

**Westport Jr/Sr High School**

**2020-2021**

**Program of Studies**



**Mission Statement**

*Westport High School's mission is to educate all students to become 21<sup>st</sup> century learners, to seek and value knowledge, and to emerge as productive citizens in a global community.*

**Non-Discrimination Notice**

All programs, activities, and employment of the Westport Community Schools are offered without regard to race, color, sex, religion, natural origin, sexual orientation, or disability. For further information or to redress a grievance, contact the district's Civil Rights Compliance Officer, the Superintendent of Schools, by phone at 508-636-1137, or in writing at 17 Main Road, Westport, MA 02790.

## **Translation Services**

Contact the Superintendent of Schools at 508-636-1146 for a translation of this or any other school notice.

### **Portuguese:**

Contate por favor o superintendente das escolas pelo telephone 508-636-1146 para qualquer tradução relacionada com esta ou outras noticias da escola.

### **Spanish:**

Contacta por favor al superintendente de escuelas en 508-636-1137 para una traducción de esto o de cualquier otro aviso de la escuela.

### **French:**

Veillez contactez le surveillant des écoles a 508-636-1137 pour une traduction de ceci ou de n'importe quelle autre notification d'école.

### **German:**

Treten Sie bitte mit dem Betriebsleiter der Schulen bei 508-636-1137 für eine Übersetzung von diesem oder von jedem möglichem anderen Schulebegriff in Verbindung.



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## *CORE VALUES, BELIEFS AND EXPECTATIONS FOR STUDENT LEARNING*

### **We believe:**

- **All students can learn.**
- **Students learn best in a safe, supportive and equitable environment.**
- **Tolerance of individual differences and cooperative resolution of conflicts create a climate of respect.**
- **Inquiry and collaboration help students actively engage in the curriculum.**
- **Essential understanding is demonstrated through effective communication.**
- **Personal responsibility for behavior and learning leads to success.**
- **Collaboration among all stakeholders maximizes achievement.**

### **ACCREDITATION**

Westport High School is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a private, nationally-recognized organization whose affiliated institutions include elementary schools through graduate schools.

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

### **EXPECTATIONS FOR STUDENT LEARNING**

#### **Academic**

All students should acquire, integrate and apply enduring understandings, knowledge and skills.

All students should read, write and communicate effectively.

All students should use higher order thinking skills to solve complex problems.

All students should use media and technology effectively.

All students should study, research and work independently and collaboratively.

#### **Social**

All students should demonstrate personal and social responsibility.

#### **Civic**

All students should demonstrate civic responsibility.

**Westport Jr. High School Citizenship Rubric**

	<b>Outstanding 3 points</b>	<b>Satisfactory 2 points</b>	<b>Unsatisfactory 1 point</b>
<b>Conduct</b>	Student models preparedness, is on time to class without exception, actively participates in class in a meaningful way, and serves as a role model; demonstrating leadership through exemplary conduct.	Student comes to class prepared to learn, is on time to class with one or two exceptions, and shows respect for others and exercises good conduct.	Student is consistently unprepared for class (missing homework assignments and class materials), or is late to class 3 or more times. Student demonstrates a lack of respect for self, others through conduct disruptive to the educational process.
<b>Effort</b>	Student consistently models exemplary effort when working independently, in a small group, or the whole class. Class work, homework, and study habits demonstrates the desire to meet and exceed the expectation.	Student effort is evident in student classwork and homework. Assignments are in present in grade appropriate format and turned in on time.	Student does not work to ability, fails, to complete assignments, and/or engages in academic dishonesty.

**Updated November 2018**

Key for Grading:

- 6 points: Outstanding
- 5-4 points: Satisfactory
- 3-2 points: Unsatisfactory

**Westport Sr High School  
Citizenship Rubric**

CRITERIA	OUTSTANDING	SATISFACTORY	UNSATISFACTORY
Attendance & punctuality	Student has near perfect attendance and punctuality	Student attends class regularly and usually comes to class on time	Student has irregular attendance (7 or more unexcused per semester class, 3 or more per quarter class) and/or irregular punctuality (3 or more unexcused)
Responsibility for learning	Student models preparedness and actively participates in class in a meaningful way	Student comes to class prepared to learn	Student is consistently unprepared for class
Classroom behavior	Student serves as a positive role model and leader and demonstrates exemplary conduct	Student shows respect for others and exercises good conduct	Student demonstrates a lack of respect for others; conduct disruptive to the educational process
Work ethic	Student works independently and models academic honesty; actively participates in class a meaningful way	Student works independently and models academic honesty; participates in class	Student cannot work independently; has difficulty maintaining focus.

**Revised and adopted November 8, 2011**

**Westport Jr/Sr High School  
Reading Rubric**

<b>CRITERIA</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>NO EVIDENCE</b>
Understands main idea	Student demonstrates an insightful understanding of the main idea	Student understands main ideas and/or concepts	Student has some understanding of the main ideas	Student makes no attempt or absence prohibits evaluation
Provides evidence to support understanding	Student offers multiple pieces of evidence to support their conclusions.	Student can support conclusions with evidence	Student has difficulty supporting conclusions with evidence	Student makes no attempt or absence prohibits evaluation
Connects new reading to previous readings	Student makes explicit connections to previous readings or experience	Student attempts to connect new reading to previous readings or experiences	Students have difficulty connecting new reading to previous reading or experiences	Student makes no attempt or absence prohibits evaluation
Vocabulary	Student understands and extends reading vocabulary	Student understands reading vocabulary	Student has a limited understanding of reading vocabulary	Student makes no attempt or absence prohibits evaluation

**Revised and adopted November 8, 2011**

**Westport Jr/Sr High School  
Writing Rubric**

<b>CRITERIA</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>NO EVIDENCE</b>
Understanding of content in writing	Student demonstrates essential understandings of content in writing	Student demonstrates essential understandings of content in writing	Student demonstrates a limited understanding of content in writing	Student makes no attempt or absence prohibits evaluation
Support of conceptual understanding	Student supports conceptual understanding with well-supported evidence	Student supports conceptual understanding with evidence	Student supports conceptual understanding but evidence is weak	Student makes no attempt or absence prohibits evaluation
Use of vocabulary	Student uses appropriate and insightful vocabulary	Student uses appropriate vocabulary	Student's use of vocabulary is inappropriate at times	Student makes no attempt or absence prohibits evaluation
Sentence structure	Student uses sentence structure and vocabulary that are appropriate for the task	Student uses sentence structure and vocabulary that are appropriate for the task	Student's sentence structure and vocabulary are inappropriate at times	Student makes no attempt or absence prohibits evaluation
Mechanics of writing	Student consistently applies the mechanics of writing	Student applies the mechanics of writing with few minor errors	Student applies the mechanics of writing, but with some major errors	Student makes no attempt or absence prohibits evaluation

**Revised and adopted November 8, 2011**

### Westport Jr/Sr High School Reading and Problem Solving Rubric

CRITERIA	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	NO EVIDENCE
Identifies the problem/question	Student identifies, clarifies and describes the issues and the problem.	Student identifies, clarifies and describes the issues and the problem.	Student identifies and describes the issues and the problem on a limited basis	Student makes no attempt or absence prohibits evaluation
Gathers information	Student locates, organizes and processes information from a variety of sources	Student locates, organizes and processes information from two or more sources	Student locates, organizes and processes information from only one source	Student makes no attempt or absence prohibits evaluation
Utilization of strategies	Student utilizes multiple, appropriate reasoning strategies and thinking skills	Student utilizes appropriate reasoning strategies and thinking skills	Student utilizes reasoning strategies and thinking skills	Student makes no attempt or absence prohibits evaluation
Proposes solution	Students considers, tests and justifies more than one solution and conclusion	Students considers, tests and justifies a solution and a conclusion	Students considers, tests and justifies a solution and a conclusion but evidence is weak	Student makes no attempt or absence prohibits evaluation

**Revised and adopted November 8, 2011**

## **General Student Information**

This *Program of Studies* contains a wide variety of courses, some of which are limited in enrollment. **Staffing decisions are made in light of course enrollments** and available resources. Low enrollment or staffing constraints may result in the cancellation of courses and/or sections of courses. Other courses or sections of courses may be closed before enrollments become too high. When enrollment is limited, preference will be given to seniors and juniors. Counselors will assist students in making alternative selections when courses are cancelled or closed. Although average class size guidelines provide the basis for staffing allocations, these are averages and not minimum or maximum class sizes. Actual class sizes typically reflect a range above and below the guidelines and may vary considerably among courses.

Conflicts in the schedule of individual students may occur. It is, therefore, advisable to indicate and prioritize options when planning a program. In all cases, students are assured of being able to enroll in required courses and earn sufficient credits for graduation over the course of the four-year high school experience.

### **Grade Point Average**

Westport Jr/Sr High School students will be ranked on the basis of their academic achievement as members of their graduating class by calculating a weighted grade point average for all courses taken during the four-year program, including the second semester of the senior year. All grades on the student's transcript will be included in determining the student's grade point average and corresponding rank in class. Grades from courses transferred from another school or program and approved by the Principal will also be included. Courses taken for enrichment/advancement will be posted on the transcript but will not be calculated for the purposes of GPA.

Grade point Conversations and the Weighted Grade Point Average shall be computed as follows:

Step 1: Convert the final grade in each course completed to its equivalent grade point value using the Course Grade to Grade Point Value Conversion Table.

Step 2: Total all of the equivalent grade point values derived in Step 1.

Step 3: Divide the total grade point values from Step 2 by the total number of courses taken to obtain the Weighted Grade Point Average.

<u>Final</u> <u>Course</u> <u>Grade</u>	<u>Course</u> <u>Grade</u>	<u>Final</u> <u>Standard</u> <u>Course</u>	<u>Honors/Dual</u> <u>Enrollment</u>	<u>AP</u> <u>Course</u>
	100	4.5	5.0	5.5
	99	4.4	4.9	5.4
A+	98	4.3	4.8	5.3
	97	4.2	4.7	5.2
	96	4.1	4.6	5.1
A	95	4.0	4.5	5.0
	94	3.9	4.4	4.9
	93	3.8	4.3	4.8
A-	92	3.7	4.2	4.7
	91	3.6	4.1	4.6
	90	3.5	4.0	4.5
	89	3.4	3.9	4.4
B+	88	3.3	3.8	4.3
	87	3.2	3.7	4.2
	86	3.1	3.6	4.1
B	85	3.0	3.5	4.0
	84	2.9	3.4	3.9
	83	2.8	3.3	3.8
B-	82	2.7	3.2	3.7
	81	2.6	3.1	3.6
	80	2.5	3.0	3.5
	79	2.4	2.9	3.4
C+	78	2.3	2.8	3.3
	77	2.2	2.7	3.2
	76	2.1	2.6	3.1
C	75	2.0	2.5	3.0
	74	1.9	2.4	2.9
	73	1.8	2.3	2.8
C-	72	1.7	2.2	2.7
	71	1.6	2.1	2.6
	70	1.5	2.0	2.5
	69	1.4	1.9	2.4
D+	68	1.3	1.8	2.3
	67	1.2	1.7	2.2
	66	1.1	1.6	2.1
D	65	1.0	1.5	2.0
F	64	0	0	0

## **College Admission Standards**

The MassCore program includes four years of English, four years of mathematics, three years of lab-based science, three years of history, two years of the same foreign language, one year of an arts program, and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

Admission standards for Massachusetts state colleges, including UMASS, have been raised. Our graduation course requirements match those new standards. The colleges have increased what they expect students to have achieved for Grade Point Average (GPA) and SAT test scores. Students must have a GPA of 3.0 (85) and a recommended SAT total of 1000 for UMASS and a GPA of 2.7 (82) and SAT of 950 for any Massachusetts state college. Typically, students with a lower GPA must have a higher SAT score to be considered for admission.

Most colleges and universities look most favorably upon candidates who have four years of English, math, social studies, science, and three years of a foreign language. Prospective math, science, and engineering majors are urged to take chemistry, physics, and calculus. College admission offices consider these classes to be the greatest predictor of success in college.

There are colleges with higher and lower admission standards. Please refer to the College Handbook located in the Guidance Office or the Media Center for specific requirements. Students who do not meet these requirements should consider applying to a two-year college where students can demonstrate their ability to handle college level work and then transfer to a four-year college or university.

## **Dual Enrollment**

The Dual Enrollment Program was authorized in the Education Reform Act of 1993. Today, qualified high school students can earn both high school and college credits through this program.

Interested students must determine eligibility and begin the application process as early as possible. Students must contact the Guidance Office by May 1 for the fall semester and November 1 for the spring semester. Westport Jr/SR High School students are currently enrolled at the University of Massachusetts Dartmouth, Bristol Community College, and Mass Maritime Academy.

## **Dual Enrollment Eligibility**

- Juniors or seniors with a GPA of 3.0 or higher
- Students who have taken a previous Dual Enrollment course at Bristol Community College and did not attain a 3.0 GPA are not allowed to take another Dual Enrollment course
- Approval of the Principal and Guidance Director
- Letter from parent/guardian granting permission
- Students must be in compliance with the attendance and tardy policy of WHS
- Students must have all satisfactory citizenship grades

### **Dual Enrollment—School Department Policy**

- Only students who have completed their sophomore year and have been enrolled for one full school year at Westport Jr/Sr High School will be considered for this program.
- **This program cannot replace advanced placement or other academic courses offered at the high school.**
- All courses must be approved in advance by the Principal.
- **Dual enrollment semester and summer courses may not advance a student's high school credit history and GPA beyond the required credits.**
- Upon successful completion of a course, a student will receive high school honors credit.
- If funding is not available from the DESE, all expenses associated with the program are the responsibility of the student and his/her family. The School Department has no responsibility to provide such funding.

### **Dual Enrollment—Student Responsibilities**

- Once eligibility has been determined, the student will research potential courses at the college or university.
- The student must submit a completed dual enrollment course request and college registration form to the Guidance Office. This form will then be submitted to the college.
- If funding is not available from the DOE, the student may take the course and pay all costs involved.
- At the end of the course, the student must forward a transcript or grade report to the high school for inclusion on the student's high school transcript.

### **Night/Summer School: Impact on MCAS graduation requirement**

If a student does not achieve competency determination, as determined by the MA Department of Elementary and Secondary Education, on the MCAS ELA, Math and Science, and wishes to appeal their eligibility for high school competency determination, they need to be in a cohort in order to file an appeal of the proficiency requirement. A night school or summer school course in Physical Science, Biology, English or Math does not give the student a cohort option. Therefore, night and summer school for these courses is not recommended if a student has not achieved competency determination on MCAS Math, English or Science.

### **Capstone Project**

The Capstone Project is a mandatory requirement for all students at Westport Jr/Sr High School. In their English class, students have the opportunity to utilize and apply the twenty first century skills they have acquired during their education in the Westport Community School System. The Capstone Project consists of an Investigative Paper that traces the student's journey from the choice of a topic of personal interest through the compilation and analysis of data, interviews and research to the final outcome. The students demonstrate the process of their exploration through a presentation of their research to an audience of students, faculty and administrators. The Capstone Project counts as 50% of the final exam grade in English 12.

### **Advanced Placement Program**

The College Entrance Examination Board sponsors the WJSHS Advanced Placement (AP) Program. Each course allows students to complete college-level studies and receive college credit based on a competitive examination. This national program is governed by The Educational Testing Service. Currently, Westport Jr/Sr High School offers AP courses in Biology, English Language and Literature, United States History, Government, Psychology, Calculus, Statistics, Physics and Studio Drawing. Students must take the comprehensive exam in May. The cost for each exam is \$94. Students must cover the cost for each of their exams. WJSHS is not responsible for the cost of exams.

### **Procedure for Appealing Placement**

If parents do not agree with the placement of their student(s), they may schedule an appeal meeting with the student, teacher, counselor and principal or designee. The principal will render the final decision.

<b>GRADUATION REQUIREMENTS</b>		
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<b>Department</b>	<b>Semester/Courses</b>	<b>Minimum Credits</b>
English	English 9, 10, 11, and 12 (English 10 - 2 Semesters)	25
Mathematics	Algebra I Geometry Algebra II 1 Elective Mathematics course	10 10 5 5
Social Studies	World History US History I US History II Government (Class of '20-'23)	5 5 5 2.5
Science	Biology 2 Elective Lab-based Science Courses	10 10
World Language	1 course (Of the same language)	5
Physical Education/Health	9, 10, 11, 12	10
Tech Fluency or Computer Design 101	1 course	2.5
Personal Finance	1 course	2.5

MCAS: Achieving Competency Determination, as determined by the MA Department of Elementary and Secondary Education, on the grade 10 MCAS exams in English/Language Arts, Math, and Science are required to obtain a Westport Junior Senior High School Diploma. Students in any grade who are at risk of not passing the MCAS or have not passed the MCAS will be required to enroll in classes designed to enhance their academic skills.

<b>Total Required Credits.....</b>	<b>112.5</b>
<b>Total Elective Credits.....</b>	<b>47.5</b>
<b>Credits Required for Graduation</b>	<b>150</b>
<b>Credits Possible for 4 years/8 semesters</b>	<b>160</b>

\*All students must be enrolled in 40 credits per year.

### **Grade Level Determination**

- 30 credits needed to be considered a sophomore in good standing
- 70 credits needed to be considered a junior in good standing
- 110 credits needed to be considered a senior in good standing
- 150 credits needed to graduate

### **GENERAL COURSE SELECTION GUIDELINES:**

When choosing courses keep in mind the following:

1. Graduation requirements.
2. Post secondary admission requirements for college and career readiness as recommended by the MassCore.
3. Students who have received credit for passing a course will not be given additional credit for repeating the same course.
4. A student should understand expectations and prerequisites for a course.

### **Placement Description**

Courses are offered and leveled according to their rigor based on four criteria: pace of instruction, depth and breadth of content, types of challenging classroom activities, and work assignment expectations outside the classroom. Homework is expected in all courses and increases according to the level.

Students who select honors or advanced levels must be motivated to academically achieve and already possess well developed study habits, with a sound B+ average across their current school academic reports is highly recommended. Honors and AP level courses are designed for students who will initiate seeking extra help if necessary, plan long term assignments effectively, and organize their time well.

Westport Jr/Sr High School offers a wide variety of challenging courses designed to meet the needs and interests of all students. Students are expected to assume the primary responsibility for their own success in each of their courses.

### **Academic Expectations for all courses:**

- All students should acquire, integrate and apply enduring understandings, knowledge and skills.
- All students should read, write and communicate effectively.
- All students should use higher order thinking skills to solve complex problems.
- All students should use media and technology effectively.
- All students should study, research and work independently and collaboratively.

### **Expectations of College Preparatory (CP) Students**

These courses include elective courses and courses designed to prepare students to continue their education. They may require well-developed reading, writing, verbal, conceptual, mathematical, and study abilities, as well as (substantial) outside preparation.

### **Expectations of Honors and Advanced Placement Students**

For those students interested in an accelerated or in-depth examination of a subject, Honors and Advanced Placement courses are available in numerous areas. Due to the intense nature of these courses, students and parents should be aware of the additional expectations and responsibilities that accompany enrollment.

Students selecting honors and AP courses should possess the following attitudes and abilities necessary for success:

- Serious sense of academic purpose, reinforced by a prior record of academic success.
- Personal responsibility for the on-time completion of academic tasks.
- High level of reading comprehension, including the ability to read critically and analytically.
- Genuine enthusiasm for learning, evidenced by the willingness to ask questions and to challenge assumptions as well as to provide answers.
- Open mind and cooperative spirit, willingness to verbally express one's own ideas and to respectfully listen to and consider those of others.
- Strong organizational skills, such as appropriate time allocation, course materials, etc.
- Ability to perform effectively on independent tasks.
- Ability to effectively communicate information through writing.
- Ability to synthesize information from varied sources and positions, and to draw conclusions.
- Willingness to invest time and effort on assignments beyond class time.

### **Advanced Placement Program**

The College Entrance Examination Board sponsors the WJSHS Advanced Placement (AP) Program. Each course allows students to complete college-level studies and receive college credit based on a competitive examination. This national program is governed by The Educational Testing Service. Currently, Westport Jr/Sr High School offers AP courses in Biology, English Language and Literature, United States History, Psychology, Calculus, Statistics, Physics and Studio Drawing. **Students are expected to complete the course and to take the AP examination in May.**

### **Add/Drop Policy**

Students may add/drop within five (5) days of the start of a course.

### **Grade 7&8 Course Selection Checklist**

All grade 7&8 students will take the 4 core subjects: ELA, Math, Science, and Social Studies.

In Grade 8, qualifying students may take Algebra 1 as their math course.

All grade 7&8 students will have the choice of either Band, Chorus or General Music.

### **Grade 9 Course Selection Checklist**

The selection of freshman courses is an important process. We urge you to use the resources available to you in this selection process. You will be assisted by guidance counselors throughout the process.

This Program of Studies is a tool for you and your parents to use in the scheduling process. This booklet describes the courses as they will be offered. It describes the level of difficulty. Please read the Program of Studies carefully before completing selections.

Please make careful choices. It is very difficult to change a course once the selection process has been completed. If you need assistance with the course selection process or if you have any questions about the courses that are listed, please contact the Guidance Department.

### **Grade 9 Course Selection Checklist**

1. Have you selected English, Math, Science, Social Studies, World Language, and Physical Education?
2. Are you taking 40 Credits?
3. Do your choices agree with your teachers' and guidance counselor's recommendations?  
\*\*If not, you need to make an appointment with your counselor to discuss.
4. Does your program prepare you for your long-range educational or vocational plans?

### **Grade 10 Course Selection Checklist**

1. Have you passed all your previous requirements?
2. Have you selected the appropriate courses required for graduation?
3. Will you have 70 credits before entering your junior year?
4. Do your choices agree with your counselor/teacher recommendations?
5. Has a parent signed your course selection sheet?
6. Does your program meet Massachusetts Higher Education Admission Standards?

### **Grade 11 Course Selection Checklist**

1. Have you passed all your previous requirements?
2. Have you selected each mandatory course?
3. Will you have 110 credits before beginning your senior year?
4. Do your choices agree with your counselor/teacher recommendations?
5. Has a parent signed your course selection sheet?
6. REMEMBER.....you must pass and receive credits in mandatory courses in order to graduate.
7. MCAS: You must pass the Grade 10 MCAS in ELA, Math and Science in order to obtain a Westport Junior Senior High School diploma.
8. Does your program meet Massachusetts Higher Education Admission Standards?

## **Grade 12 Course Selection Checklist**

1. Have you passed all your previous requirements?
2. Have you selected the appropriate courses required for graduation?
3. Will you have 150 credits upon completion of your senior year?
4. Do your choices agree with your counselor/teacher recommendations?
5. Has a parent signed your course selection sheet?
6. At the end of this year, will you have the necessary credits to graduate?
7. Does your program meet Massachusetts Higher Education Admission Standards?
8. Did you meet the MCAS requirement?

**Course Descriptions**  
**2020—2021**

**Course Descriptions ~ English**

**Grades 7 & 8**

**English Language Arts Grade 7** (Yearlong class)

The seventh grade ELA curriculum encompasses reading and responding to a variety of texts and genres in order to comprehend, analyze, and make determinations about what is read. Through the writing process, writing for a variety of purposes, and taking active roles in classroom discussions, seventh grade students will increase their ability to effectively communicate and express their knowledge and ideas.

**English Language Arts Grade 8** (Yearlong class)

Students will read extended texts and shorter works across genres; poetry; informational texts frequently grouped in texts sets of grade 8 complexity and beyond. Active reading strategies are the foundation of this course as well as responding in both oral and written discourse to texts read. Students will read a wide-range of complex model texts. Developing narrative, informational/explanatory, and argument writing is a component in our developed grade 8 units of study.

*Recommendation: In order for students to be recommended for Honors English 9, students should have achieved an overall score of 87 or higher in their 8<sup>th</sup> grade English class.*

**Grades 9-12**

**English 9-C** (Semester class: 5 credits)

**Course #105**

English 9 introduces students to a variety of literary works ranging from the classical Greek to the modern period. Students will read a variety of genres. This course will expose students to literary analysis, the fundamentals of research, speech, and the five-paragraph essay. Word usage, punctuation, spelling, and vocabulary development are emphasized throughout the course.

**English 9 - H** (Semester class: 5 credits)

**Course #110**

Students will read extensively from various genres spanning from classical to modern literature. This course will expose students to literary analysis, the fundamentals of research, speech, and expository writing. Frequent oral reports and a research paper are assigned. Word usage, punctuation, spelling and vocabulary development are emphasized throughout the course.

*Recommendation: In order for students to be recommended for Honors English 9, students should have achieved an 87 or higher in their 8<sup>th</sup> grade English class.*

**English 10 - C** (2 Semester class: 10 credits)

**Course #115 & 114**

While still covering literature from around the world, English 10 will transition to American literature which is the focus of English 11. Shakespeare and other notable non-American writers will be read, but American authors such as Hemingway, Lee, Miller and Salinger will come to the fore. Students will be exposed to research skills. A research project will be required for all students. Critical reading and writing is an integral part of the course. Students must have passed English 9. *Note: Students must pass one of the two semesters to earn English 10 credit. Students who fail one of the semesters must earn 5 English elective credits.*

**English 10 - H** (2 Semesters: 10 credits)

**Course #120 & 121**

Considered a pre-AP course, one of the primary goals of Honors English 10 is to provide the skills necessary for students to succeed in AP English. Writers from other countries and cultures will be studied, but the emphasis will be on American literature. Honors will work at a faster pace and advanced level. Intensive research activities will be asked of Honors students. Critical reading and writing is an integral part of this course.

*Prerequisite: In order to expect success in this course, students should have completed English 9 Honors with a grade of 80 or better.*

*Note: Students must pass one of the two semesters to earn English 10 credit. Students who fail one of the semesters must earn 5 English elective credits.*

**English 11 - C** (Semester class: 5 credits)

**Course #125**

English 11 concentrates on how literature affects culture, often through the major themes in American literature from its earlier writings to the Twentieth Century. Weekly essays of various types and lengths will be required, as well as student led discussion. Critical reading and writing is an integral component of the course. Students must have passed English 10.

**English 11-H** (Semester class: 5 credits)

**Course #127**

Honors English 11 focuses on critical reading and writing in order to understand how and why authors utilize language to construct meaning and to persuade. Students will read various genres of literature including American and culturally diverse works of non-fiction and fiction. Weekly writing and reading assignments will expose students to the complexity of various writing styles and enable them to improve their ability to write effectively. A research project culminating in a research paper and oral presentation is required for all students. This course moves far more quickly than English 11 CP, with rigorous nightly homework and expectations exceeding those of a CP class.

*Prerequisite: In order to expect success in this course, students should have completed English 10 Honors with a grade of 80 or better.*

**AP English Language** (3 Quarter class: 7.5 credits)

**Course #134**

AP English Language, also known as AP English Language and Composition, is a more rigorous, college level course that challenges high school juniors at the college level. **1-2 hours of nightly homework is required, as well as a strong work ethic and effective time management.** The curriculum for this comprehensive course is dictated by the College Board, the company creates the PSAT, SAT, etc. AP English 11 focuses primarily on rhetoric and the art of persuasion in nonfiction texts, although numerous works of fiction will be included. Students will analyze a variety of writing styles and genres, in order to understand the diction and syntax authors employ. Pupils will compose weekly essays, both timed and untimed, that emulate those on the AP exam, taken in May. Activities and practices that enhance students' critical reading and writing skills will be included, as well as strategies to master multiple choice questions, also on the AP exam. **All students enrolled in this course must take the AP exam.**

*Prerequisite: In order to expect success in this course, students should have completed English 10 Honors with a grade of 85 or better.*

**English 12-C** (Semester class: 5 credits)

**Course #135**

English 12 introduces the college-bound student to literary works from a great variety of cultures. This course focuses on journeys and discoveries as viewed through genres of world literature. Through readings and written responses, journal entries, essays, narratives, oral presentations, and a research paper, students gradually become more aware of the richness of human experience. A Capstone Project is a requirement for the course and graduation. Students must have passed English 11.

***Note: All students must successfully complete English 12 Senior Project at Westport High School. This course cannot be taken in summer or night school.***

**AP English Literature and Composition** (3 Quarter class: 7.5 credits)

**Course #143**

This course is a continuation of AP English Language emphasizing the development of students' creative abilities, critical thinking skills and abilities, language skills, and knowledge of literature. Students read, discuss, analyze, and interpret literature. Students speak and write analytically, develop their skills in using the language process, as well as study the theory of literature. The major emphasis in AP English Literature is the structure/style of the novel and critical analysis of literary passages. This course prepares students for the AP exam in early May. Advanced Placement students work to the guidelines provided by the College Entrance Examination Board (CEEB) that oversees the Advanced Placement Program. It is designed as a college Freshman English class. Students are required to complete the course and to take the AP examination in May.

*Prerequisite: In order to expect success in this course, students should have completed AP English Language with a grade of 80 or better, or English II Honors with an 85 or better.*

***All students must successfully complete English 12 Senior Project at Westport High School. This course cannot be taken in summer or night school.***

**Creative Writing** (Quarter class: 2.5 credits)

**Course #150**

Creative Writing is a course designed to give the student a knowledge and appreciation of basic forms of written expression. The chief emphasis is to foster expression of the imaginative mind and to produce guidance necessary to produce effective and artistic expression. Students will understand the components of good writing and will develop the skills necessary for effective written expression. The emphasis will be on teaching the student how to teach himself/herself to write.

**College Writing** (Quarter class: 2.5 credits)

**Course #151**

This course provides the student with the opportunity to strengthen skills of good writing such as levels of language, correct grammar and syntax, and the importance of audience. The course is designed to give students an opportunity to increase their ability in writing short and medium length interpretive essays. Emphasis is placed on using observation, analysis, reading and technology sources to build an interpretation and support a thesis while enhancing the techniques of drafting, collaboration, and peer evaluation. A writing portfolio will serve as the summative or final assessment.

**Film as Literature:** (Quarter class: 2.5 credits)

**Course #158**

This class is a critical analysis of films made during and after the conflagration that occurred from 1939-1945 topics to studies but not limited to WWII, Sixties, Musicals and Noir. Films will be viewed and analyzed with an eye toward their historical accuracy, their propaganda purposes, and the cultural values such films illumine. Creative and technical aspects of these films such as directing, acting, scripts, music, special effects, and such will be analyzed. While most films viewed will be of American origin, films made in Britain, Germany, Japan, and the Soviet Union will be shown as well. Films will range from flag-waving musicals designed to foster patriotism and sell war bonds, through the big-budget battles of the sixties and seventies, to the more cynical films of today. Students will take quizzes and write an analysis about the films and related topics. A research project will be assigned and a final exam will be given.

**Ethics** (Quarter class: 2.5 credits)

**Course #152**

The course will discuss what is an ethical/moral decision. Students will determine which values they hold and assess if those values are immutable by being presented with hypothetical situations. Additionally, the course will discuss several philosophical theories regarding ethics: Utilitarianism, Deontology, Virtue ethics.

**Mythology** (Quarter class: 2.5 credits)

**Course #164**

This course will introduce students to selected major myths, and to representative or noteworthy minor myths, which various cultures have created in their efforts to come to terms with perceived reality. The course will also explore the belief systems which underlie those myths. The course also will enable students to recognize the continued value and relevance of myth and myth-making.

**Public Speaking & the Art of Debate** (Quarter class: 2.5 credits)

**Course #169**

A communication course that will foster and hone students' oral skills and enhance their ability to communicate in front of an audience. Students will learn the history of public speaking, and will acquire effective public speaking techniques and write and deliver their own speeches on a variety of topics. In addition, students will be introduced to the basics of rhetoric and the art of persuasion. By the end of this course, students will have developed a foundation in speech communication studies, a personal speaking style, knowledge of interweaving technology with public speaking and the ability to convince and persuade.

**SAT Prep ELA** (Quarter class: 2.5 credits)

**Course #170**

SAT Prep ELA is a quarter course that reviews the concepts covered by and provides practice questions similar to those on the SAT. The goal of the course is to sharpen critical reading and writing skills and test-taking strategies to maximize student performance on the SAT.

**Women's Studies** (Quarter class: 2.5 credits)

**Course #171**

This course explores the core concepts underlying the interdisciplinary field of Women's Studies, introducing the ways in which the study of women and sex/gender as social categories transform our understanding of culture, history and society. Topics include the social construction of gender, the gender division of labor, intersections of gender, race, class and ethnicity.

**Theatre Arts** (Quarter class: 2.5 Credits)

**Course #173**

This course will allow students to explore various aspects of theatre, including directing, acting, backstage, Theatre Tech (lighting, sound effects, etc...) through the lens of a single play which students will analyze and build to a performance of that play as a final project. This course will speak to literature analysis, characterization, understanding visual medium, and public speaking and performance.

## Course Descriptions ~ Mathematics

### Grade 7 & 8

#### **Grade 7 Math** (Yearlong class)

The 7<sup>th</sup> grade math course is designed to prepare you to become a critical thinker and problem solver. It is fully aligned with the Massachusetts Standards for 7th grade mathematics. These are five critical areas of study; Rational Numbers, Expressions and Equations, Ratios and Proportions, Geometry, Statistics and Probability.

Students will be expected to:

- Identify and apply mathematics to everyday experiences and activities in and outside of the school, with other disciplines and with mathematical topics.
- Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
- Select or develop an appropriate problem-solving strategy from a variety of different types.
- Develop an understanding of the language of mathematics
- Construct viable arguments and critique the reasoning of others.
  - Academic Expectations
    - All students should use higher order thinking skills to solve complex problems.
    - All students should use mathematics, the arts, computers and other technologies effectively.
    - All students should study and work effectively.
    - All students will acquire enduring understandings, knowledge, and skills.

#### **Accelerated Grade 7 Math** (Yearlong class)

The 7<sup>th</sup> grade math course is designed to prepare you to become a critical thinker and problem solver at an accelerated pace. Students will be expected to:

- Identify and apply mathematics to everyday experiences and activities in and outside of the school, with other disciplines and with mathematical topics.
- Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
- Select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting out, making a table, working a simpler problem, or working backwards to solve the problem.
- Select tools as real objects, manipulative, paper/pencil, Technology or techniques such as mental math, estimation, and number sense to solve problems.
- This course will cover a higher depth and breadth than the 7<sup>th</sup> Grade Math course (additional topics and standards).
  - Academic Expectations
    - All students should use higher order thinking skills to solve complex problems.
    - All students should use mathematics, the arts, computers and other technologies effectively.

- All students should study and work effectively.
- All students will acquire enduring understandings, knowledge, and skills.

*Prerequisite: Combination between teacher recommendation, 5<sup>th</sup> grade MCAS scores, 6<sup>th</sup> grade math average, and cumulative exam.*

### **Grade 8 Math** (Yearlong class)

The 8<sup>th</sup> grade math course is designed to prepare you to become a critical thinker and problem solver. It is fully aligned with the Massachusetts Standards for 8th grade mathematics. The four critical areas of study: Rational Numbers, Expressions and equations, Geometry and Statistics and Probability. Students will be expected to:

- Identify and apply mathematics to everyday experiences and activities in and outside of the school, with other disciplines and with mathematical topics.
- Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
- Select or develop an appropriate problem-solving strategy from a variety of different types.
- Develop the language of mathematics
- Construct viable arguments and critique the reasoning of others.
  - Academic Expectations
    - All students should use higher order thinking skills to solve complex problems.
    - All students should use mathematics, the arts, computers and other technologies effectively.
    - All students should study and work effectively.
    - All students will acquire enduring understandings, knowledge, and skills.

### **Grade 8 Algebra** (Yearlong class)

Algebra I is the first course of the college preparatory mathematics sequence. This course focuses on introductory algebra skills: solving equations and systems of equations; simplifying directed numbers and polynomials; and graphing. Other topics may include probability and statistics.

- Academic Expectations
  - All students should use higher order thinking skills to solve complex problems.
  - All students should use mathematics, the arts, computers and other technologies effectively.
  - All students should study and work effectively.
  - All students will acquire enduring understandings, knowledge, and skills.

*Prerequisite: Be in the top 1/3 of the class when compared using: MCAS, Algebra Pre-Readiness Test, 7th Grade Core Subject Grades, and teacher recommendations.*

### **Grade 7&8 STEAM Math** (Semester class)

Is mathematics invented? Students explore the phenomenon that the rules of the universe drive life as we know it. Through all the complexities of humanity, patterns emerge that are modeled by straightforward proportional relationships and concepts that are within reach at the 7<sup>th</sup> and 8<sup>th</sup> grade levels. These mathematical laws are so reliable that scientists and physicists have designed, built, and discovered based on their continuity and transfer. In STEAM Math, students will explore relationships in everyday phenomena, characteristics of geometric shape, and will extend their

understanding of these relationships through statistical modeling, architectural design, and creative expression.

### **Grade 7& 8 STEAM Engineering (Semester class)**

In STEAM Engineering, our focus is on process and design. In our first unit, we will explore the intricate relationship between structure and function in the natural world around us. Through observation, we will work within standards in the life and earth sciences to research, wonder, share and to work as a team. As we develop as a team, we will begin to apply the structure-function relationship that we learned in the natural world to formulate solutions to everyday problems. The course will progress through the design process and culminate with the development and launch of a functional prototype.

STEAM Engineering places a high emphasis on observatory and experiential learning. In this dialogic classroom, a few core areas are expected to be accomplished in the course of the semester:

- When confronted with a problem, students will take an analytical approach and utilize the provided resources, individual contributions, and combined strengths of their classmates to develop a solution. After carrying through with their plan, they will be able to thoughtfully reason and discuss why the plan was or was not successful, explaining specifically the basis for their thought process.
- Students will apply topics from one context to another. They'll identify patterns and use prior knowledge to solve new problems and will discover through their classmates other ways to solve the same problems more efficiently.
- Students will learn to work carefully and accurately, daily checking their work and the work of others.

## **Grades 9-12**

### **Algebra I - C (2 Semester class: 10 credits)**

#### **Course #205 & 207**

Algebra I is the first course of the college preparatory mathematics sequence. This course focuses on introductory algebra skills: solving equations and systems of equations; simplifying directed numbers and polynomials; and graphing. Other topics may include probability and statistics.

*Note: Students must pass one of the two semesters to earn Algebra 1 credit. Students who fail one of the semesters must earn 5 elective credits.*

### **Algebra 1 - H (2 Semester class: 10 credits)**

#### **Course #210 & 212**

This semester course focuses on the various Algebra skills necessary to be successful in higher level mathematics courses. Topics include basic number operations, fractions and decimals, simplifying directed numbers, functions and their graphs, solving linear equations and inequalities, working with exponents, operations involving square roots, rational equations, and probability.

*Prerequisite: A grade of 85 or above in Grade 8 Mathematics and teacher recommendation.*

*Note: Students must pass one of the two semesters to earn Algebra 1 credit. Students who fail one of the semesters must earn 5 elective credits.*

**Geometry - C** (2 Semester Class: 10 credits)

**Course #215 & 217**

In Geometry, students investigate geometric figures, transformations, triangle relationships, measurement in the plane and in space, parallel lines, proving triangles congruent, quadrilaterals, similarity, right triangle trigonometry, as well as chords, secants, and tangents. This is a semester course.

*Prerequisite of Algebra I*

*Note: Students must pass one of the two semesters to earn Geometry credit. Students who fail one of the semesters must earn 5 elective credits.*

**Geometry - H** (2 Semester class: 10 credits)

**Course #220 & 218**

Honors Geometry covers the same topics as the regular geometry class, but will do it at a much quicker pace and in much more depth. If time permits, topics such as constructions, coordinate geometry, mappings, and loci may be covered.

*Prerequisite: Grade of 80 or better in Grade 8 Algebra, Honors Algebra I OR Grade of 85 or better in Algebra I*

*Note: Students must pass one of the two semesters to earn Geometry 1 credit. Students who fail one of the semesters must earn 5 elective credits.*

**Algebra II - C** (Semester class: 5 credits)

**Course #225**

Algebra II is the third course in the college preparatory sequence. This course focuses on intermediate and advanced algebra skills, but may include topics from probability, statistics, and matrices.

*Prerequisite: Algebra I*

**Algebra II - H** (Semester class: 5 credits)

**Course #230**

Honors Algebra II is the third course of the college preparatory mathematics sequence for the advanced mathematics student. This course covers an in depth study of the topics of data analysis, linear relationships, matrices, linear systems, quadratic functions, polynomial exponential, and logarithmic functions.

*Prerequisite: Either an 85 in Geometry or at least 80 in Geometry H AND Algebra I*

**Pre-Calculus - C** (Semester class: 5 Credits)

**Course #235**

Pre-calculus is the fourth course in the college preparatory sequence. This course serves as an introductory course in the trigonometry needed for calculus. Students work with the algebra topics of rational, exponential, and logarithmic functions. Students also explore more probability and statistics as well as sequences and series if time permits. Recommendation: In order to expect success in this course, students should have completed Algebra II with a grade of 80 or better.

*Prerequisite of Algebra II with a grade of 80 or better.*

**Pre-Calculus - H** (Semester class: 5 credits)

**Course #240**

Honors Pre-Calculus is the fourth course of the college preparatory mathematics sequence for the advanced mathematics student. This course completes the in-depth study of algebra topics started in Honors Algebra II.

Students explore periodic functions, introductory and advanced trigonometry, rational functions, quadratic relations, probability and statistics, and sequences and series if time permits.

*Note: Prerequisite of Honors Algebra II*

*Recommendation: In order to expect success in this course, students should have completed Honors Algebra II with a grade of 80 or better.*

**AP Calculus** (Yearlong class: 10 credits)

**Course #249**

Calculus involves three distinct stages of mathematics: Pre-calculus mathematics; the limit process; and new calculus formulations (derivatives, integrals, etc.). The goal is to show how pre-calculus formulas and techniques are used as building blocks to produce more general calculus formulas. Students are required to complete the course and to take the AP examination in May.

*Prerequisite: of Pre-Calculus H*

*Recommendation: In order to expect success in this course, students should have completed Pre-Calculus H with a grade of 80 or better.*

**AP Statistics** (3 Quarter class: 7.5 credits)

**Course #250**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students are required to complete the course and to take the AP examination in May.

*Prerequisite of Algebra 2 Honors with a final grade of 80 or above.*

**Foundations in College Math** (Semester class: 5 credits)

**Course #260**

Foundations of College Math is a semester class for students who have completed Algebra 2. This course serves as an introductory course for potential college Mathematics classes. Topics to be covered include polynomial, rational, and exponential functions, basic trigonometry, and introductory statistics. Additionally, students will work with Accuplacer exam questions in preparation for college entrance exams. The content covered in this course is important to students' success in college placement exams and the SAT.

**Statistics** (Semester Class: 5 credits)

**Course #261**

CP Statistics is an introductory course in Statistics designed for students who plan to pursue a wide variety of studies or career fields. Topics studied include displaying and describing data, the Normal curve, regression, probability, statistical inference, confidence intervals, and significance tests.

*Prerequisite: 65 or better in Algebra II*

**SAT Prep – Math** (Quarter class: 2.5 credits)

**Course #270**

SAT Prep - Math is a quarter course that reviews the mathematical concepts covered by and provides practice problems similar to those on the SAT. The goal of the course is to sharpen mathematical skills and test-taking strategies to maximize student performance on the SAT.

*Prerequisite: Successful completion of Algebra 2*

## Course Descriptions ~ Social Studies

### Grade 7 & 8

#### **7<sup>th</sup> Grade –World Geography and Ancient Civilizations II** (Yearlong class)

Seventh graders study the origins of human beings and the early civilizations that flourished. This course is fully aligned with the Massachusetts History and Social Science topics. The topics include Central and South Asia, East Asia, Southeast Asia and Oceania, and Europe. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning. The curriculum is aligned to follow the Massachusetts Curriculum Framework.

- Academic Expectations
  - All students should acquire, integrate, and apply essential knowledge.
  - All students should read, write, and communicate effectively.
  - All students should use higher order thinking skills to solve complex problems.
  - All students use mathematics, the arts, computers, and other technologies effectively.
  - All students should study and work effectively.

#### **8<sup>th</sup> Grade – United States and Massachusetts Government and Civic Life** (Yearlong class)

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research. Students will study The Constitution, Amendments, and Supreme Court, The structure of Massachusetts state and local government and Freedom of the press and news/media literacy (MA History and Social Science Frameworks, 2018).

- Academic Expectations
  - All students should acquire, integrate, and apply essential knowledge.
  - All students should read, write, and communicate effectively.
  - All students should use higher order thinking skills to solve complex problems.
  - All students use mathematics, the arts, computers, and other technologies effectively.
  - All students should study and work effectively.

## Grades 9-12

**World History - C** (Semester class: 5 credits)

**Course #302**

This course will focus on extending students' knowledge of the achievements of world cultures and acquaint them with interactions among empires and nations. Students will expand their capacity for historical, conomical, political, geographic reasoning and strengthen their ability to develop research questions and conduct inquiries by interpreting primary sources. In the first half of the course, students will: trace the development of world belief systems; examine changes in culture, knowledge, and philosophies of government; critically examine key events of different regions of the world, including cultural diffusion, exploration, conquest and colonization. Later units will examine the political revolutions of the 18th and 19th centuries, the growth of nation states, the worldwide consequences of 19th century imperialism, the crisis of the early 29th century. The curriculum is aligned to the 2018 Massachusetts Curriculum Frameworks.

**World History - H** (Semester class: 5 credits)

**Course #303**

The Honors World History course is intended for highly motivated students who possess strong reading and writing skills as well as a mature work ethic. The honors world history student will develop an ability to analyze historical evidence and an ability to analyze and express historical understanding in writing. (See World History Course #302 for description.)

*Recommendation: In order to expect success in this class, students should have completed grade 8 History with a grade of 86 or better, and a recommendation by a teacher.*

**United States History I - C** (Semester class: 5 credits)

**Course #305**

This course, which covers the history of the United States from **origins of the Revolution and Constitution through Progressivism and World War One**, provides an overview of the diverse peoples who interacted, settled, and influenced the history of the nation and its developing economic, social, and political institutions. The course requires students to analyze a variety of primary source materials, think critically, and write thesis based **and analytical** essays.

**This course will extend students' knowledge of United States history from the 17th century through the present; expand their capacity for historical, political and economic reasoning; strengthen their ability to develop research questions and conduct inquiries by interpreting primary sources; and establish foundational knowledge about significant recurring questions in United States history in preparation for citizenship, college, and careers.**

Successful completion of United States History is required for graduation.

**United States History I - H** (Semester class: 5 credits)

**Course #306**

The content of this course is similar to United States History I, however the expectations as to reading and writing assignments is much greater. Students will build upon skills learned in grade 9 which are applicable not only to the study of social studies, but all academic areas.

Honors U.S. History 1 is intended for highly motivated students who possess strong reading and writing skills as well as a mature work ethic. Students are required to analyze a variety of primary source materials, and to write analytical and interpretive essays that answer free response and document based questions. Expect homework every night. Successful completion of United States History I is a graduation requirement.

*Prerequisite: 86 or better in world History or 80 or better in World History H.*

*Note: In order to expect success in this course, students **must** have completed Honors World History with a grade of 86 or better and a recommendation by the teacher.*

### **United States History II - C (Semester class: 5 credits)**

#### **Course #320**

This course, which covers the history of the United States from the early 20<sup>th</sup> century era to the modern era provides an overview of the diverse peoples who influenced the history of the nation and its maturing economic, social, and political institutions. The course requires students to analyze a variety of primary source materials, to think critically, and write thesis-based essays. Successful completion of United States History II is a graduation requirement.

### **United States History II - H (Semester class: 5 credits)**

#### **Course #321**

The content of this course is similar to United States History II, however the expectations as to reading and writing assignments is much greater. Students will build upon skills learned in United States History I which are applicable not only to the study of social studies, but all academic areas. Honors U.S. History I is intended for highly motivated students who possess strong reading and writing skills as well as a mature work ethic. Students are required to analyze a variety of primary source materials and to write analytical and interpretive essays that answer free response and document based questions. Expect homework every night.

*Successful completion of United States History II is a requirement for graduation.*

*Note: In order to expect success in this course, students should have completed Honors US History I with a grade of 86 or better, and recommendation by the teacher.*

### **AP United States History (2 Semester class: 5 credits)**

#### **Course #325**

Advanced Placement United States History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Students will develop the skills necessary to effectively communicate the results of their analysis in discussion and written argument.

Activities within each unit of study are organized around the course's seven major themes: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and environment; and culture and society. A willingness to devote considerable time to reading homework, and study are necessary to succeed. A.P.U.S. History is intended for highly motivated students who possess a mature work ethic and are able to read a

college-level textbook. It is possible for students to earn the equivalent of 2 semesters of college credit. Students are required to complete the course and take the A.P. examination in American History in May.

*Note: Students must have completed Honors U.S. History I with an 86 or better and a teacher recommendation to enroll in this course.*

**Mock Trial** (Quarter class: 2.5 credits)

**Course #309**

This course focuses on the American Legal System. Students will learn the vocabulary of the law as it relates to trial practice. Students will play the roles of witness, plaintiff, prosecutor and defense lawyer in a variety of situations. During the semester, students will have the opportunity to participate in complete civil and criminal mock trials. All students will be expected to participate in the various trial exercises, which will require frequent public speaking.

**Government** (Quarter class: 2.5 credits)

**Course # 310**

This course surveys the three branches of government at the federal, state, and local levels, and provides students with an understanding of our framework of government. It includes an analysis of Massachusetts and Westport forms of government. Building on knowledge from previous years, students should be able to: describe and compare important facts, concepts, and theories to U.S. government, politics and the role of the U.S. in world affairs. Explain typical patterns of political processes and principles that provide the foundation for various government structures and procedures. Interpret data relevant to government and politics (including presented in charts, tables, and other formats). Critically analyze relevant theories and concepts, apply them appropriately and understand their connections to other aspects of history and social science. Students will participate in a class project designed to research and implement a public policy solution to a problem in the community.

*Recommendation: In order to expect success in this course, students should have completed US History I. (Note: This is especially important as the 8th grade Curriculum has changed so that is no longer the U. S. I.)*

**Current Events** (Quarter class: 2.5 credits)

**Course #311**

Current Events provides students with a fundamental basis for examining current problems and developments within society. Students will be able to better understand the importance of daily news events and how these events directly impact their lives. This course will use internet news sites, newspapers, magazines, and television as major resources. Students will use critical thinking skills to determine the significance, accuracy, and relevance of these stories. All issues will be placed within a historical framework in order to help the students understand these issues more completely. Students will also use critical thinking to predict future implications of these issues.

**Psychology** (Semester class, 5 credits)

**Course # 330**

Psychology is defined as the scientific study of the mind and behavior. In this semester long course, students are introduced to the context, terminology, methodology, and application of psychology.

Areas of study include biopsychology, states of consciousness, sensation and perception, group behavior, the lifespan, learning, memory, personality, emotions and stress, and psychological disorders and therapies. This course is limited to Grade 12 students and qualified 11th grade students.

### **AP Psychology** (3 Quarter class: 7.5 credits)

#### **Course #331**

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students are required to complete the course and to take the AP examination in May.

### **AP Government and Politics** (3 Quarter class: 7.5 credits)

#### **Course #333**

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political sciences to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Careful comparison of political systems produces useful knowledge about the institutions and policies employed to address problems, or, indeed, what they have done to make things worse. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents? In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. One by using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

**Course Objectives** – Students successfully completing this course will be able to: define and describe major comparative political concepts, support generalizations with relevant factual information pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia; analyze typical patterns of political processes and behavior and their consequences; compare and contrast political institutions and processes across countries; analyze and interpret basic data relevant to comparative government and politics.

#### **Topics**

- Introduction to Comparative Politics
- Sovereignty, Authority, and Power
- Political Institutions
- Citizens, Society, and the State
- Political and Economic Change
- Public Policy

\*College Board AP Comparative Government and Politics Course Description 2014.

*Note: Students must have completed Honors U.S. History I with an 86 or better and a teacher recommendation to enroll in this course.*

**Sociology** (Semester class, 5 credits)

**Course #335**

Introduction to Sociology provides students with a comprehensive examination of the basic concepts, principles, and methods central to sociology. Concepts are related to current and historical events in order for the students to appreciate the relevance of sociology to their daily lives. Students study the rich diversity that is possible in social life that is vitally important in an interdependent world.

**America at War:** (Quarter class, 2.5 credits)

**Course # 37**

This course is a quarter elective that investigates the major military operations of the United States from the 1960s to the present. Topics include the Vietnam War, the First Gulf War, the 21<sup>st</sup> century wars in Iraq and Afghanistan, and the military operations associated with the war on drugs and the war on terror. Students will investigate the motives of the U.S. government, public perception, experiences of servicemen and servicewomen, and the impact of the conflicts at home and abroad.

**A People's History:** (Quarter class: 2.5 credits)

**Course #339**

This course is a quarter elective that will examine the emergence, evolution, causes and effects of genocide and other crimes against humanity in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will ultimately attempt to answer the following two questions: How do genocides happen? How can they be prevented? The first unit of the course will include an in-depth examination of the Holocaust and the lasting impact of the Holocaust on American and world societies. Subsequent units give students the opportunity to examine other incidents of genocide in the modern world and the role of the United States and the international community in the context of these conflicts. Topics of study include the Holocaust, The Armenian genocide, Cambodia, Bosnia-Herzegovina, Rwanda, and Darfur.

**21st Century Living** (Quarter class, 2.5 credits)

**Course #341**

Learn basic social skills which include manners, respect, positive communication, appropriate social interactions, appropriate school behavior, and coping mechanisms.

## Course Descriptions ~ Science

### Grade 7&8

#### 7<sup>th</sup> Grade-Systems and Cycles (year long class)

Students begin the process of moving from the more concrete learning of the 6<sup>th</sup> grade to a more abstract perspective since many of the systems they will study are not directly observable or experienced. The theme of Systems and Cycles will be integrated into the following topics:

##### Earth and Space

- Plate tectonics and seafloor spreading
- Natural disasters
- Convection currents
- The role of the Sun, Earth, and gravity in the water cycle
- The effects of human activity on natural resources

##### Life Science

- Factors affecting population size
- Interactions within ecosystems
- Disruptions to food webs
- Biodiversity

##### Physical Science

- Kinetic and potential energy
- Thermal energy, particle motion and heat transfer
- Insulators and conductors
- Attractive and repulsive
  - Academic Expectations
    - All students should acquire, integrate and apply essential knowledge.
    - All students should read, write and communicate effectively.
    - All students should use higher order thinking skills to solve complex problems.
    - All students should study and work effectively.

#### 8<sup>th</sup> Grade-Cause and Effect (Yearlong class)

Grade 8 students use more robust abstract thinking skills to analyze cause and effect relationships in the natural world. Specific Units of study uncover cause and effect relationships through the following topics:

##### Earth and Space

- Reasons for the seasons and tides
- Orbital motion of planets
- Weather patterns and air mass interactions
- Fossil fuels distribution
- Global warming

##### Life Science

- Reproduction
- Genetics and heredity

- Evolution

### Physical Science

- Pure substances vs. mixtures
- Chemical reactions
- Newton's laws of motions
  - Academic Expectations
    - All students should acquire, integrate and apply essential knowledge.
    - All students should read, write and communicate effectively.
    - All students should use higher order thinking skills to solve complex problems.
    - All students should study and work effectively.

## Grade 9-12

**Biology 9 - C** (2 Semester class: 10 credits)

### **Course #411 & 412**

Biology concepts are explored through class discussion and lecture, reading assignments, and laboratory work. The course encompasses topics including: scientific thinking and processes, biochemistry, cell anatomy and diversity, photosynthesis and respiration, cell genetics, DNA, evolution, ecology, and anatomy and physiology. This course will prepare the student for the grade 9 Biology MCAS assessment.

*This yearlong course is a graduation requirement.*

*Note: Students must pass one of the two semesters to earn Biology credit. Students who fail one of the semesters must earn 5 Science elective credits.*

**Biology 9 - Honors** (2 Semester class: 10 credits)

### **Course #413 & 414**

Honors Biology is designed for students who have demonstrated strong ability in math and science and are motivated to take a rigorous, fast-paced biology course. Biology concepts are explored through class discussion and lecture, reading assignments and laboratory work. The course encompasses topics including: scientific thinking and processes, biochemistry, cell diversity and physiology, photosynthesis, and respiration, cell division, genetics, DNA, evolution, and anatomy and physiology. This course will prepare the student for the grade biology 9 MCAS assessment.

*Note: This yearlong course is a graduation requirement.*

*Prerequisite: 85 or better in grade 8 science and recommendation from the teacher.*

*Note: Students must pass one of the two semesters to earn Biology credit. Students who fail one of the semesters must earn 5 Science elective credits.*

**Environmental Science** (Semester class: 5 credits)

### **Course #418**

This course covers environmental issues and the history of humans in the environment. Students are required to participate in a variety of field studies in order to complete the course. Monitoring local brooks will be conducted in conjunction with the Westport River Watershed Alliance. Topics covered: current environmental issues and society, aquatic ecosystems, water as a resource, land use issues, soil and agriculture. All topics will be covered with a strong emphasis on local issues.

*Recommendation: In order to expect success in this course, students should have successfully completed Biology.*

**Earth/Ecology Science** (Semester class: 5 credits)

**Course #419**

The Earth Science course is designed to interpret and understand the world around you. In order to do so, students will investigate and study the interactions between the four major Earth's spheres, including the geosphere, atmosphere, hydrosphere and biosphere in order to explain Earth's formation, processes, history, landscapes, how and why Earth changes over time. The course will also explore how current actions of man interact and affect Earth's spheres leading to local and global changes. Topics to be addressed include, but are not limited to, the scientific method, mapping Earth's surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, and meteorology. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, projects, and research.

**Chemistry - C** (Semester class: 5 credits)

**Course #420**

This introductory chemistry course prepares students for a college course in chemistry. This introductory course prepares students for an entry level college course in chemistry. Students will apply mathematical properties of matter and its interactions as they collect and analyze data in the laboratory exercises. They will explore basic atomic structure including stability, motion, forces and interaction of particles translated into observable physical and chemical properties of matter. Other major principles explored in this course include mole and stoichiometry, types of chemical reactions and energy changes during the chemical process.

*Prerequisite: In order to expect success in this course, students should have successfully completed Algebra I and Biology with a grade of 80 or better and be enrolled in Algebra II.*

**Chemistry Honors** (Semester class: 5 credits)

**Course #425**

Honors chemistry is designed to prepare students intending to pursue bachelorette degrees in science. This course covers the same topics as Chemistry - C in at a greater level of detail and a more accelerated pace. Additional topics may include gas laws, reaction kinetics and equilibrium, quantum theory, and/or nuclear chemistry.

*Prerequisite: In order to expect success in this course, students should have successfully completed Honors Algebra II and Honors Biology with a grade of 80 or better.*

**Boat Building** (Semester class: 5 credits)

**Course #441**

In this course students will explore the maritime history of Southeastern Massachusetts and boat building in Westport, whaling in the region, local river science, boat design, boat construction, knot tying and navigation. Related literature, such as Moby Dick and Boys in the Boat will enrich class discussions. Local experts from the community will serve as guest teachers throughout the course. Students will use regional locations of maritime significance to expand their understanding of course content. Students will build a rowing dory from plans to a complete boat. Traditional and modern boat building methods will be taught, utilizing wood, epoxy, and fiberglass cloth.

**AP Biology** (2 Semester class: 10 credits)

**Course #445**

AP Biology is the equivalent of an introductory college freshman biology course. Therefore, the student faces an intensive and challenging program both in course content and laboratory exercises. Through in-depth study, students master extensive factual content in the areas of molecular, cellular, organismal, evolutionary, and ecological biology. Emphasis is placed on the 5 themes of biology: relationship between structure and function, biological order and regulation, unity within diversity, acquiring and using energy, and evolution and adaptation. The guidelines for this course are set by the College Entrance Examination Board that oversees the Advanced Placement Program. Students are required to complete the course and to take the AP examination in May.

*Prerequisite: In order to expect success in this course, students should have Honors Biology and Honors Chemistry with a grade of 80 or better.*

**Forensics** (Semester class: 5 credits)

**Course #446**

This course introduces students to the interdisciplinary science of forensics. It will examine how law enforcement collects, analyzes, and uses evidence in order to solve crimes. This course will integrate skills and concepts in Biology, Mathematics, Chemistry, and Physics in the analysis and interpretation of many different types of evidence. The course will explore both real and fictional crimes as they acquire analytical skills and learn how specific disciplines are used in solving crimes. Units of study in the course include but are not limited to: Pathology and Death Investigation, Anthropology, Serology and Blood Splatter, and DNA analysis.

*Prerequisite: Students should have successfully completed Biology 9 I and II, Geometry, and enjoy applying mathematical principles to other areas of science.*

**Anatomy & Physiology- H** (Semester class: 5 credits)

**Course #450**

This course focuses on the structure, function and interaction of human body organ-systems. Major focus is on the skeletal, muscular, nervous and cardiovascular systems. Cooperative learning opportunities include laboratory exercises, dissections, and lectures. This course is highly recommended for students interested in a career in the medical field. Students may not take this course if they have previously taken Human Body Systems.

*Prerequisite: In order to expect success in this course, students should have successfully completed Honors Biology and Chemistry with an 80 or better. Students may not elect this course if they have previously completed Anatomy and Physiology.*

**Anatomy and Physiology - C** (Semester class: 2.5 credits)

**Course #451**

This science elective course is designed for students who want a basic understanding of the human body. The course focuses on condensed units of various body systems. Laboratory exercises and dissections support classroom instruction.

*Recommendation: In order to expect success in this course, students should have successfully completed Biology and have research skills. Students may not elect this course if they are qualified to take Honors Human Anatomy & Physiology. Students may not take both courses.*

**Physics - C** (Semester class: 5 credits)

**Course #454**

This course allows students to develop problem-solving skills and strategies while performing laboratory investigations of fundamental concepts and principles related to matter and energy. Lecture and laboratory will study the following topics, but not limited to, motion and forces, conservation of energy, waves, electromagnetism, electromagnetic radiation, atom structure, chemical bonding, periodic table and properties of matter.

*Prerequisite: Biology and Chemistry, Algebra with a grade of 80 or better.*

**Physics H** (Semester class: 5 credits)

**Course #455**

This course allows students to prepare for any college majors involving critical thinking, mathematical reasoning and rigorous work. Topics covered include kinematics, dynamics, conservation of energy and momentum.

*Prerequisite: Biology and Chemistry, Algebra H with a grade of 80 or better.*

**AP Physics I** (3 Quarter class: 7.5 credits)

**Course #458**

This physics course is designed to instruct highly motivated students around the big ideas of physics which encompass scientific principles, theories, and processes in the laws and relationships of physics on the college level. Big ideas cut across the traditional physics principles and are supported with enduring understandings, which incorporate the core concepts students should retain from their learning experience. Students are assumed to have a basic physics background equivalent to one-year algebra based introductory physics course. Topics from the first year course will be developed more rigorously while focused on inquiry based learning. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

*Prerequisites: Biology and successful completion of Algebra 2 Honors with an 80 or better.*

**Marine Science** (Semester class: 5 credits)

**Course #460**

This introductory course focuses on ecosystems, the evolution of marine animals over time, the anatomy and physiology of marine animals and properties of water.

*Prerequisite: In order to expect success in this course, students should have successfully completed Biology I and II.*

## Course Descriptions ~ World Languages

### Grade 7 and 8

#### **Grade 7: World Language: Introduction to Spanish** (Semester class)

This is an introductory course in foreign language which covers the basics of vocabulary conversation grammar and culture. In the beginning listening and speaking skills are emphasized with a gradual introduction to writing and reading techniques. All four are presented in context . Culture is introduced through Videos, songs and classroom activities. Homework assignments as well as good attendance and class participation are vital to succeed in this course.

- Academic Expectations:
  - All students should acquire, integrate and apply understandings, skills, and apply enduring understanding, knowledge and skill of the Spanish language.
  - All students should read, write and communicate effectively.
  - All students should study and work independently and collaboratively.

*Course requirements for a semester, every other day.*

#### **Grade 8: World Language: Introduction to Portuguese** (Semester class)

This is an introductory course in foreign language which covers the basics of vocabulary conversation, grammar and culture. In the beginning listening and speaking skills are emphasized with a gradual introduction to writing and reading techniques. All four are presented in context . Culture is introduced through Videos, songs and classroom activities. Homework assignments as well as good attendance and class participation are vital to succeed in this course.

- Academic Expectations:
  - All students should acquire, integrate and apply understandings, skills, and apply enduring understanding, knowledge and skill of the Portuguese language.
  - All students should read, write and communicate effectively.
  - All students should study and work independently and collaboratively.

### Grade 9-12

#### **World Language – Level I** (Semester class: 5 credits)

##### **Portuguese I – Course #520**

##### **Spanish I – Course #540**

This is an introduction course to a foreign language which covers the basics of vocabulary, conversation, grammar and culture. In the beginning, listening and speaking skills are emphasized with a gradual introduction to the writing and reading techniques. All four skills are presented in context. The diverse cultures between the various countries that speak the target language are also introduced. Completion of various types of homework assignments as well as good attendance and class participation are vital to success in this course.

**World Language – Level II** (Semester class: 5 credits)

**Portuguese II – Course #525**

**Spanish II – Course #545**

This is a beginning/intermediate course to a foreign language which covers a basic/intermediate level of vocabulary, conversation, grammar and culture. Listening and speaking skills are emphasized in conjunction with writing and reading techniques. All four skills are presented in context. The diverse cultures between the various countries that speak the target language are also taught. Completion of various types of homework assignments as well as good attendance and class participation are vital to success in this course.

*Prerequisite completion of Level I of the same language*

**World Language – Level III Honors** (Semester class: 5 credits)

**Honors Portuguese III Honors – Course #530**

**Honors Spanish III Honors – Course #550**

This is an intermediate course to a foreign language which covers an intermediate level of vocabulary, conversation, grammar and culture. Listening and speaking skills are emphasized in conjunction with writing and reading techniques. All four skills are presented in context. The diverse cultures between the various countries that speak the target language are also taught. Completion of various types of homework assignments as well as good attendance and class participation are vital to success in this course.

*Prerequisite completion of Level I I of the same language with a grade average of 80 or better.*

**World Language – Level IV Honors** (Semester class: 5 credits)

**Portuguese IV Honors – Course #535**

**Spanish IV Honors – Course #555**

This is an intermediate/advanced course to a foreign language which covers an intermediate/advanced level of vocabulary, conversation, grammar, and culture. Listening and speaking skills are emphasized in conjunction with writing and reading techniques. All four skills are presented in context. The diverse cultures between the various countries that speak the target language are also taught. Completion of various types of homework assignments as well as good attendance and class participation are vital to success in the course.

*Prerequisite completion of Level III of the same language with a grade average of 80 or better*

**World Language – Level V Honors** (Semester class: 5 credits)

**Honors Portuguese V Honors – Course #559**

**Honors Spanish V Honors – Course #560**

This is an advanced course to a foreign language which covers an advanced level of vocabulary, conversation, grammar, and culture. Listening and speaking skills are emphasized in conjunction with writing and reading techniques. All four skills are presented in context. The diverse cultures between the various countries that speak the target language are also taught. Completion of various types of homework assignments as well as good attendance and class participation are vital to success in the course.

*Prerequisite completion of Level IV of the same language with a grade average of 80 or better*

## **Course Descriptions ~ Business and Technology**

### **Technology Grade 7&8**

#### **Project Lead the Way Grade 7&8 (Semester class)**

A Project Lead the Ways course focused on student discovery of the design process and develop an understanding of the influence of creativity and innovation in their lives. They are challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should read, write and communicate effectively.
  - All students should use higher order thinking skills to solve complex problems.
  - All students should study and work effectively.

#### **Foundations of Research Grade 7**

In this course, students will learn the skills necessary to create presentations, write papers, and conduct research with proper sources and citing. The platform that we are focusing on using in this course is Google since Google Applications is one of most applicable to high school and post-secondary education. Our mission is to give students the tools they need that can be utilized in whichever career field they choose to follow while talking about current events in the media.

#### **Foundations of Research Grade 8**

In this course, students will learn the skills necessary to create presentations, write papers, and conduct research with proper sources and citing. The platform that we are focusing on using in this course is Microsoft since Microsoft applications are necessary in progressing to high school and post-secondary education. Our mission is to give students the tools they need that can be utilized in whichever career field they choose to follow while talking about current events in the media.

#### **Master Class Grade 7**

In this course, students will be learning the necessary skills to help guide themselves about their interests and opportunities in the post secondary world. Students will be taking a deep dive into personal reflection by using personality tests to explore their strengths, weaknesses, and career options. Additionally, this class will be focused on the importance of different communication styles as well as collaboration with mission is to provide students with tools that they can utilize in high school and beyond into their career.

#### **Master Class Grade 8**

In this course, students will be learning the necessary skills to help guide themselves about their interests and opportunities in the post-secondary world. Students will be taught additional job-seeking skills such as public speaking, financial literacy, professionalism, how to build a resume and be prepared for an interview. Our mission is to provide students with tools that they can utilize in high school and beyond into their careers.

## Technology Grade 9-12

**Computer Design 101:** (Quarter course: 2.5 credits)

**Course #643**

Through the use of hands-on projects and tutorials students will learn about the Design process as it pertains to 2d animation, 3d design and modeling and computer game coding. Students will create their own 2d animations using Adobe Animate and create 3d models to be printed on the 3d printers using Autodesk Tinkercad. Game creation and coding will be done using Kodu and will be shared on Kodu's game page for further critique. While this is an introduction to computer design and understands that the knowledge acquired in this course carries over to all 2d, 3d and game design programs. Beginning with the class of 2024, this course replaces Tech Fluency as the requirement.

- Academic Expectations
  - Employ current technology to investigate, create, communicate, and produce.
  - Apply a variety of problem solving strategies.
  - Write effectively in assessing your own work and the work of others
  - Communicate orally
  - Read Critically
  - Demonstrate self-control and respect for all individuals
  - Pursue and participate in modes of artistic and creative expression
  - Exhibit responsible citizenship

**Tech Fluency** (Quarter class: 2.5 credits)

**Course #601**

Feel lost when it comes to computers? Want to learn without listening to long lectures? This course is for you. Designed as a preparatory course, Tech Fluency uses various software applications such as Word, Excel, and PowerPoint, as well as Google Docs and Spreadsheets, to introduce students to technology in learning, communication, and life. Through hands-on projects and independent learning activities, students enhance their written and oral communication skills and the ability to effectively use technology. This course fulfills the computer requirement.

**Marketing** (Quarter class: 2.5 credits)

**Course #604**

Ready to open a small business? Find out what it takes to plan, organize, and operate a successful money-making operation while understanding the importance of being socially responsible. This quarter course will help you gain the confidence and knowledge to do market research, create a mission statement and business plan, acquire financing, and price and promote your product or service.

**Introduction to Accounting** (Semester class: 5 credits)

**Course #605**

Headline News: "If investors lose confidence in the reliability of numbers that are presented to them, our markets will suffer grievously" "Corporate America has lost its way. Here's a road map for restoring investor confidence."

Sounds interesting? Take this course and begin your journey to a successful and financially comfortable career as a CPA. Understand the role accounting plays in corporate America. If you are planning on a career in accounting, as a business owner, or just want to experience a financially organized life, this course will help you develop important skills. Not open to freshmen.

**Business Concepts** (Quarter class: 2.5 credits)

**Course #608**

Enroll in this quarter class and begin your journey to becoming a smarter business person. Through project based learning, students will take an in-depth look at the function performed by business and the role of business in their personal and professional lives. Areas of study include entrepreneurship, economics, taxation, marketing, business ownership, management, and human resources.

**Personal Finance** (Quarter class: 2.5 credits)

**Course #624**

Spending faster than you're earning? Money burning a hole in your pocket? Take control of your finances by enrolling in this course. Through engaging learning activities, you will develop your ability to manage your money and become aware of your role and financial responsibility as a student, citizen, family member, consumer, and employee. Exploration of careers, laws, technology, budgets, banking, taxes, credit and investment strategies guide you toward wise and responsible decision-making.

**Advanced Computer Applications** (Quarter class: 2.5 credits)

**Course #641**

In this quarter long course students will be introduced to some of the advanced features and integration of word processing, spreadsheets, and presentation software. In addition, students will work with desktop publishing software and be introduced to relational database development. Students will be given hands-on projects and simulated assessments to further develop their ICT (Information and Communication Technology) fluency.

**Scratch MIT** (Quarter class: 2.5 credits)

**Course #642**

This course provides an introduction to computer science. After a unit on flow charting, students will use Scratch, a programming language developed by MIT, to master the building blocks of programming, without the confusing syntax of many of the common programming languages. Students will design interactive stories, animations and games while learning to think logically and problem solve methodically. Scratch encourages students to think creatively, reason systematically, and work collaboratively-essential skills for life in the 21<sup>st</sup> century. Once Scratch is mastered, students will delve into basic code for a higher-level scripting language such as Python or Visual Basic.

**Web Design** (Quarter class: 2.5 credits)

**Course #650**

This quarter long course introduces students to the “how to” of web page design. Students will learn the basics of html coding and how to use various software applications to create web pages. Once a web page is created, it needs a design. Students will learn how to create and edit CSS (Cascading Style Sheets) to give their web pages some flair and consistency. Graphic creation/editing and basic java-scripting will also be introduced. Students will be expected to create multiple web pages. Each page will get more in depth and will require learning new skills and techniques. Participants will also be required to research and understand copyright law as it relates to publishing on the internet.

**Google Apps** (Quarter class: 2.5 credits)

**Course #630**

This course is designed to give students a comprehensive introduction to the Google Apps for Education suite. Students will learn tips, tricks, and best practices for Google Apps including: Search, Drive, Docs, Calendar, Gmail, Maps and more. This course will be student centered and incorporate interactive learning activities. This course will provide advanced skills to help students to organize and manage their workload effectively. Students will practice critical thinking, problem solving, communication and collaboration skills to the implementation of technology resources.

**School to Career Internship** (Semester class: 5 credits)

**Course #850**

This course will give students a foundation and skill set in various areas of employment. The course will be split between class coursework on career development/job readiness, how to conduct themselves in the workforce, being a professional, and the right way to communicate. The other half of the course will involve students leaving campus and working at an assigned work-study placement to gain hands-on experience in the workforce.

**Wildcat Productions** (Quarter class: 2.5 credits)

**Course #632**

Wildcat Productions is a multimedia, technology-based interdisciplinary production course. Students in Wildcat Productions will be responsible for the production of the school yearbook, and student and family communication. Students enrolled in the course will learn all aspects of journalistic writing, editing, design, and practice. Student work will be assessed for originality, creativity, accuracy and value to the community. Students will have a variety of opportunities to publish their work using print, web design, photography, social media, Westport Community TV and the yearbook. Student work is regularly published in the student newspaper, The Villager, The Villager online, the monthly literary magazine, morning announcements and Yearbook. Another primary element of Wildcat Productions is the public relations, marketing and promotions with Westport Junior Senior High School, its programs and students as the subject. Students will be expected to fundraise and solicit advertising support for the Yearbook, The Villager, The Villager Online, and to work with the faculty and administration to identify promotions and production opportunities that celebrate the accomplishments of the Westport Junior Senior High School students and the school.

**Computer Aided Design** (Semester class, 5 credits)

**Course #720**

In this course, students will be introduced to Solidworks 2012 and Archicad, the premier Computer-Assisted Design (CAD) software for personal computers. Through the use of lectures, tutorials, and hands-on projects, students will learn all aspects of 3-D drafting and design as these relate to architectural, mechanical, and industrial design. Students will explore concepts such as: extrude, fillet, smart dimensions, layers and solid object design. By the end of the semester students will have a thorough understanding of both Solidworks and Archicad and will be able to make an educated decision whether they wish to further their education in architectural or industrial design.

*\*\*\*This course may be offered intermittently as budget and staffing requirements permit.*

**Multimedia 1 Digital 2D Animation** (Quarter class: 2.5 credits)

**Course # 726**

This course is an introduction to two-dimensional animation with the emphasis on visual expression, composition, and hands-on opportunities. Students will learn the same animation used by Walt Disney animators from the 1930s and 1940s with the exception that all of your work will be done from the computer format. You will learn the fundamentals of perspective, composition, contrast and shading which will help you artistically enhance your animations. Individual critiques will engage you in critically thinking about your personal work. A number of projects will allow you to demonstrate your command of the skills taught and will contribute to a major portion of your final assessment. Outside writing assignments dealing with the history of animation will be required.

**Multimedia 2 Digital 3D Animation** (Quarter class: 2.5 credits)

**Course #727**

This course is a continuation of the learning process involving building 3-D models and scenes. This course utilizes a new program called Cinema 4D that allows unlimited control and power over the overall three dimensional ideas. The possibilities are endless. However, with that being said,

learning this program and learning the skills to evaluate how to produce finished quality multimedia projects requires that you understand how to arrive at your finished goal. Westport High School offers you a course that offers a great opportunity to learn the basic skills design and building 3D scenes.

## Course Description ~ Visual Performing Arts

### 7th and 8th Grade

#### 7<sup>th</sup> Grade Band

A course for students who play a woodwind, brass, or percussion instrument in which students will learn repertoire encompassing all styles and Music Time Periods. A Winter and Spring Concert Program as well as Memorial Day Parade will provide performance opportunities for students to showcase the knowledge and skills they have acquired throughout the school year.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should use mathematics, the arts, computers and other technologies effectively.
  - All students should study and work effectively.

*Prerequisite: Students must have taken band at the elementary school level or have permission of the teacher to enroll.*

#### 8<sup>th</sup> Grade Band

A Continuation of the skills learned in 7<sup>th</sup> Grade, students will perform more advanced repertoire as well as scale and pedagogy. A Winter and Spring Concert and the Memorial Day Parade will provide performance opportunities for students to showcase the knowledge and skills they have acquired throughout the school year.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should use mathematics, the arts, computers and other technologies effectively.
  - All students should study and work effectively.

*Prerequisite: Students must have taken band up to, and including, 7<sup>th</sup> grade or have permission of the teacher to enroll.*

#### 7<sup>th</sup> Grade General Music I

Students will be introduced to basic musical concepts as aligned by the National Music Standards. They will also have the opportunity to learn beginning guitar and piano skills. Participation in weekly musical activities will reinforce the subject matter.

Playing tests are required.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should use mathematics, the arts, computers and other technologies effectively.
  - All students should study and work effectively.

### **8<sup>th</sup> Grade General Music II**

This course is a continuation of General Music I. Participants will dive deeper into their guitar and piano practice. There is an introduction of Book II, as well as, intermediate fingerings, scale patterns, key signatures, chord structures, and pieces. Playing tests are required.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should use mathematics, the arts, computers and other technologies effectively.
  - All students should study and work effectively.

### **7<sup>th</sup> Grade Chorus I**

Students will be introduced to basic vocal techniques in a performance ensemble setting. They will perform pieces in three and four parts as well as SAB. Age appropriate repertoire will consist of classical, modern, multicultural, and Broadway pieces that will be performed biannually. Grading will be based on students' participation at the night concerts, as well as written tests. Preparation for vocal festivals is available but not required.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should use mathematics, the arts, computers and other technologies effectively.
  - All students should study and work effectively.

### **8<sup>th</sup> Grade Chorus II**

This course is a continuation of Chorus I. Participants will dive deeper into their vocal practice and perform intermediate pieces. Age appropriate repertoire will be chosen and taught in three, and four parts as well as SAB and SATB. Students must attend all night concerts or will be expected to take a written test in place of their concert grade. Preparation for vocal festivals is available but not required.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should use mathematics, the arts, computers and other technologies effectively.
  - All students should study and work effectively.

## **Grade 9-12**

### **History of Rock and Roll (Quarter class: 2.5 credits)**

#### **Course #763**

History of Rock and Roll is a music appreciation class that will explore how society and technology affected the popular music of the 20<sup>th</sup> Century. The class will start at the end of the 1800's with Tin Pan Alley through the eruption of rock'n'roll in the 50's. The 1960's to today will include the British Invasion, Woodstock, the creative powers of the 1970's, music videos of the 1980's rap and hip-hop of the 1990's to the MP3 of today. Each step of the way was politically and societal driven in some way, shape or form. All lovers of rock and roll are welcome in this class.

**Digital Music** (Quarter class: 2.5 credits)

**Course #762**

Digital Music is for any student who wishes to learn about the creation of music through the use of computers. Students will begin the course with simple sampling techniques and through varied projects graduate to recording their own musical pieces. The final project will incorporate all knowledge learned throughout the semester and will be recorded to CD and YouTube. It is recommended that any student who has a love of music should take this course.

**Concert Band** (Quarter class: 2.5 credits)

**Course #783**

If you're a wind player, brass player or percussionist, then concert band is for you. Learn music from Bach to Broadway and everything in between. Learn various instrumental, performance, and listening techniques. Playing an instrument can be both fun and very rewarding. This is also a class that can be taken as many times as a student wants! However, the student must have been in concert band in middle school in order to be in this class. Even though the expectation is that the student should have been in middle school band, there will be exceptions for the students who are invited by the teacher.

**Concert Choir** (Quarter class: 2.5 credits)

**Course #773**

If you like to sing along with the radio or have dreams of being a pop star, then chorus is for you. Chorus offers the potential vocalist the opportunity to sing in a structured musical ensemble. Learn various warm ups, ear training, and sight singing techniques. Sing different styles of music from classical to modern. Perform for the crowd at concerts and events. Be part of a team; all students are welcome. A proficiency audition is required to take this class.

**Piano** (Quarter class: 2.5 credits)

**Course #775**

Learning a musical instrument can be a very rewarding experience. The intro to the piano class is for the beginning musician who wishes to learn basic techniques of the piano. Students will learn how to perform basic music notation and melodies with accompaniment; and how to build and perform the prominent chords in multiple keys. Students will finish the class by being able to understand and perform the prominent chords that most of the popular songs they listen to have within them. No prior playing knowledge is required, just the ability to practice and learn. We even supply the piano!

**History of Broadway** (Quarter class: 2.5 credits)

**Course #782**

This class focuses on the development of Broadway Musical from its origins in classical opera to its current state as an art form appreciated by people of all ages, races, creeds and religions. Students take notes on class lectures and are given appropriate tests, quizzes and writing assignments to gauge their progress.

## 7th and 8th Grade

### **7th Grade General Art** (semester course)

Students will be introduced to a variety of materials and techniques to create two-dimensional and three-dimensional artwork. Students will review the elements and principles of design and apply them to their work to show understanding. Explore Art history, include the significant artist and their contributions will be incorporated into every lesson.

- Academic Expectations
  - Generate and conceptualize artistic ideas and work.
  - Refine and complete artistic work.
  - Perceive and analyze artistic work.
  - Synthesize and relate knowledge and personal experiences to make art.

### **8th Grade General Art** (semester course)

A continuation of 7th grade general art, students will expand their repertoire of techniques and skill by encompassing a wide range of media. Students will be familiar with the elements and principles of design and apply them to all aspects of their artwork. Explore Art history, including significant artists and their contributions will be incorporated in every lesson. Students will develop skills to critique their own artwork and their peers to receive constructive feedback. They will practice writing about their own artwork and making connections to relevant artist throughout history.

- Academic Expectations
  - Generate and conceptualize artistic ideas and work.
  - Refine and complete artistic work.
  - Perceive and analyze artistic work.
  - Synthesize and relate knowledge and personal experiences to make art.
  - Relate artistic ideas and works to societal, cultural, and historical contexts to deepen their understanding.

## Grade 9-12

### **Intro to Art** (Quarter class: 2.5 credits)

#### **Course #706**

So you think you don't have talent? This course will prove to you that talent is not inborn. Rather, developing skills and practicing them is what creates an artist. You will work in the 2D format, beginning with drawing and progressing to mixed media in order to become familiar with the various methods and materials of art making. Assignments will explore creative problem solving and work to enhance your understanding of art as a form of visual communication.

### **Drawing and Painting** (Quarter class; 2.5 credits)

#### **Course #711**

Watch your artistic and expressive talents expand as you continue to build on the skills and concepts learned in Intro to Art. Observational drawing methods and techniques are reinforced and several in-depth assignments will further develop your abilities and enhance your understanding of 2D media. Conceptual and innovative tasks will challenge you to visualize, develop, and transform your ideas in order to create the unimaginable. A portfolio of work will demonstrate your growing skills.

*Prerequisite Intro to Art with a grade of 80 or higher.*

**Advanced 2D Studio Art** (Quarter class; 2.5 credits)

**Course #715**

Are you interested in possibly pursuing art in the future, or do you want to continue to enhance your drawing and painting skills? Then this class is for you! In this course we will focus on further enhancing your observational drawing skills and perceptual awareness, what all colleges expect to see in an admissions portfolio. You will work in a variety of media beginning with charcoal and branching out into watercolors, ink, acrylics, pastels, even collage. Assignments will center on the still-life and drawing the human figure. This course can be repeated, second time students will further enhance their portfolio, and independently develop a theme that will drive their work.

*Prerequisite 80 or better in Drawing & Painting and Intro to Art*

**Sculpture and Ceramics** (Quarter class; 2.5 credits)

**Course #716**

This course is definitely hands-on! Students will explore three-dimensional art using clay, incorporating found objects along the way to create amazing sculpture. Ceramic assignments will range from creating basic hand building, to sculptural objects. Limited only by your imagination, anything goes. Learn how to visualize, create, and enhance your knowledge of 3D art and artists.

*Prerequisite Intro to Art with a grade of 80 or higher.*

**AP Studio Art Drawing** (Semester class; 5 credits)

**Course #717**

The purpose of AP Studio Art Drawing course is to enable students to engage in an intensive and ongoing art making process. Individual and group critiques concerning the formal, technical, and conceptual concerns of portfolio pieces will strengthen and facilitate problem solving skills. The final portfolio will consist of twelve breadth pieces, up to twelve concentration pieces, and five quality pieces. All five quality pieces will be mailed to the College Board for review, the rest of the portfolio will be submitted digitally. Concentration and breadth pieces may be included in the quality selection. Students are required to spend six hours per week developing their portfolios outside of class, as homework. All students are required to submit their portfolio to the College Board for evaluation in May.

*Prerequisites: Intro to Art, Painting and Drawing, Advanced 2D Studio, or teacher permission.*

**Advanced Sculpture** (Quarter class; 2.5 credits)

**Course #723**

Students will continue building upon prior knowledge and skills learned in Sculpture and Ceramics. Students will use clay, found objects (both natural and manmade), and other materials to continue exploring art in three dimensions. Students will research and draw inspiration from art history as they develop and create their own personal aesthetic and style. Students will investigate how 3D artists exhibit their art, and create an installation for public viewing.

*Prerequisite: Sculpture and Ceramics*

**Photography** (Quarter class; 2.5 credits)

**Course #781**

This course will focus on the fundamentals of Photography. In this class students will learn to compose images implementing the principles of Art and Design. You will use Photoshop to cover the basics of photo editing and photo manipulation. For this course you are required to have access to a working digital camera at all times. In addition to creating digital imagery, students will explore the history of Photography, with exposure to film and its processes.

*Prerequisite Intro to Art with a grade of 80 or higher.*

## Course Descriptions ~ Personal Fitness and Wellness

### Grade 7 & 8

#### Grade 7&8 Health/PE

This course integrates Health and PE into one healthy lifestyle curriculum. In PE we offer students the opportunity to participate in a multitude of activities throughout the year while also focusing on their own personal goals. Health covers a variety of topics that we feel are most relevant to our students with a focus on leading a healthy lifestyle and responsible decision making.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should study and work effectively.

### Grade 9-12

**Health/PE 11 & 12** (Quarter class; 2.5 credits)

**Course #910**

**Health/PE 9 & 10** (Quarter class; 2.5 credits)

**Course #908**

These courses integrate health and physical education into one healthy lifestyle curriculum. This Wellness & Fitness approach is to encourage healthy behaviors and discourage risky behaviors and practices. The emphasis is on the connections between all parts of our wellness.

- Know your values and live by them
- Cooperate and collaborate
- Make healthy decisions

Take responsibility/lifestyle decisions

This curriculum consists of the following categories:

- Health Literacy
- Healthy Self-Management
- Health Promotion and Advocacy

This course is a sequential development of activities and topics to provide the student with concepts to provide a healthy lifestyle for now and in the future.

- Academic Expectations
  - All students should acquire, integrate and apply essential knowledge.
  - All students should study and work effectively.

*Prerequisite: For PE 11&12, 2 successful years of PE 9#10*

**Advocats** (Quarter class: 2.5 credits)

**Course #914**

This course facilitates promoting inclusion throughout the Jr./Sr. High School and increases student's community involvement in the town of Westport. Students will work closely with their peers with disabilities, local schools, elderly, and many other associations to improve inclusiveness and wellness within the surrounding community.

*Prerequisite-successful completion of PE 9&10.  
Students may not repeat this course.*

**Foods and Nutrition** (Quarter class: 2.5 credits)

**Course #916**

This course deals with the relationships between diet and disease prevention, cultural eating patterns, poor eating behaviors, and issues relating to nutrition throughout one's life.

*Prerequisite-successful completion of PE 9&10.*

**Fitness and Training I** (Quarter class: 2.5 credits)

**Course #909**

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from strength training, aerobic training and cardiorespiratory endurance activities.

*Prerequisite: Successful completion of P.E. 9+10*

**Fitness & Training 2** (Quarter class: 2.5 credits)

**Course # 911**

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from strength training, aerobic training and cardiorespiratory endurance activities. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and nutrition for a lifetime.

*Prerequisite: Successful completion of Fitness and Training I*

## **Special Education**

### **Grades 7-8**

#### **Academic Resource**

Academic Resource provides students on IEPs, with academic support by certified Special Education teachers and paraprofessionals. Academic Resource is used to provide instruction in ELA & Math, and direct teaching of study and organizational skills, along with test-taking skills, such as MCAS preparation. Specific IEP goals for reading comprehension, written expression, mathematical computations, math applications, or other areas of need are used as benchmarks/objectives for each student. Student placement in this course is determined by TEAM decision per IEP process. Students should be taking at least two academic classes.

### **Grade 9-12**

#### **Focus**

Focus provides students on IEPs, with academic support by certified Special Education teachers and paraprofessionals. Focus is used to reinforce the instruction of the general education classes. Focus is also used for direct teaching of study and organizational skills, along with test-taking skills, such as MCAS preparation. Specific IEP goals for reading comprehension, written expression, mathematical computations, math applications, or other areas of need are used as benchmarks/objectives for each student. Student placement in this course is determined by TEAM decision per IEP process. Students should be taking at least two academic classes.

Academic Expectations

#### **RISE Reading**

The RISE reading class provides students with functional reading and writing skills that will assist them to succeed outside of the high school setting. Course outcomes are individualized to meet the specific goals of each student per the IEP. Students' progress until the IEP team determines it is appropriate to enter the Foundations of English course.

Since RISE reading is dependent on the student's current performance levels, topics addressed may include: phonemic awareness skills, phonics instruction, sight word identification, basic reading strategies, from decoding through basic reading comprehension, introduction to story elements, such as setting, plot, and character development and sentence structure. In addition to the topics addressed, students also begin to assemble a portfolio of their work to be used for the MCAS Alternative Assessment. Word usage, punctuation, spelling and vocabulary development are emphasized throughout the course.

Academic Expectations

- Would match with each subject area.

**Rise Math**

The RISE math class provides students with functional math computation and application skills that will assist them to succeed outside of the high school setting. Course outcomes are individualized to meet the specific goals of each student per the IEP. Students progress until the IEP team determines it is appropriate to enter the Foundations of Algebra and Geometry course.

Since RISE math is dependent on the student's current performance levels, topics addressed may include: telling time, money computation, number sense and measurement data analysis, geometry, pre-algebra pattern and relationships. In addition to the topics addressed, students also begin to assemble a portfolio of their work to be used for the MCAS Alternative Assessment.

**Academic Expectations**

- Would match with each subject area.

**Pre-Voke**

The Rise Pre-Voke class provides students with functional adult daily living skills that will assist them to succeed outside of the high school setting. Course outcomes are individualized to meet the goals of each student per the IEP.