Freshmen Year**

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 "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
9022

5 per cycle - 2.50 credits
Semester Course
Sophomore Year

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, and Speedminton	Cooperative Challenges and Games Team Building Exercises, Safe Risk Challenges, and Lateral Thinking Challenges	Lifetime Sports and Fitness: Group Cardio, Circuit Training, Yoga Golf
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WELLNESS III and IV:
Improving and Maintaining Personal Physical Fitness
9033/9043

1.0 credit
Junior or Senior Year

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

INTERNSHIPS

**Student Technology Assistance Team (STAT) Internship
9501**

**5 per cycle - 5 credits
Junior or Senior Year**

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.

This course is a level one course. You will need to provide a current teacher recommendation.

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 7:30-2:30, 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.

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 will take place during the final week of school, following final exams.

J-TERM COURSES

Freshman to Junior Year

4 & 1/2 days

1.25 Credits

BAKE-OFF: THE GREAT WESTWOOD BAKING SHOW

Do you love to bake? Do you love to express yourself through food? Together, we'll spend the week practicing baking techniques, learning new recipes, and exploring the science and creativity of the baking world. This might include cakes, cupcakes, cookies, bread and beyond! Through practical experience in a local kitchen, and professional experience in a commercial kitchen, your skills and taste buds will be put to the test, as well as refined, through hands-on experience.

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 at Nantasket Beach.

BOUNDLESS STUDIO: THE ARTIST EXPLORES

Are you an artist? Would you like to break free from the confines of the school studio? What would happen to your creative voice if you made your experiences bigger? In Boundless studios: The Artist Explores, every day will be an opportunity to create in a new place, with new materials, and experiment with new techniques to see how our creative work evolves or transforms as our artistic life gets bigger. We will make multiple art pieces every day and look for inspiration everywhere. We will travel to natural spaces and urban areas, be indoors and outdoors, create in 2 dimensions and 3 dimensions, and work in traditional and unconventional studio settings. We will create using varied media, including some you probably haven't encountered in school. This course is for people who are seeking an intensive art making experience and want to expand their understanding of themselves as a maker.

CRAZY CULTURALLY RICH ASIANS

Ever heard of BTS or Blackpink? Bento boxes? The film 'Crazy Rich Asians' or Bling Empire? Bollywood? If you know about them or want to know about them, then this course is for you! We will explore Asian Culture through fashion, pop culture, music videos, anime, food, holidays and more. Come explore Chinese fashion at the 2015 Met Gala, make your own Kpop playlists, and get first hand cultural experiences with experts from the community. We will watch box office hits like 'The Big Sick' and 'Crazy Rich Asian' and anime like Aggretsuko. Check out Bento box food design and sample Asian cuisine during the course! Enjoy a cultural tour through Asia and SouthEast Asia in this J term class and enjoy the diversity that the Asian continent has to offer.

DALE CARNEGIE PROGRAM*

The Dale Carnegie program has developed courses aimed specifically for students interested in self-improvement and life preparation. As a former WHS student describes, "Dale Carnegie Training is a course that provides evidence-based teachings for being successful in all aspects of life. It is a course that has stood the test of time, enabling ambitious people to improve areas in their lives, and overcome their fears to take their life to levels they dreamed of. Developing confidence, improving public speaking, building and developing relationships, communicating, dealing with difficult co-workers or people, remembering people's names is just a small subset of what the course teaches. Recognized nationally as one of the best self-improvement courses in the last century."

DISSECTING DISNEY

Is it all Hakuna-Matata? Dissecting Disney will explore media and pop culture aimed at children and young adults, as well as their portrayal of societal norms and expectations. With this foundation, we will begin to explore classic and contemporary Disney. As we watch movies and other media, we will use a variety of critical lenses, including gender, race, culture, sexual orientation, and a social class to analyze both positive and harmful messages presented by children's media. The course will culminate in a personal exploration of a film of students' own choice.

DOWN AND DIRTY GARDENING

In this class we will learn about sustainable practices in gardening and garden design through a variety of experiences. Course experiences will include a tour of gardens and green spaces in Boston, a day working with elementary students at a Westwood Elementary school garden, one or two days of service working to clean up and plant fresh gardens for Westwood residents, and tours of both private and public gardens in the area.

EXTRAORDINARY WORLD: A PHOTOGRAPHY, POETRY AND MAKING EXPLORATION

This course is an immersive experience in poetry writing and photography, culminating in a work of art. We'll find new ways to be creative by exploring questions such as: "How do words form images?" and "How images tell stories?". We will explore how the two different forms of art can interact and create meaning together. The course involves photo and writing sessions that allow students to take their writing and photography to the next level through learning about everything from free voice and word choice, to exposure, aperture, and shutter speed. We will explore contemporary writers and artists, and visit local landmarks and downtown Boston, to uncover new understanding for our world and be inspired. The course will be fast-paced, engaging, collaborative and generative with a focus on student voice and expression. What do YOU find extraordinary about our world?

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!

FASHION WEEK

During this week-long fashion intensive course, you will hone your design skills - draw, make, cut, craft, sew, deconstruct, revamp, and refine. This hands-on course will allow you to explore your personal style, stretch our creativity, and build your fashion repertoire. We'll explore the many faces and inner workings of the fashion industry, from haute couture and ready-to-wear to online boutiques and thrift stores. We will discuss the interaction of fashion and culture, as well as how this has changed over time. We'll participate in design challenges, both at school and in downtown Boston, (think Project Runway)! No experience with drawing or sewing is required because learning these skills is part of the adventure!

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 Blue Hill Reservation. 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, NOURISHING OURSELVES

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. Students will also gain an appreciation of service as a path to personal happiness and fulfillment. The goal is to spend most of our days engaging in the local area. Activities may include reading to preschoolers, mowing lawns, organizing donations for refugees, facilitating supplies at shelters or making decorations for local hospitals. Interested students can also help plan our activities over the course of the year!

HIKES AND TREKS

This course is an introduction to hiking where students will engage in excursions of varying intensity to nearby locations. Students will come away with the information and skills needed to plan hiking trips and will foster a love of the outdoors as well. 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 LOVE THAT SONG: WHY?

“Popular music” has existed as an essential aspect of artistic human expression in many forms throughout history. From Taylor Swift to Kali Uchis, from Mitski to Kendrick Lamar, we will analyze and discuss a spectrum of popular music, tracing their cultural, social, and psychological connections to the human experience. Using past classics, current chart-toppers, and rising indie stars as inspiration for discussion, this course will explore concepts and topics such as popularity, lyricism, album art, audio production, music videos, instrumental arrangements, and cultural significance. What role does music play in your life? Join us in our musical journey of understanding. No prior musical experience or knowledge is necessary, just a passion for listening.

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.

IS MAGIC REAL?

Have you ever wondered how magic tricks work? This course will show you how and why they work! In this magical J-Term course, you will see a professional magic show, tour a magic shop, and meet many professional magicians along the way. Students will also learn about the real secrets of magic: How did you do that? How does it work? What is the appeal? What is the psychology behind it? How do you share it with others? How do you create a story others will want to tell? Together, we will earn tricks with cards, money and more. Students will choose what they would like to learn and give performances of their own showcasing their new skills to a variety of audiences. More importantly, students will be able to answer if they believe magic is real.

LEARN TO SAIL

Come experience the joys of sailing! All experience levels are welcome, including those of you that have never been on a sailboat before. As Mark Twain once said, “Throw off the bowlines, sail away from the safe harbor, catch the tradewinds in your sails. Explore. Dream. Discover.” Participants will learn how to sail from college-aged, US Sailing Level 1 certified instructors. This course will be based out of the Wessagusett Yacht Club, located in Weymouth. Over the five days of J-term you will learn everything from tying knots, rigging a sailboat, basic navigation techniques, safety procedures, and of course, how to sail a boat. By the end of the week, you will be amazed at the skills you will have developed to harness the forces of nature - the waves and the wind- to propel a sailboat through the water. The majority of instruction will be on dinghies and the Club-420 sailboat, the primary boat utilized by high school and collegiate racing programs. There will also be an opportunity to sail a larger Keelboat, allowing participants to venture further out into Boston Harbor and the surrounding islands. Culminating activities may include a sail to one of the Boston Harbor Islands for games and a cookout.

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 receive a piece of artwork and also create a piece to give to someone else.

PURSUIT OF HAPPINESS: ANALYZING THE CONCEPT OF JOY

How do we define happiness as individuals and a society? Students will define the concept of joy through both a personal and cultural lens. We will explore mindfulness, gratitude, well-being, and emotional intelligence to discover the most effective (and fun!) ways to pursue the good life. Throughout the week, we will immerse ourselves in yoga and meditative practices, community building, volunteer outings, experiences with nature, and self-reflection. This week will culminate in bringing in all of these pieces together to form a greater understanding of happiness - a concept that is continuously pursued, yet not often explored in school.

RECHARGE: LESS STRESS, MORE REST

Did you know that there are many different types of rest? Not all rest comes from sleeping. In this course, students will learn about the 7 different types of rest: physical, mental, sensory, creative, social, emotional, and spiritual. We will get outside the classroom to survey the skills and tools we need to discover what helps us best recharge. We will relax and unwind through crafting, exercising, self-reflecting, and serving the community. Listen to the ocean waves on our seaside hike. Pack a picnic for our day exploring our local parks and cafes. Contribute to the community by completing a team service project. This course will help students reclaim their passions and prepare for a restorative summer!

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? Whether you're a scratch golfer or a complete newbie, this is the course for you. Students will explore a range of topics including history, rules, course management, 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 McGolf and local courses to practice our skills and explore the ins and outs of managing and maintaining a green. Join us to learn about and impact the golf community. We will also have some (a few) classroom sessions to learn more about the history of golf and how the sport unifies and divides people.

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!

SPORTS MEDIA

Students will explore voices in sports - from play-by-play announcers and sideline reporters to journalists and sportscasters. The course will explore the evolving role of the media in sports and analyze journalistic work through the years. Geist experts will instruct students on professionalism, integrity, and technique. Students will investigate the grip that sports takes on its fans through historical and personal experiences. The course will culminate with participants presenting stories of their choosing through various forms of media.

STAR WARS - A J-TERM ADVENTURE

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.

SUITE DREAMS: ARCHITECTURE AND INTERIOR DESIGN

In this course we will be exploring how function and identity create meaningful spaces. Students will learn about different styles, interview architects and designers, tackle design challenges, and finally, design and create a new space for a client. We will learn about architecture, colors, textures, lighting, how to design a space, upcycling techniques, how to work on a budget, and about our own personal style.

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, we will be summiting 10 x 4000 foot peaks on the trail and traveling approximately 50 miles 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 CULTURE OF COFFEE

What's your go-to order at Dunks? When you go to Starvies, do you go for the Grande Iced Caramel IMacchiato or the Venti Mocha Frappuccino? Where do these drinks - and the beans used to make them - come from? If you believe that there are few things as energizing, comforting and tranquil as a cup of joe, then this is the J-Term for you. In this course, we will examine the four hundred and thirty-three billion dollar global industry that is coffee. Students will have the opportunity to visit successful local coffee shops, critically analyze the economics (micro and Macro Level) behind the system, and brew their own coffee using various methods, tools, and beans. Ultimately, students will learn from entrepreneurs who have made a lucrative career in the coffee industry and culminate their experience by planning and executing their own coffee shop for a day!

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), beach activities, and golf, 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 MYSTERY SOCIETY: PUZZLING CASES AND GREAT ESCAPES

Calling all detectives! Do you obsess over true crime documentaries and podcasts? Do you thrill at the chance to escape locked rooms? Do you find yourself saying to your friends, "Elementary, my dear Watson"? If so, we have the J-Term experience for you! Together we will investigate crimes, both true and fictional to determine whodunnit. We will spend our time examining evidence and cracking codes in movies, short stories, true crimes, and escape games. Our skills will be put to the test in a full day, off-campus escape room experience, and our week will culminate in an elaborate murder mystery party. Will you be the first to solve our J-Term mystery?

THE SECRET LIFE OF (RESCUE) PETS

Do you love pets? Have you ever wondered where the pets we adopt come from, or why there are so many animals searching for homes? Would you like to spend time volunteering at an animal shelter? This course will connect students with local shelters and rescue organizations to explore the world of animal rescue, and to get a glimpse into the incredible amount of time, work, and dedication it takes to find pets their new forever homes!

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.

TRAVEL: TASTE AND EXPLORE

Have you been curious about other cultures but not had a chance to travel? Here is your chance to travel around the world without a passport. We will be exploring the cultures of countries that are not normally studied at Westwood by tasting their food, learning about their culture, and exploring sites in Massachusetts that represent these cultures. What is life like in Qatar? Have you had Ethiopian food? Have you visited a Buddhist temple or an Islamic Mosque? Have you had Austrian strudel? Have you learned about Norwegian trolls? Can you greet someone correctly in Japan? The week will be a combination of cooking/eating experiences, exploration of sites, and speaking with people from other countries. You will leave the week as a more global person with knowledge about different perspectives, cultures, traditions and, of course, foods.

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 canoe or kayak; we will step aboard different types of seafaring vessels; we will surround ourselves with works of art inspired by water by visiting art galleries; and we will explore how water has the power to both give and destroy life. We'll manipulate water so you can enjoy it on a hot summer's day and not die of dysentery. This J-Term course will change your life!

WHY DID THE WOLVERINE CROSS THE ROAD?

Do you laugh a lot and do you make others laugh? Do you love it? Come spend the week honing your comedic talent through improv games, sketches, comedy writing workshops and end the week in a final performance showcase of your new and/or improved skills. The week includes a field trip to a professional improv show and creates a space for you to think and practice: “how can we use humor to communicate?”