

# WESTPORT HIGH SCHOOL

2024-2025

## PROGRAM OF STUDIES



### Mission Statement

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

### Non-Discrimination Notice

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

## **Translation Services**

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

### **Portuguese:**

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

### **Spanish:**

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

### **French:**

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

### **German:**

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

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

### **We believe:**

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

## **ACCREDITATION**

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

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

Institutional integrity is also indicated by accreditation.

## **EXPECTATIONS FOR STUDENT LEARNING**

### **Academic**

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

All students should read, write and communicate effectively.

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

All students should use media and technology effectively.

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

### **Social**

All students should demonstrate personal and social responsibility.

### **Civic**

All students should demonstrate civic responsibility.

## VISION OF THE GRADUATE



## Westport High School School-Wide Rubrics

### WMHS Citizenship Rubric

CRITERIA	OUTSTANDING (3 points)	SATISFACTORY (2 points)	Needs Improvement (1 Point)	UNSATISFACTORY (0 point)
<b>Attendance &amp; punctuality</b>	Student has near perfect attendance and punctuality.	Student attends class regularly and usually comes to class on time	Student has inconsistent attendance: <ul style="list-style-type: none"> <li>• 4-6 unexcused absences per term</li> <li>• 6-9 unexcused tardies</li> <li>• Leaves class on a regular basis</li> </ul>	Student is frequently late/absent/out of class: <ul style="list-style-type: none"> <li>• 7 or more unexcused absences per term</li> <li>• 9 or more unexcused tardies</li> <li>• Leaves class on a daily basis</li> </ul>
<b>Responsibility for learning</b>	Student models preparedness and actively participates in class in a meaningful way  Student is consistently prepared for class with all required materials and consistently completes all work on time.	Student usually comes to class prepared to learn with all required materials and usually completes all work on time.	Student is inconsistently prepared for class with all required materials and does not consistently complete work on time.	Student is rarely prepared for class with all required materials and does not complete work on time
<b>Classroom behavior</b>	Student serves as a positive role model and leader and demonstrates exemplary conduct  Student shows respect for and adheres to the teacher's classroom policies and procedures.  Student participates collaboratively and respectfully in class activities.	Student usually shows respect for and adheres to the teacher's classroom policies and procedures.	Student inconsistently treats teachers, classmates, and themselves with respect  Student has received one office referral in this class this term.	Student demonstrates lack of respect for others; conduct disruptive to the educational process  Students have received two or more office referrals in this class in a term.
<b>Work ethic</b>	Student always takes ownership of work and ensures that work is an accurate representation of their ability.	Student usually takes ownership of work and usually ensures that work is an accurate representation of their	Student inconsistently takes ownership of work and inconsistently ensures that work is an accurate representation of their	Student frequently does not take ownership for work and frequently does not ensure that works ia an accurate representation of their ability.

	Student consistently participates in class and takes an active role in their education.	ability. Student usually participates in class and usually takes an active role in their education.	ability. Student inconsistently participates in class and inconsistently takes an active role in their education.	Student rarely participates in class and does not take an active role in their education.
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**Overall Score Range and Citizenship Grade:**

**11-12 points = Outstanding; 7-10 points = Satisfactory; 4-6 points = Needs Improvement; 0-3 = 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**

<b>CRITERIA</b>	<b>OUTSTANDING (3 points)</b>	<b>SATISFACTORY (2 points)</b>	<b>UNSATISFACTORY (1 point)</b>
<b>Understands main idea</b>	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
<b>Provides evidence to support understanding</b>	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
<b>Connects new reading to previous readings</b>	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
<b>Vocabulary</b>	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)
<b>Identifies the problem/question</b>	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
<b>Gathers information</b>	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
<b>Utilization of strategies</b>	Student utilizes multiple, appropriate reasoning strategies and thinking skills	Student utilizes appropriate reasoning strategies and thinking skills	Student utilizes reasoning strategies and thinking skills
<b>Proposes solution</b>	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)
<b>Understanding of content in writing</b>	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
<b>Support of conceptual understanding</b>	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
<b>Use of vocabulary</b>	Student uses appropriate and insightful vocabulary	Student uses appropriate vocabulary	Student's use of vocabulary is inappropriate or absent at times
<b>Sentence structure</b>	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



<b>Mechanics of writing</b>	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
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#### WHS COLLABORATION RUBRIC

<b>CRITERIA</b>	<b>OUTSTANDING (3 points)</b>	<b>SATISFACTORY (2 points)</b>	<b>UNSATISFACTORY (1 point)</b>
<b>Group contribution</b>	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
<b>Active participation</b>	Student participates actively by listening, asking clarifying questions, making connections, and taking notes	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
<b>Effective collaboration</b>	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

<b>CRITERIA</b>	<b>OUTSTANDING (3 points)</b>	<b>SATISFACTORY (2 points)</b>	<b>UNSATISFACTORY (1 point)</b>
<b>Eye contact and body language</b>	Eye contact, postures, and gestures enhance communication	Maintains eye contact and appropriate body language.	Limited to no eye contact and/or inappropriate body language
<b>Organization</b>	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
<b>Audience engagement &amp; pace</b>	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

<b>Appropriate dress</b>	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
<b>Appropriate volume</b>	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

<b>CRITERIA</b>	<b>OUTSTANDING (3 points)</b>	<b>SATISFACTORY (2 points)</b>	<b>UNSATISFACTORY (1 point)</b>
<b>Thesis and hypothesis</b>	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
<b>Information from sources</b>	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
<b>Quality of sources</b>	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
<b>Conclusions</b>	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
<b>Citations</b>	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 <sup>+</sup>	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 <sup>-</sup>	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 <sup>+</sup>	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 <sup>-</sup>	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 <sup>+</sup>	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 <sup>-</sup>	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 <sup>+</sup>	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		
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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.

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

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)

## **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
- Algebra I or Geometry (if demonstrated Algebra I proficiency in 8th grade)
- World History
- Biology 9
- Portuguese I or Spanish I
- PE/HE 9
- Other 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
- Geometry or Algebra II (if Geometry was taken in 9th grade)
- US History I
- Science elective
- PE/HE 10
- Other 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 MCAS exams 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
- 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
- Other 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
- Other electives to complete your schedule

### **Elective Graduation Requirements**

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

## WHS COURSE DESCRIPTIONS 2024—2025

### **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 wide variety of literary works. 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 8<sup>th</sup> grade English class.*

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

##### **Course #EN1002**

English 10 focuses on American literature while still covering notable non-American writers such as William Shakespeare. Texts will include, but not limited to: short stories, novels, fiction, non-fiction, and poetry. In addition, students will be exposed to writing skills and research skills. Critical reading and writing is an integral part of the course. Students must have passed English 9. This course will prepare students for the grade 10 English/Language Arts MCAS assessment as well as English 11 College Prep.

#### **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. A "mini" senior-project (a shorter version of the mandatory senior-project) is required. 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 emphasizes 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 course is designed to develop in students the ability to "read" a film. Reading a film will allow students to become educated filmgoers who will be better able to evaluate a film's quality. Films will be viewed through a literary lens (theme, subtext, symbolism, filmmaker's purpose, etc) as well as a cinematic one (cinematography, editing, etc). While this is not a filmmaking class, students will look at the different aspects that go into making a film, such as cinematography, editing, sound, lighting, directing, and acting. Students will be exposed to some of the great films and filmmakers ranging from the silent era to more modern films. Students will not only watch films, however; quizzes will be given on most films and compositions of various lengths and types will be assigned.

**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)f***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.

**Digital Content Creation** *(Semester; 2.5 credits)***Course #EN118**

This class is designed to equip students with the skills needed to thrive in the world of blogging and podcasting. In this hands-on class, students will explore the art of crafting, engaging, and meaningful digital content, gaining insight into a rapidly evolving landscape of online media. Topics will include the following: digital storytelling, blogging essentials, podcasting basics, building an online presence, audience engagement and community building, as well as monetization strategies. This class will foster students to confidently express their ideas with a global audience.

## **Mathematics Department Course Descriptions**

### *Mathematics Course Sequence Options:*

Geometry H → Algebra II H → Pre-Calculus H/AP → 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

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 and quadratic 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 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.

*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 and polynomial 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.*

### **AP Pre-Calculus (Yearlong; 5 credits)**

**Course #MA1207**

Students will expand their knowledge of polynomial and rational functions, inverses by exploring the relationship between exponential and logarithmic functions, model and explore periodic phenomena of trigonometric functions and explore a variety of new concepts including parameters, vectors and matrices. Students are required to complete the course and to take the AP examination in May.

*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 85 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*

**Statistical Reasoning in Sports** (*Year Long; 5 credits*)

**Course #MA1210**

This course teaches students how to use four-steps of the statistical process in the context of sports: ask questions; collect data; analyze data; and make conclusions. Each chapter will begin with a sports-related statistical question (e.g.; Is there a home field advantage in the NFL?) and then students will learn how to collect appropriate data; how to analyze the data; and how to make reasonable conclusions. Although the context of the examples and exercises will be sports related; the primary focus of the class will be to teach students the basic principles of statistical reasoning. Major statistical topics include: analyzing distributions of univariate and bivariate data; both categorical and numerical; using graphs and summary statistics; correlation and least squares regression; using simulations to estimate probability distributions; theoretical probability distributions; including the binomial and normal distributions; rules of probability; including conditional probability and expected value; the logic of hypothesis testing; including stating hypotheses; calculating and interpreting p-values; drawing conclusions; and Type I and Type II errors; using confidence intervals to estimate parameters; and proper methods of data collection; including sampling and experimentation. Use of technology; including online applets and the graphing calculator will be prominent in the course. Throughout the course; students will complete investigations that require students to complete the four-step statistical process using athletes of their choice.

## **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, economical, 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, and the crisis of the early 20th 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 20<sup>th</sup> 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 20<sup>th</sup> century era to the modern era, provides an overview of the diverse peoples who influenced the history of the nation and its maturing economic, social, and political institutions. The course requires students to analyze a variety of primary source materials, to think critically, and write thesis-based essays.

### **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.

### **AP World History Modern (Yearlong; 5 credits)**

#### **Course #SS112**

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

- Unit 1: The Global Tapestry
- Unit 2: Networks of Exchange
- Unit 3: Land-Based Empires
- Unit 4: Transoceanic Interconnections
- Unit 5: Revolutions
- Unit 6: Consequences of Industrialization
- Unit 7: Global Conflict
- Unit 8: Cold War and Decolonization
- Unit 9: Globalization

*\*This course is intended for motivated 9th grade students with strong reading and writing skills and a willingness and ability to work independently. A grade of 90 in 8th grade history and a recommendation by their 8th grade teacher is required to enroll in the course. Interested 10th grade students with a 90 or better in Honors World History also have the option to enroll; discuss with your guidance counselor.*

**Sign Language and Disability Awareness** (*Semester; 2.5 credits*)  
**Course #SS1113**

This class will focus on expressive and receptive skills in American Sign Language and an introduction to American Deaf culture and other disabilities that benefit from the communication of sign language. Weekly interactive activities, sign through music, enrichment activities will allow students to rehearse what they've learned in class. This course would support any student interested in learning about diversity and inclusion within the school community as well benefit students who are interested in Communication and or Special Education career paths.

**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.

**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 organ systems and tissue investigation.. Laboratory exercises and dissections support classroom instruction.

*Recommendation: In order to expect success in this course, students should have successfully completed Biology 9. Students may not elect this course if they are qualified to take Honors Human Anatomy & Physiology. Students may not take both courses.*

**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 Anatomy and Physiology College Prep.

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

**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.*

**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.*

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

**Course #SC103**

This course is an introduction to the basic principles of chemistry that will prepare students to take an entry level chemistry class in the college setting. Chemistry is the central science, and offers students the opportunity to understand the world around them at a deeper level. Students will explore topics such as the properties of matter, atomic structure, and chemical reactions.

*Prerequisite: In order to expect success in this course, students should have successfully Biology 9, and either completed or be currently enrolled in an Algebra 2 course*

**Chemistry Honors (Year Long; 5 credits)**

**Course #SC104**

Honors chemistry is designed for students who have demonstrated strong ability levels in math and science. This course covers the same topics as Chemistry CP in a greater level of detail and a more accelerated pace. Chemistry Honors is the ideal course for students who are highly motivated to study scientific principles. Students must take this course if they wish to enroll in AP Biology or AP.

*Prerequisite: In order to expect success in this course, students should have successfully completed Biology 9, completed or currently be enrolled in an Algebra 2 course, and receive a recommendation from their freshman biology 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. 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. 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 9.*

**AP Environmental Science** (*Yearlong; 5 credits*)**Course #SC1113**

AP Environmental Science is the equivalent of an introductory college freshman science course. Therefore, the student faces an intensive and challenging program both in course content and laboratory exercises. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course.

*Recommendation: In order to expect success in this course, students should have successfully completed Biology 9 Honors and/or Environmental Science College Prep.*

**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 Spatter, and DNA analysis.

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

**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: Completed Biology 9 and Algebra I.*

**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 9, 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 9 and successful completion of Algebra 2 Honors with an 80 or better.*

**Marine Biology 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 9.*

**Marine Biology 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, mathematical modeling of population growth, 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 9.*

**AP Chemistry** (*Yearlong; 5 credits*)

**Course #SC1112**

This course is designed to be as rigorous, challenging, and demanding as a college-level general chemistry course. Successful completion of this course, and sufficient score on the AP Examination,

may fulfill the requirement for college freshman level chemistry and its associated lab.. Major topics covered will include the structure of matter, states of matter, chemical reactions, kinetics, thermochemistry, and equilibrium. Students will use a deeper knowledge of math skills and understanding to understand the content, as well as analyze data in the laboratory setting. Over 25% of the course time consists of participation in laboratory activities that are aligned with the standards set by the College Board.

*Prerequisite: In order to expect success in this course, students should have successfully completed Honors Chemistry and Algebra 2 with an 80 or better.*

### **Biology MCAS Strategies (Half Year; 2.5 credits)**

#### **Course #SC901**

Biology concepts are reviewed through class discussion, lecture, student-lead activities and reading assignments. 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. It will also include skill building such as: testing strategies, strengthening critical thinking, and using relevant information from text. This course will prepare the student for the grade 9 Biology MCAS and Biology MCAS retake assessments.

## **World Language Department Course Descriptions**

### *World Language Course Sequence:*

Portuguese I → Portuguese II → Portuguese III H → Portuguese IV H → Portuguese V H

Spanish I → Spanish II → Spanish III H → Spanish IV H → Spanish V H

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

### **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 I I 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 21<sup>st</sup> 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. This course blends traditional journalism with the rapidly evolving field of broadcast journalism. Students will explore advanced elements of television broadcasting. This course will include all the mechanics of video production including directing, scriptwriting, reporting, camera techniques, and digital video editing. Heavy emphasis will be on script and narration writing. Students will research, gather, and analyze information to create video productions. Those enrolled will videotape school activities, learn advanced techniques in audio and video recording and will become proficient in

video editing using state of the art video technology. Students in this class will help in pre-production, taping and post-production of a school television newscast called “Wildcat News” Students will get experience on camera and behind the scenes as it is broadcast to the entire town via the web and the local Educational channel.

### **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.

### **Materials and Manufacturing** *(Semester; 2.5 credits)*

#### **Course #MM101**

Materials and Manufacturing delves into the fundamentals of traditional woodworking techniques, design principles, and an exploration of various materials used in manufacturing processes. It aims to provide students with a holistic understanding of the relationship between materials, manufacturing methods, and design, enabling them to create functional and aesthetically pleasing products. This course structure balances theoretical knowledge with hands-on experience and equips students with a robust understanding of safety protocols, the engineering design process, and the synergy between traditional woodworking, design principles, and material science in manufacturing.

### **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.

**21st Century Skills** (*Semester; 2.5 credits*)

**Course #341**

21st Century Skills is an elective course that prepares students for the “real world,” focusing on the emotional, social, and intellectual skills needed to succeed in high school and beyond. Topics include basic car maintenance, purchasing and financing a vehicle, establishing and maintaining credit, time management, conflict resolution, menu planning & food shopping, basic social skills, and more. This hands-on curriculum offers students the opportunity to acquire valuable skills that support their future on a personal, interpersonal, and community level.

**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 (if time allows for off campus travel). 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, for 10 hours. Students will leave during this block on days where it runs the first and last block of the day. 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.

**Home Living** *(Semester; 2.5 credits)***Course #BT131**

The Home Living class is designed to equip students with the essential life skills for efficient and sustainable home living. Students will explore various aspects of home management, fostering independence, creativity, and resourcefulness. The curriculum covers a wide range of topics: DIY maintenance and home improvement projects, sewing, meal prepping, crocheting, upcycling, and cooking skills. Activities will be hands-on preparing students for the challenges of maintaining a functional home environment.

**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 20<sup>th</sup> Century. The class will start at the end of the 1800's with Tin Pan Alley through the eruption of rock'n'roll in the 50's. The 1960's to today will include the British

Invasion, Woodstock, the creative powers of the 1970's, music videos of the 1980's rap and hip-hop of the 1990's to the MP3 of today. Each step of the way was politically and societally 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.

**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: 80 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.

**Ceramics II** (*Semester; 2.5 credits*)

**Course #VP114**

This course will continue the development of work in Ceramics. Students will explore three-dimensional art using clay and the introduction to the pottery wheel. 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.

*Prerequisite: 80 or better in Ceramics I*

**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 course.*

**AP Studio Art Drawing** (*Semester; 2.5 credits*)

**Course # VP 119**

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. Submission to the College Board at the end of the semester, meeting all AP requirements and fees.

*Prerequisite: a grade of 85 or above in a previous VPA courses and teacher recommendation*

## **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 a class for students who have been recommended by either teachers or guidance based on need. It is a graded class designed to address the student's need for direct, small group instruction providing learning strategies in the areas of executive functioning, 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.