

WESTPORT HIGH SCHOOL

2023-2024

PROGRAM OF STUDIES



Mission Statement

Westport High School's mission is to educate all students to become 21st 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.

Table of Contents

Core Values, Beliefs and Expectations for Student Learning for Student Learning	3
School-Wide Rubrics	4
General Student Information	9
WHS Graduation Requirements	14
General Course Selection Guidelines	16
Course Selection Guidelines by Grade Level	18
Course Descriptions:	
English	20
Mathematics	25
Social Studies	28
Science	33
World Languages	37
Business Technology	39
School-to-Career Program	42
Visual & Performing Arts	44
Personal Fitness & Wellness	47
Special Education	49

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 High School School-Wide Rubrics

WHS CITIZENSHIP RUBRIC

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	UNSATISFACTORY (1 point)
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 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 lack of respect for others; conduct disruptive to the educational process
Work ethic	Student works independently and models academic honesty; actively participates in class in meaningful way	Student works independently and models academic honesty; participates in class	Student cannot work independently; has difficulty maintaining focus

Overall score range and Citizenship grade:

10-12 points = Outstanding; 7-9 points = Satisfactory; 4-6 points = Unsatisfactory

The Citizenship rubric is utilized in all WHS classes each Quarter. All students receive a Citizenship grade each Quarter. Citizenship marks will not be shown on the student's transcript or other permanent records. However, students receiving two or more Unsatisfactory Citizenship grades will not be eligible for school events such as homecoming, semi-formal, and prom, but may be conditionally eligible for extracurricular clubs and athletics participation with the development of a personalized student eligibility contract.

The other WHS school-wide rubrics are utilized for course assignments at teacher discretion. In some instances, teachers may use parts of different school-wide rubrics to create an assignment rubric for a particular assignment in their class.

WHS READING RUBRIC

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	UNSATISFACTORY (1 point)
Understands main idea	Student demonstrates an insightful understanding of the main ideas	Student understands main ideas and/or concepts	Student has little to no understanding of the main ideas
Provides evidence to support understanding	Student offers multiple pieces of evidence to support their conclusions.	Student can support conclusions with evidence	Student has little to no evidence supporting their conclusions
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 has demonstrates little to no connection of new reading to previous reading or experiences
Vocabulary	Student understands and extends reading vocabulary	Student understands reading vocabulary	Student has little to no understanding of reading vocabulary

WHS PROBLEM-SOLVING RUBRIC

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	UNSATISFACTORY (1 point)
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 or no basis
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 or no sources
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

Proposes solution	Student considers, tests and justifies more than one solution and conclusion	Student considers, tests and justifies a solution and a conclusion	Student considers, tests and justifies a solution and a conclusion but evidence is weak
--------------------------	--	--	---

WHS WRITING RUBRIC

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	UNSATISFACTORY (1 point)
Understanding of content in writing	Student demonstrates essential understandings of content in writing	Student demonstrates essential understandings of content in writing	Students demonstrates little to no understanding of content in writing
Support of conceptual understanding	Student supports conceptual understanding with well-supported evidence	Student supports conceptual understanding with evidence	Student has little to no conceptual understanding due to weak or lacking evidence
Use of vocabulary	Student uses appropriate and insightful vocabulary	Student uses appropriate vocabulary	Student's use of vocabulary is inappropriate or absent at times
Sentence structure	Student uses sentence structure and vocabulary that are appropriate for the task	Students uses sentence structure and vocabulary that are appropriate for the task	Student's sentence structure and vocabulary are inappropriate or absent at times
Mechanics of writing	Student consistently applies the mechanics of writing	Student applies the mechanics of writing with few minor errors	Student demonstrates little to no understanding of writing mechanics due to major errors

WHS COLLABORATION RUBRIC

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	UNSATISFACTORY (1 point)
Group contribution	The student's individual contributions go above and beyond the given task	The student makes meaningful contributions	The student does not contribute to the group or task
Active participation	Student participates actively by listening, asking clarifying questions, making connections, and taking	Student participates actively by listening, asking questions, and taking notes	Student is not actively participating, as evidenced by not listening, not asking questions, and not taking

	notes		notes
Effective collaboration	Student works with group members to independently assign roles and shared responsibilities	With teacher support, student works with group members to determine roles and shared responsibilities	Student is unable to work with group members, or perform assigned role

WHS PRESENTATION RUBRIC

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	UNSATISFACTORY (1 point)
Eye contact and body language	Eye contact, postures, and gestures enhance communication	Maintains eye contact and appropriate body language.	Limited to no eye contact and/or inappropriate body language
Organization	Student is organized and integrates necessary and additional materials to enhance presentation	Student is organized and integrates necessary materials for the presentation	Student demonstrates little to no organization and is missing necessary materials for the presentation
Audience engagement & pace	Pacing enhances the presentation and is used effectively to create emphasis to build and maintain audience interest	Pacing is appropriate to maintain audience interest	Pacing is uneven and interferes with audience interest
Appropriate dress	Student is dressed professionally for the presentation and their dress enhances the overall impression	Student is dressed appropriately for the presentation	Student is not dressed appropriately for the presentation
Appropriate volume	Student speaks clearly and expressively with a professional tone that enhances the presentation	Student speaks clearly with a tone appropriate for the presentation	Students does not speak clearly or does not utilize an appropriate tone

WHS RESEARCH RUBRIC

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	UNSATISFACTORY (1 point)
Thesis and hypothesis	Student develops multiple theses/hypotheses/research questions with supporting evidence	Student develops a thesis/hypothesis/research question with supporting evidence	Student does not develop a thesis/hypothesis/research question or is lacking supporting evidence
Information from sources	Student locates, gathers, and organizes information from valid, reliable sources	Student locates, gathers, and organizes information from a variety of sources	Student locates, gathers, and organizes information from a one or limited sources
Quality of sources	Student independently evaluates the quality of sources for validity and reliability	Student evaluates the quality of sources for validity and reliability with some teacher support	Student does not evaluate the quality of sources
Conclusions	Student independently analyzes and interprets information to draw logical conclusions	Student analyzes and interprets information to draw logical conclusions with some teacher support	Student does not analyze or interpret information to draw conclusions
Citations	Student independently utilizes correct citations and formatting to avoid plagiarism	Student utilizes correct citations and formatting to avoid plagiarism with some teacher support	Student does not utilize correct citations and formatting to avoid plagiarism

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 canceled 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 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.

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

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.

Work Study Credit

With guidance counselor recommendation and administrator approval, a student may be awarded a maximum of 5 elective credits per school year for working a minimum of 10 hours per week at a steady job. Students must be enrolled in a Work Study course with the School-to-Career teacher and receive approval from this teacher to participate in a work study. Students approved to receive work study credit will need to generate a work-based learning plan with the School-to-Career teacher at the beginning of the school year. Documentation of weekly work hours is required to obtain these elective credits.

Community Service Graduation Requirement - beginning with YOG 2026

Community service refers to volunteering to perform unpaid work performed for the betterment of the community. The community service graduation requirement proposal parameters are presented below:

Beginning with the class of 2026, completion of 20 community service hours will also be required for graduation from Westport High School. The parameters defining this proposal include:

- Performing a minimum of 5 hours of community service per school year for grades 9-12.
- Documenting all hours on the Community Service Documentation Form.
- Submitting the [Community Service Documentation Form](#) by April of each school year to the guidance counselor to afford students opportunities to complete the necessary annual hours by June.
- The required hours will be prorated by grade level for any student transferring into WHS after grade 9.
- The 20 hours of community service must be completed, documented, and verified before being deemed eligible to apply to Westport High School's National Honor Society Chapter.
- WHS National Honor Society members must complete 5 additional hours of community service for each year of membership.

WHS GRADUATION REQUIREMENTS		
Department	Courses	Minimum Credits
English	English 9	5
	English 10	5
	English 11	5
	English 12	5
Mathematics	Algebra 1	5
	Geometry	5
	Algebra 2	5
	1 Additional Course (Students must take Math every year for a minimum of 4 courses)	5
Social Studies	World History	5
	US History I	5
	US History II	5
Science	Biology	5
	2 Lab Sciences	10
World Language	1 Course	5
Physical Education/Health	9, 10, 11, 12	10
Visual/Performing Arts	1 Course	2.5
Technology	1 Course	2.5
Business	Personal Finance	2.5

20 Hours of Community Service, beginning with the graduating class of 2026

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.

*Total Required Credits.....	92.5
*Total Elective Credits.....	27.5
*Credits Required for Graduation	110
*Credits Possible for 4 years/8 semesters	120

All students must be enrolled in 30 credits per year

*Begins with Class of 2027

Needed Credits for Class of 2026	130 Credits (Credits Required - 120)
Needed Credits for Class of 2025	140 Credits (Credits Required - 130)
Needed Credits for Class of 2024	150 Credits (Credits Required - 140)

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 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 WHS 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 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.

Course Selection Process

The selection of 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.

Course Selection Guidelines by Grade Level

Grade 9 Course Selection Checklist

1. Have you selected the required English, Math, Science, Social Studies, World Language, and Physical Education courses?
2. Are you taking 30 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 9 Required Courses

- English 9
- Pre-Algebra or Algebra I or Geometry (if demonstrated Algebra I proficiency in 8th grade)
- World History
- Biology 9
- Portuguese I or Spanish I
- PE/HE 9 (part-time elective)
- Other part-time or full-time electives to complete your schedule

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 60 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 10 Required Courses

- English 10
- Algebra I or Geometry or Algebra II (if Geometry was taken in 9th grade)
- US History I
- Science elective
- PE 10 (part-time elective)
- Other part-time or full-time electives to complete your schedule

Grade 11 Course Selection Checklist

1. Have you passed all your previous requirements?
2. Have you selected each required course?
3. Will you have 90 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 the required 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 High School diploma

8. Does your program meet Massachusetts Higher Education Admission Standards?

Grade 11 Required Courses

- English 11 or AP English 11
- Geometry or Algebra II or other Math elective (if Algebra II was taken in 10th grade)
- US History II or AP US History
- Science elective
- PE/HE 11 (part-time elective)
- Other part-time or full-time electives to complete your schedule

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 120 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?

Grade 12 Required Courses

- English 12 or AP English 12
- Math elective
- PE/HE 12 (part-time elective)
- Other part-time or full-time electives to complete your schedule

Elective Graduation Requirements

- Visual & Performing Arts course
- Technology course
- Personal Finance

WHS COURSE DESCRIPTIONS
2023—2024

English Department Course Descriptions

English Course Sequence Options:

English 9 H → English 10 H → English 11 H or AP English 11 → English 12 H or AP English 12

English 9 CP → English 10 CP → English 11 CP → English 12 CP

Please note that students can move into different sequence pathways based on teacher recommendations and by accomplishing pre-requisite parameters.

English 9 College Prep (*Year Long; 5 credits*)

Course #EN902

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 Honors (*Year Long; 5 credits*)

Course #EN901

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 8th grade English class.

English 10 College Prep (*Year Long; 5 credits*)

Course #EN1002

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. This course will prepare the student for the grade 10 English/Language Arts MCAS assessment.

English 10 H (*Year Long; 5 credits*)

Course #EN1001

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. This course will prepare the student for the grade 10 English/Language Arts MCAS assessment.

Prerequisite: In order to expect success in this course, students should have completed English 9 Honors with a grade of 80 or better, or a 90 or better in English 9 CP.

English 11 College Prep (Year Long; 5 credits)

Course #EN1102

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 Honors (Year Long; 5 credits)

Course #EN1101

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, or a 90 or better in English 10 CP.

AP English Language 11 (Year Long; 5 credits)

Course #EN1109

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 or English 10 CP with a grade of 90 or better.

English 12 College Prep (Year Long; 5 credits)

Course #EN1202

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.

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

English 12 Honors (Year Long; 5 credits)

Course #EN1201

Students selecting English 12 Honors must be prepared for an accelerated, rigorous curriculum with regularly assigned work expected to be completed independently. English 12 introduces the college-bound, honors 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. For students in English 12 Honors, the Capstone Project will be more self-directed. Students must have passed English 11.

Prerequisite: In order to expect success in this course, students should have completed English 11 Honors with a grade of 80 or better, or a 90 or better in English 11 CP.

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

AP English Literature 12 (Year Long; 5 credits)

Course # EN1209

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, English 11 Honors with a grade of 85 or better, or English 11 CP with a grade of 90 or better.

Creative Writing (Semester; 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 (*Semester; 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 (*Semester; 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 illuminate. 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 (*Semester; 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 (*Semester; 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.

Topics in Literature (*Semester; 2.5 credits*)

Course #148

Throughout this course students will analyze and study in depth a particular type of literature to a much greater depth than possible in a traditional English course. This course can have many variations whether it's genre specific such as Sci-Fi, Dystopia, Satire, and Poetry or Major Figure Specific such as Shakespeare, Jane Austen, Jack Kerouac, and Virginia Woolfe.

Public Speaking & the Art of Debate (*Semester; 2.5 credits*)

Course #EN109

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.

Gender Studies (*Semester; 2.5 credits*)

Course #EN110

This course explores the core concepts underlying the interdisciplinary field of Gender Studies, introducing the ways in which the study of 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. Open to 11th and 12th graders only.

Theatre Arts (*Semester; 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. This course fulfills the VPA graduation requirement.

Filmmaking (*Semester; 2.5 credits*)

Course #EN117

High School Students will work independently and together on a variety of skill developing projects related to the process of making film. These skills include scriptwriting, storyboarding, directing, cinematography, sound design and editing, and editing. Students will put together a final short film of their own design as a final product.

Mathematics Department Course Descriptions

Mathematics Course Sequence Options:

Geometry H → Algebra II H → Pre-Calculus H → Calculus H or AP Calculus and/or AP Statistics

Algebra I H → Geometry H → Algebra II H → Pre-Calculus and/or Statistics

Algebra I CP → Geometry CP → Algebra II CP → Pre-Calculus and/or Foundations of College Mathematics

Pre-Algebra CP → Algebra I CP → Geometry CP → Algebra II CP

Please note that students can move into different sequence pathways based on teacher recommendations and by accomplishing pre-requisite parameters.

Algebra I College Prep (*Year Long; 5 credits*)

Course #MA902

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.

Algebra I Honors (*Year Long; 5 credits*)

Course #MA901

This 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.

Geometry College Prep (*Year Long; 5 credits*)

Course #MA1002

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. This course will prepare the student for the grade 10 Mathematics MCAS assessment.

Prerequisite of Algebra I

Geometry Honors (*Year Long; 5 credits*)

Course #MA1001

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. This course will prepare the student for the grade 10 Mathematics MCAS assessment.

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

Algebra II College Prep (*Year Long; 5 credits*)

Course #MA1102

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 and Geometry

Algebra II Honors (*Year Long; 5 credits*)

Course #MA1101

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 H

Pre-Calculus College Prep (*Year Long; 5 credits*)

Course #MA1202

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 Honors (*Year Long; 5 credits*)

Course #MA1201

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.

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.

Honors Calculus (*Year Long; 5 credits*)

Course #MA126

Honors Calculus includes a continued review of Pre-Calculus foundational skills. Students will learn to compute limits, continuity and differentiation of algebraic and trigonometric functions using graphical, analytical and numerical methods. The derivative of functions will be applied to determine extrema, increasing and decreasing intervals, motion and the rate of change. Some topics of integration are also introduced.

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 Calculus AB (Year Long; 5 credits)

Course #MA1204

Calculus involves three distinct stages of mathematics: Pre-calculus mathematics; the limit process; and new calculus formulations (derivatives, integrals, etc.). This course is a study of trigonometric functions. Topics covered include definitions of the trigonometric functions, graphs of trigonometric functions, trigonometric identities, inverse trigonometric functions, right angle trigonometry, vectors and solutions to Trigonometric equations.

The goal is to show how pre-calculus and trigonometric 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 (Year Long; 5 credits)

Course #MA1205

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:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- 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 with a final grade of 80 or above.

Foundations in College Math (Year Long; 5 credits)

Course #MA1203

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 (Year Long; 5 credits)

Course #MA1103

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

Social Studies Department Course Descriptions

Social Studies Course Sequence Options:

World History H → US History I H → US History II H or AP US History

World History CP → US History I CP → US History II CP

Please note that students can move into different sequence pathways based on teacher recommendations and by accomplishing pre-requisite parameters. Additionally, **the above course sequence options identify the social studies courses required for graduation.** There are also various social studies elective courses to explore. Please also note that YOG 2023 must take Government.

World History College Prep *(Year Long; 5 credits)*

Course #SS902

This yearlong 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 Honors *(Year Long; 5 credits)*

Course #SS901

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 College Prep *(Year Long; 5 credits)*

Course #SS1002

This course, which covers the history of the United States from The Civil War era through the early 20th century, 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 a thesis based essays.

United States History I Honors (*Year Long; 5 credits*)

Course #SS1001

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 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.

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 College Prep (*Year Long; 5 credits*)

Course #SS1102

This course, which covers the history of the United States from the early 20th 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.

United States History II Honors (*Year Long; 5 credits*)

Course #SS1101

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.

Recommendation: 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 (*Year Long and Double Period; 10 credits*)

Course #SS1109

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.

Recommendation: 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 (Semester; 2.5 credits)

Course #SS101

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 (Semester; 2.5 credits)

Course #SS102

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 it is no longer the US I.)

Current Events (Semester; 2.5 credits)

Course #SS109

Current Events provide 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; 2.5 credits*)

Course #SS104

Psychology is defined as the scientific study of the mind and behavior. In this term 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 (*Year Long; 5 credits*)

Course #SS110

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 (*Year Long; 5 credits*)

Course #SS111

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. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. 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. The following sections provide general descriptions of the major themes and concepts of the course.

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

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; 2.5 credits*)

Course #SS105

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.

Science Department Course Descriptions

Biology 9 and two other lab-based science courses are required for graduation. Biology 9 is offered at both the Honors (H) and College Prep (CP) levels. All other science electives are lab-based except for Boatbuilding.

Biology 9 College Prep (*Year Long; 5 credits*)

Course #410

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 year long course is a graduation requirement

Biology 9 Honors (*Year Long; 5 credits*)

Course #415

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.

This yearlong course is a graduation requirement.

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

Environmental Science College Prep (*Yearlong; 5 credits*)

Course #SC101

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 bodies of water 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 College Prep (*Year Long; 5 credits*)

Course #SC102

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 College Prep (*Year Long; 5 credits*)

Course #SC103

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.

Chemistry Honors (*Year Long; 5 credits*)

Course #SC104

Honors chemistry is designed to prepare students intending to pursue bachelorette degrees in science. This course covers the same topics as Chemistry CP 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 I and Honors Biology with a grade of 80 or better.

AP Biology (Year Long; 5 credits)

Course #SC1108

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
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 (Year Long; 5 credits)

Course #SC106

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, Geometry, and enjoy applying mathematical principles to other areas of science.

Anatomy & Physiology Honors (Year Long; 5 credits)

Course #SC107

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 College Prep (Year Long; 5 credits)

Course #SC108

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 College Prep (*Year Long; 5 credits*)

Course #SC109

This serves as an introduction to the most fundamental scientific discipline. The course will 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, work and energy, heat and temperature, waves, electricity and magnetism.

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

Physics Honors (*Year Long; 5 credits*)

Course #SC110

Honors Physics is designed to prepare students intending to pursue bachelorette degrees in science and can be used to prepare for AP Physics. This course covers the same topics as Physics CP in at a greater level of detail, a more accelerated pace, and will feature more significantly more challenging tasks. Additional topics may include gravitation, rotational motion, and electric fields and forces.

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

AP Physics I (*Year Long; 5 credits*)

Course #SC1208

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 College Prep (*Year Long; 5 credits*)

Course #SC111

This survey course focuses on ecosystems, the evolution of marine animal and plant life over time, the anatomy and physiology of marine animals and properties of the ocean. Laboratory exercises and dissections support classroom instruction.

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

Marine Science Honors (*Year Long; 5 credits*)

Course #SC112

This accelerated survey course focuses on ecosystems, the evolution of marine animal and plant life over time, the anatomy and physiology of marine animals and aquatic plants, and properties of the ocean. Laboratory exercises, dissections, and research projects support classroom instruction.

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

World Language Department Course Descriptions

World Language – Level I

Portuguese I – Course #WL901 (*Year Long; 5 credits*)

Spanish I – Course #WL902 (*Year Long; 5 credits*)

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. *Level I courses can be taken by qualifying grade 8 students.*

World Language – Level II

Portuguese II – Course # WL1001 (*Year Long; 5 credits*)

Spanish II – Course # WL1002 (*Year Long; 5 credits*)

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 Portuguese III – Course # WL1101 (*Year Long; 5 credits*)

Honors Spanish III – Course # WL1102 (*Year Long; 5 credits*)

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 II of the same language with a grade average of 80 or better.*

World Language – Level IV

Honors Portuguese IV – Course # WL1201 (*Year Long; 5 credits*)

Honors Spanish IV – Course # WL1202 (*Year Long; 5 credits*)

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 Portuguese V – Course #WL1301 (*Year Long; 5 credits*)

Honors Spanish V – Course #WL1302 (*Year Long; 5 credits*)

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.*

Business and Technology Department Course Descriptions

Marketing *(Semester; 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. Students analyze the nature and scope of marketing, product development and distribution, purchasing, pricing, and promotion. By analyzing how a product moves from the development stage to completion, students develop an awareness of the role that marketing plays within the business world.

Introduction to Accounting *(Semester; 2.5 credits)*

Course #BT126

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 *(Semester; 2.5 credits)*

Course #608

Enroll in this 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 *(Semester; 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.

Computer Science Essentials *(Semester; 2.5 credits)*

Course #BT130

Using MIT App Inventor, VEXCode and Python®, this course aims to develop computational thinking, generate excitement about career paths that utilize programming, and introduce professional tools that foster creativity and collaboration. Students begin by creating apps for their phones through block-based programming. They then transition into using blocks, alongside text-based programming, to control self-driving robotic vehicles. Finally, students will create

programs by writing code in Python®. This course fulfills the Technology course graduation requirement.

Scratch MIT *(Semester; 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 21st century. Once Scratch is mastered, students will be introduced to Python®, a higher-level scripting language. This course fulfills the Technology course graduation requirement.

Google Apps *(Semester; 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, Sheets, Slides, Calendar, Gmail, Maps and more. This course is project-based and incorporates interactive learning activities. Students will enhance their critical thinking, problem solving, organization, communication and collaboration skills. This course fulfills the Technology course graduation requirement.

Web Design *(Semester; 2.5 credits)*

Course #650

This 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.

Wildcat Productions *(Semester; 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 and to work with the faculty and administration to identify promotions and production opportunities that celebrate the accomplishments of the Westport High School students and the school.

CAD - Industrial Design (*Semester; 2.5 credits*)

Course #725

In this course, students will be introduced to Inventor 2019 the premier Computer-Assisted Design (CAD) software for personal computers. Through the use of lectures, tutorials, and hands-on projects, students will learn various aspects of 3-D drafting and design as these relate to the mechanical and industrial design workflow. Students will explore concepts such as: extrude, fillet, smart dimensions, layers, solid object design and the design process. By the end of the term students will have a thorough understanding of Autodesk Inventor and will be able to make an educated decision whether they wish to further their education in industrial design.

CAD - Architectural Design (*Semester; 2.5 credits*)

Course #724

In this course, students will be introduced to Revit 2019, the premier Computer-Assisted Design (CAD) software for personal computers. Through the use of lectures, tutorials, and hands-on projects, students will learn various aspects of 3-D architectural design as these relate to both the structural and aesthetic design process. Students will explore concepts such as: BIM (building information modeling), the design process and construction protocols. By the end of the semester students will have a thorough understanding of Revit and will have the insight and tools to more efficiently plan, design, construct, and manage buildings and infrastructure.

Multimedia 1 (*Semester; 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 (*Semester; 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 of 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.

Video Game Design *(Semester; 2.5 credits)*

Course #750

Video Game Design provides students with the opportunity to design, program, and create fully functional video games. The course will introduce basic programming and design skills that are essential to developing a video game. Topics covered are math, physics, level design, and computer programming. This course will instruct students on how to use problem solving in real world situations. Students will also learn the basics of programming structure and the software development life cycle.

College and Career Readiness *(Semester; 2.5 credits)*

Course #BT119

College and Career Readiness is an elective course designed for students looking to explore careers and build on employability skills. A focus will be put on career development, job readiness, conduct in the workplace, professionalism, decision making, communication skills, self-assessments, goals, marketing, resumés, interviews, and portfolios. By the end of this course students will have a more definitive understanding of the career they would like to pursue.

School-to-Career Program Information

The School to Career Program is designed for students to gain first-hand knowledge of career paths of interest by allowing them to participate in work-based learning opportunities where they can see the relevance of their education as it is directly applied to real tasks at a work site. Through this experience, students will build the knowledge, skills and self-confidence to be successful in higher education, the workplace and in life.

This program is open to Juniors and Seniors in good standing in academics, attendance, and disciplinary matters. The internship program is under the direct supervision of the District's School to Career coordinator. Students will secure a paid or unpaid internship/work study position that may take place in school or off campus, during or after school hours. Students will leave during their assigned block and go to their internship.

Each student will be assigned a supervisor at the worksite who is expected to model and explain the necessary skills required to earn a living in the particular career field and who will permit the student to participate in, observe and assist in a variety of workplace activities. The worksite employer, in cooperation with the District School to Career coordinator and the student will be responsible for identifying and organizing the specific activities which the student may participate in; no student may participate in activities that would be considered dangerous or inappropriate for his/her age level.

Expectations:

- A work-based learning application and signed contract.
- Massachusetts Work-Based Learning Plan
- College and Career Readiness Course
- Log a minimum of 7.5 hours at the worksite each week.

- Must have reliable transportation or a license during the school day.
- Must be in good standing (academic: all required courses passed or student currently doing satisfactorily; conduct: no egregious acts of misconduct; attendance: satisfactory.)

Students with an identified career will be allowed to request a job shadow in which they will be provided two days per school year to shadow a professional in a career field of their choice. Students must receive approval from the School to Career Coordinator and Principal.

Internship (*Semester; 2.5 credits*)

Course #BT129

Students will secure an unpaid internship position that may take place in district or off campus, during or after school hours. Students will leave during this block and go to their internship. Students will be responsible for finding an internship placement that correlates to their desired career field. They can consult the School to Career Coordinator for help in securing a placement. Throughout the internship students will be required to create a Work-Based Learning Plan as well as submit weekly timesheets, journals, and a final overview of their internship. Please see the pre-requisite requirements below:

- License
- College and Career Readiness Course
- Juniors/Seniors
- Placement meeting with the School to Career Coordinator in the school year prior to placement.

Work Study (*Semester; 2.5 credits*)

Course #BT128

Students will secure a paid work study position that may take place in district or off campus, during or after school hours. Students will leave during this block and go to their work study. Students will be responsible for finding a work study placement that correlates to their desired career field. They can consult the School to Career Coordinator for help in securing a placement. Throughout the work study students will be required to create a Work-Based Learning Plan as well as submit weekly timesheets, journals, and a final overview of their work study. Please see the pre-requisite requirements below:

- License
- College and Career Readiness Course
- Juniors/Seniors
- Placement meeting with the School to Career Coordinator in the school year prior to placement.

Early College Information

Dual Enrollment (*5 credits*)

Course #DE101, DE102

Students have the opportunity, with the approval of their guidance counselor and the Principal, to take college courses at area schools such as the University of Massachusetts at Dartmouth, Massachusetts Maritime Academy, and Bristol Community College.

Visual Performing Arts Department Course Descriptions

All courses in this section fulfill the VPA course graduation requirement.

Music Course Offerings

History of Rock and Roll *(Semester; 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 20th 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 *(Semester; 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 *(Semester; 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 *(Semester; 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.

Guitar (*Semester; 2.5 credits*)

Course #772

The intro to the guitar class is for the beginning musician who wishes to learn basic techniques of the guitar. Students will learn how to perform basic music notation and play melodies on guitar, as well as how to play chords. In addition to the basic method book, this class will use contemporary rock and pop songs to help students learn to play guitar. Students will also have the opportunity to pick their own songs to learn. No prior playing knowledge is required, just the ability to practice and learn. Guitars will be provided by the music department.

Piano (*Semester; 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 (*Semester; 2.5 credits*)

Course #782

This class focuses on the development of Broadway Musicals 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.

Rock Band (*Semester; 2.5 credits*)

Course #787

Rock band is a class for students who play guitar, bass, drums, keyboard, or have experience singing. Students will learn to perform rock, blues, jazz, and country music in small groups, with the opportunity to pick their own songs to learn. Students will also have the opportunity to perform a concert after the end of the quarter. That's right, you will be able to pick your own songs to learn and then perform them in front of an audience. Because of the need to practice, students must have access to their chosen instruments at home, although amps, drum sets, and keyboards are provided by the school during class time. Students must have some prior experience playing their chosen instrument or singing.

Music Theory (*Semester; 2.5 credits*)

Course #792

Are you interested in writing music? Do you want to understand how and why songs are put together? Students in music theory will learn the basics of harmony and composition, as well as some basic piano skills to enable them to understand and put into practice the principles of music theory. Students must have some prior experience reading music, such as a band class, intro to piano or guitar class, or private lessons on an instrument.

Art Course Offerings

Drawing and Painting I *(Semester; 2.5 credits)*

Course #VP111

This course will focus on developing skills and putting them to practice. Work will include a variety of media from 2D design, collage, tutorial drawing, and observational drawing. Exploration of color theory, painting techniques implementing the Elements of Art and Mark Making. Assignments will explore creative problem-solving and the use of visual art as a form of communication.

Drawing and Painting II *(Semester; 2.5 credits)*

Course #VP112

This course will continue the development of Drawing and Painting skills acquired in the Drawing and Painting I class. Continued work with the Elements of Art with new exploration into the Principles of Art including movement, emphasis, unity contrast, pattern and rhythm, along with creating a composition and development of student voice.

Prerequisite: 65 or better in Drawing and Painting I.

Ceramics I *(Semester; 2.5 credits)*

Course #VP123

Students will explore three-dimensional art using clay. The properties of clay and its' stages will be addressed with the emphasis on assignments ranging from creating basic handbuilding to coil and slab construction along with the application of glazes and glazing techniques.

Sculpture *(Semester; 2.5 credits)*

Course #716

Students will explore three-dimensional form in traditional and nontraditional materials. The student will study form, volume, and space relationships through the exploration of decorative, utilitarian, and conceptual approaches to sculpture.

There is no prerequisite for this course.

Studio Art I *(Semester; 2.5 credits)*

Course #715

This course is an advanced art class consisting of studio work composed of a student-driven curriculum with clear exploration of concepts, including the principles and elements of art and design. There will be an individual focus from ceramics, drawing, painting, as well as photography, sculpture, and three-dimensional design. This is a portfolio-based class with student reflection in sketchbook work, writing, and critiques.

Prerequisite: a grade of 80 or above in a previous VPA courses.

Personal Fitness and Wellness Department Course Descriptions

PE/Health 9-10 (*Semester; 2.5 credits*)

Course #910

PE/Health 11-12 (*Semester; 2.5 credits*)

Course #908

These courses integrate health and physical education into one healthy lifestyle curriculum, with the health curriculum incorporated in the grade 9 and grade 11 programs. 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.

Advocats (*Semester; 2.5 credits*)

Course #914

This course facilitates promoting inclusion throughout the 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 Health/PE grade 9.

Foods and Nutrition (*Semester; 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 Health/PE grade 9.

Fitness and Training I (*Semester; 2.5 credits*)

Course #WN103

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 Health/PE grade 9.

Fitness and Training II (*Semester; 2.5 credits*)

Course #WN104

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 1

Advanced Fitness Training Concepts (*Semester; 2.5 credits*)

Course #WN105

This course will enhance students' prior knowledge of fitness training concepts, nutrition, anatomy & kinesiology. This course will provide students with advanced training techniques and nutrition as well as provide students with basic kinesiology knowledge. Students will be prepared by the knowledge gained to transition into adulthood as self motivated enthusiasts of an active healthy lifestyle.

Prerequisite: Successful completion of Fitness and Training 1 and 2

Special Education and Academic Support Course Descriptions

Focus (*Semester class; 2.5 credits*)

Course #SP101

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 Support (*Semester; 2.5 credits*)

Course #AS101

Academic Support is designed to address the student's need for direct, small group instruction providing learning strategies in the areas of comprehension, written language, problem-solving, organization, self-regulation, mathematics skills, and social skills.

RISE Reading (*Year Long; 5 credits*)

Course #SP104

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.

RISE Math (*Year Long; 5 credits*)

Course #SP105

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.

RISE Pre-Voke/Work Study (*Year Long; 5 credits*)

Course #SP106

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.

RISE Science (*Year Long; 5 credits*)

Course #SP107

The RISE Science class provides students with instruction in the subject area of biology. Course outcomes are individualized to meet the specific goals of each student's RISE science functional academic topics, MCAS Alternative Assessment in 10th grade, and MCAS Standardized testing with accommodations in 10th grade.