

WESTWOOD REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

2025-2026

The program of studies is a reference manual for students, parents, and school personnel actively involved in curriculum planning at Westwood Regional High School. It reflects the foundation of our educational vision and values. It is a comprehensive guide to all of each department's current course offerings. Chief components of each course, as well as prerequisites for enrollment, have been delineated. This manual is a living document and may be updated throughout the year.

Please take the time to look carefully through the many course offerings and their respective curriculum levels and sequences. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. Thriale courses at Westwood Regional High School provide students with many opportunities to meet their educational needs. Students are encouraged to select courses that will be academically stimulating and personally enriching. Balancing the demands of academics and adolescence is a challenging task. Seek advice from as many people as possible before making decisions and reflect on past struggles and successes. The degree to which success in school is achieved will have a tremendous impact on the future.

Please make sure to consult with your counselor, parent(s)/guardian(s), and teachers to choose the best plan that will lead you to graduation and future opportunities.

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GRADUATION REQUIREMENTS

Graduation from Westwood Regional High School with a state-endorsed diploma requires the successful completion of a program of studies in 9th through 12th grades.

Minimum requirements for graduation, as established by the State of New Jersey and the Westwood Regional Board of Education are set at **135 credits**.

The following subjects are the minimum requirements for graduation, **in each discipline**, as established by the State of New Jersey and the Westwood Regional Board of Education:

- One credit year of English for each year of enrollment, up to four credit years – 20 credits
- Three credit years of Mathematics (Algebra I, Geometry, Algebra II) – 15 credits
- Two credit years of United States History – 10 credits
- One credit year of World History – 5 credits
- Three credit years of Science (Biology/Life Science, and 5 credits laboratory science are required) – 15 credits
- One credit year of Physical Education and Health/Driver Ed for each year of enrollment – 20 credits
- One credit year of Visual and/or Performing Arts – 5 credits
- One credit year of World Language – 5 credits (College bound students are strongly recommended to take at least two (2) credit years of World Language – 10 credits)
- One credit year in Career Education and Consumer, Family, and Life Skills or vocational–technical education – 5 credits
- One semester of Financial, Economic, Business, and/or Entrepreneurial Literacy – 2.5 credits

No credit (full or partial) will be given for a course unless a passing grade of “D” or better is achieved. All courses offered for credit must be at the high school level and no single course may satisfy more than one of the requirements listed above. Considering the vast number of institutions of higher learning and the wide variety of admissions standards, it is wise to consult college catalogs and the guidance department for specific requirements.

NOTE: A student may not take two (2) required Language Arts or Physical Education/Health courses concurrently.

ACADEMIC REQUIREMENTS FOR COLLEGE ADMISSIONS

It is recommended that students who plan to attend college, complete a schedule of academic courses including the following:

English- 4 years

Mathematics- 4 years

World Language- 3- 4 years

Science- 4 years

Social Studies- 4 years

Electives Choice of any academic discipline

ATTENDANCE

Student participation in all regularly scheduled class meetings is essential for the achievement of the maximum benefits of an educational program. The process of education requires a continuity of instruction and opportunities for students to interact with other students under the direction of qualified teachers. Hence, all students are expected to attend all assigned classes throughout the school year. Parents should make every effort to schedule doctor and dental appointments after school hours whenever possible, and family vacations when school is not in session.

GRADING SYSTEM

To determine Grade Point Average (GPA), the final letter grades from all courses, except those designated Pass/Fail, are used. GPA is cumulative and is computed at the end of the second, fourth, sixth, seventh, and eighth semesters. GPA calculations are based on Board of Education policies. For the purpose of computing cumulative GPA, the following grade point average equivalents apply:

A+ 97-100

A 93-96

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D 65-69

F 0-64

If a student earns a numerical average of less than fifty (50) percent for any quarter, his/her grade will be raised to a fifty (50) provided a grade of 65 or higher is earned in the immediate next quarter, otherwise, the grade will be counted as originally earned. This opportunity is only applicable for quarters one (1), two (2), and three (3). This opportunity is only available to each student once per course.

Final averages are computed using the numerical values that a student has earned throughout the year. Report card and transcript grades will be converted from numerical grades to alpha grades.

COURSE WEIGHTING

Grade	CP	Honors	AP
A +	4.3	4.8	5.3
A	4.0	4.5	5.0
A -	3.7	4.2	4.7
B +	3.3	3.8	4.3
B	3.0	3.5	4.0
B -	2.7	3.2	3.7
C +	2.3	2.8	3.3
C	2.0	2.5	3.0
C -	1.7	2.2	2.7
D	1.0	1.0	1.0
F	0	0	0

PROGRESS REPORTS AND REPORT CARDS

Genesis Parent Access is accessible by going to the District website at www.wwrdsd.org and clicking on the link for the High School.

To view your child's most recent Progress Report or Report Card in Parent Access, go to "Grading" and click on "Please click here to view . . ."

Please note that Genesis will enable you to view only the most recent Progress Report or Report Card in the viewing area mentioned above. Please follow the directions to **Print** a paper copy or to **Save** the document as a PDF so that you may access a copy of your child's past Progress Reports or Report Cards in the future.

FINAL GRADE DETERMINATION

For a full year course, the final average will be computed from the four (4) quarterly grades (21.25 percent each) and the final exam (15 percent). For a semester course, the final average will be computed from the two (2) quarterly grades (42.5 percent) and the final exam (15 percent). Quarter Courses will remain the same and if an end of course exam is given it will count as part of the quarterly grade.

HONOR ROLL DETERMINATION

The honor roll is determined at the end of each marking period. Please note that grades from one marking period do not carry over into another as each marking period is considered independent from one another.

Honor Roll with Distinction is no grade lower than an “A-.”

Honor Roll is no grade lower than a “B.”

OVERVIEW OF A TYPICAL STUDENT SCHEDULE

This chart is based upon the graduation requirements of the State of New Jersey and the Westwood Regional School District Board of Education.

Freshman	Sophomore	Junior	Senior
English I	English II	English III or Equivalent	English IV or Equivalent
World History	US History I	US History II	Elective
Mathematics	Mathematics	Mathematics	Elective
Science	Science	Science	Elective
World Language	World Language	World Language	Elective
Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health
Elective 21st and/or VPA	Elective 21st and/or VPA	Elective 21st and/or VPA	Elective 21st and/or VPA

*Please note that courses offered and listed within the program of studies are dictated by student interest and enrollment. Therefore, select courses may or may not run for the upcoming school year.

SCHEDULING PROCESS EXPECTATIONS

At the beginning of each calendar year, students meet with their school counselors to make course selections for the following year. This process includes input from the student, the student's teachers, subject supervisors, and parents. Placement in Honors or Advanced Placement courses is based upon a number of factors including department/teacher recommendations and classroom performance.

Parents and students have access to Genesis Parent/Student Portal to view next year course requests and recommendations. Should a student and/or parent disagree with a level placement, he/she should speak directly to the teacher. ***If the student or parent disagrees with the teacher's recommendation regarding level placement, the student and parent may complete and submit a Program Adjustment Waiver Form ([found here](#)) by 3:00PM on March 11, 2025.***

Requests after this date (and during the summer) are not guaranteed if the course requested is full and/or does not fit into the student's schedule. Schedule changes initiated after the first day of classes will not be permitted if the student waived into his or her current placement.

Students are expected to honor their commitments and to attend and satisfactorily complete the courses in which they enroll. During the summer, each student will have access to his/her schedule on Genesis Parent/Student Portal. Parents are encouraged to contact the counselor if they have any questions or concerns. **Please note that specific teacher or counselor requests or assignments will not be honored.** On the basis of these selections, the Superintendent and the Board of Education makes decisions concerning budgeting and staffing needs for the following year and the Master Schedule is developed.

CONDITIONS FOR PROGRAM CHANGES

Changes of an educationally sound nature will be considered with the approval of the parent and subject supervisor and after consultation with the school counselor on a limited basis until **3:00 PM on 9/18/2025**, provided that the reason for the change meets one of the following conditions:

1. Prior failure with a scheduled teacher
2. Scheduled course successfully completed in summer school
3. Necessary course omitted due to schedule conflict
4. A change due to computer or clerical error
5. Academic misplacement

As the school year progresses, some students may find themselves in a class that is too challenging or not challenging enough. If the counselor, teacher, and subject supervisor agree that a student is misplaced, a level change will be considered, provided space is available. The deadline for a course level change is the last day of the first marking period. All grades earned will be transferred to the new course. Honors weight will not be given for the first marking period.

PROGRAM ADJUSTMENTS FOR THE 2025-2026 SCHOOL YEAR

If the student or parent disagrees with the teacher's recommendation regarding level placement, the student and parent may complete and submit a Program Adjustment Waiver Form by 3:00PM on March 11, 2025. Schedule changes initiated after the first day of classes will not be permitted if the student waived into his or her current placement.

All program adjustment requests require this form to be completed in its entirety. Students should provide a well thought out rationale and submit this form by **3:00 PM on March 11, 2025**. Requests cannot be guaranteed if a waiver is submitted after this date. The Counseling Department processes waiver requests after all signatures have been recorded/sections of the form have been completed, provided space is available in the new course and the deadline has been met.

****Students are ineligible for this waiver form if they are currently earning a C or less in a course into which they have waived. Content areas are treated independently from one another.****

Summer School: Any and all requests for a summer course to be accepted and will be listed on the student's transcript and factored into the cumulative grade point average for that year.

IMPORTANT DATES

Any request to switch a full year or first-semester elective course will not be honored beyond 3:00 PM on **9/18/2025 or on 1/31/2026** for second semester electives.

No students will be permitted to withdraw from a class if the withdrawal results in a course (section) cancellation. All course offerings are subject to adequate student enrollment. The necessary enrollment will vary depending upon the nature of the course. Parental permission is required for all changes. **Request(s) for level changes will not be honored if the student/parent waived into the current placement.**

Any request to drop a course from a student's schedule following the Add/Drop deadline will result in either a Withdrawn Pass (WP) or Withdrawn Failure (WF). The WP/WF deadlines are as follows:

- **Full year course: December 8th, 3:00PM**
- **First semester course: October 10th, 3:00PM**
- **Second semester course: February 23rd, 3:00PM**

Any request to drop a course beyond these dates will not be honored.

This will be reflected on the student's permanent transcript along with 0.00 credit designation. Should a student switch classes, all grades may follow. *ONLY 12th grade students are permitted to enroll in a single Study Hall course.*

GUIDELINES FOR GRADE LEVEL ASSIGNMENTS

- To enter grade 9:** Students will have successfully completed the eighth grade.
- To enter grade 10:** Students will have successfully earned a minimum of 35 credits by the end of freshman year.
- To enter grade 11:** Students will have successfully earned a minimum of 70 credits by the end of sophomore year.
- To enter grade 12:** Students will have successfully earned a minimum of 105 credits by the end of junior year.
- To graduate:** Students will have successfully earned 135 credits.

ACADEMIC SUPPORTS

INTERVENTION & REFERRAL SERVICES

The [Intervention and Referral Services \(I&RS\)](#) Committee accepts referrals for students who are having academic or social difficulties. The committee supports students, guides school personnel, and coordinates, plans, and provides intervention and referral services both through the school and available community-based agencies. The committee also actively involves parents and guardians in developing and implementing a plan to assist students. Additionally, students may be directly referred to the Child Study Team by parents, teachers, administrators, or agencies.

SPECIAL EDUCATION SERVICES

The Special Services Department provides individualized consultation, counseling, and academic support programs for students with disabilities in the least restrictive environment. Support is provided to students with disabilities based upon their academic functioning levels and area of individual need. Such support is offered within a continuum of program options, ranging from support within the general education setting to a separate restrictive small class setting. The department consists of psychologists, social workers, learning consultants, and other personnel service providers.

DUAL ENROLLMENT

Bergen Community College's Dual Enrollment Program provides an opportunity for high school students to earn college credit by taking college-level courses at their high school. These courses are taught by high school teachers who meet college-level educational standards.

The dual enrollment program is available to high school students of junior and/or senior standing who have demonstrated academic readiness and have received the recommendation of their guidance counselor, school administrator, and parents.

BENEFITS

- Students have the ability to earn college credits while simultaneously fulfilling high school requirements
- Students experience an enhanced and challenging level of learning

- College credits are generally transferable to most NJ colleges/universities (www.njtransfer.org) and many post-secondary institutions out-of-state
- College courses are offered at a significantly reduced rate of tuition in a substantial financial savings towards college education
- Students gain an earlier insight into potential careers
- Link :[Registration for Dual Enrollment Courses](#)
- Questions? Email helpdesk@bergen.edu or call 201-447-7109

DUAL ENROLLMENT, BERGEN COMMUNITY COLLEGE:

- Architecture and Industrial Design I
- English IV CP
- English IV Honors
- French IV CP
- French IV Honors
- International Cuisine
- Italian IV CP
- Italian IV Honors
- Pastry and Baking
- Psychology
- Savory Foods
- Spanish IV CP
- Spanish IV Honors

OPTION II

[Option II Application](#)

[Option II Regulation](#)

The Westwood Regional School District considers the traditional learning environment the best educational experience available for our district's students. This includes participating in full-year and semester courses offered at Westwood Regional High School. We acknowledge, however, that students may also choose to make decisions based on personal preferences that allow them to take additional courses or more advanced courses during high school, or engage in non-traditional learning experiences. WWRSD has created Option II procedures to review and approve student requests while maintaining the integrity of the WWRSD high school graduation requirements. Option II is not retroactive, applies only to future credit and does not apply to any course taken for recovery. For additional information about requirements for all courses, including Honors and AP offerings, please consult the Program of Studies on our website.

BERGEN COUNTY VOCATIONAL TECHNICAL SCHOOL

The Bergen County Vocational Technical School provides high school students with either a shared time or full day of vocational and technical training. The shared-time program is coordinated with the student's high school schedule. The shared-time student will take most of the academic courses at Westwood Regional High School. Students interested in the full-time program must begin in their freshman year and should contact their school counselor during the scheduling period.

CRITERIA FOR COURSE LEVELS OF INSTRUCTION

Counselors, subject supervisors, and teachers recommend students and guide them into the proper ability level – either Advanced Placement, Honors, or CP program. A student should possess most of the characteristics listed under each major category of criteria; however, he/she does not necessarily have to have all of the characteristics listed. No one item of criteria should be considered independently from the others, and no one item should be considered as a reason to exclude a student from the level. A pattern of characteristics from among teacher recommendations, past grade achievement, and standardized test data should be used to determine the proper grouping for the student. If it is recognized that a student is not properly placed in a level, there is the opportunity to move the student to a level that is more suitable. A department recommendation is necessary for any level change.

College Preparatory (CP) Level CP is a broad-based, in-depth course for those students planning education beyond high school and for those planning to enter directly into a career. A level designed to meet the needs of students who desire a strong background of skills and subject matter necessary for success at college, other post secondary schooling, or in a career.

A student should have most of these characteristics in order to be identified as being likely to succeed at this level:

1. Previous department's recommendation based on the following:

- a. Satisfactory, good, or excellent performance in the course, such as writing skills, reading and analytical skills, computation skills, or any skills necessary for successful performance in the subject
- b. Responsible in completing and fulfilling course requirements
- c. Consistency of satisfactory, good, or excellent performance
- d. Positive attitude toward course work
- e. Satisfactory, good, or excellent study habits

f. Self-motivated

2. Grades and standardized test data indicating satisfactory, good, or excellent levels of ability in the following areas:

- a. Previous performance in subject indicated by grades of “A,” “B,” or “C” in the course
- b. Standardized test scores indicate the student is at least at grade level competency or beyond, in skills needed for successful achievement in the course

Advanced Placement (AP)/Honors (H) Level

These courses are either an official advanced placement course, or part of a sequence of courses that lead to an official placement program. These courses have the highest level of difficulty for that grade level. These courses require the most in terms of work and assignment, the highest expectation in quality performance, and considerable independent work. **Students enrolled in AP courses are expected to complete summer assignments and take the AP exams in May.**

This level is designed to meet the needs of the gifted, talented, and high achieving student with excellent ability, mastery of skills, motivation, and a strong desire to be challenged in the specific subject area. A student should have most of these characteristics, in order to be identified as being likely to succeed at this level:

1. Previous department’s recommendation is based on the following:

- a. Excellent performance in writing, interpretive skills, computation skills, or any skills necessary for quality performance in the subject.
- b. Excellent ability in conceptualizing complex ideas.
- c. Excellent ability in analyzing data, evaluating it, in making logical inferences, and drawing valid conclusions.
- d. Highly responsible in completing and fulfilling course requirements, including standards and assignments.
- e. Consistency of quality performance in course work.
- f. Positive attitude toward rigorous demands and challenges of the level and course.
- g. Genuine interest in the subject area.
- h. Self-motivated.
- i. Self-disciplined and capable of doing independent work.

2. Grades and standardized test data indicating excellent level of ability are:

- a. Previous performance in subject indicated by grades of “A” or “B” in an AP/H course or “A-” or better in a CP course

b. Standardized test scores ranging from the 90th percentile in skills needed for the specific subject area and scores that indicate competency of skills at least two (2) or more years beyond grade level

c. A pattern of data indicating quality grade achievement in previous courses in the subject area and an excellent ability in verbal and non-verbal skills needed for successful achievement

****Note: ONLY seniors will be permitted to have one (1) study hall per year. Freshmen, sophomores, and juniors are not permitted to have a study hall.**





ACADEMIC DEPARTMENTS

LANGUAGE ARTS

The Westwood Regional English department curriculum teaches students to read closely, think critically, challenge assumptions, practice methods of interpretation and research, analyze the formal qualities of texts, approach texts from various perspectives, place texts in various contexts, and write with clarity, coherence, and precision. As students progress through the course sequence, they will engage in increasingly sophisticated and elaborate writing and analytic tasks and be called upon to perform more original, inventive, independent work. Our teachers use a variety of approaches and resources to engage students in the work being undertaken and to foster an intellectual environment.

[Typical Sequence of Courses](#)

English I CP:

Full Year Course/ Level of Instruction: CP Credit /Credit Value: 5.0

Prerequisite: English 8

This course focuses on the continued development of literacy skills and includes explicit instruction in reading and writing strategies. Students will learn literal, inferential, and critical comprehension strategies and practice and apply all phases of the writing process. Test taking strategies are explicitly reinforced. Short stories, poetry, nonfiction, novels, and drama are studied in both a thematic and world literature context.

English I Honors:

Full Year Course/ Level of Instruction: Honors/ Credit Value: 5.0

Prerequisite: Teacher Recommendation or Grade of “A-”

This course focuses on the critical analysis of short stories, poetry, nonfiction, novels and drama arranged thematically. Students are introduced to various theories of literary criticism and are expected to use reading strategies and the writing process with confidence. Students must be willing to meet expectations for reading and writing at an advanced level and demonstrate advanced proficiency in all areas of literacy.

English II CP:

Full Year Course/ Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: English I

This course centers on significant themes in literature as students read, analyze, and interpret various literary forms. They also define, recognize, and apply a variety of literary techniques. Writing is an integral part of this course, and students will write about issues generated by the readings, as well as personal experience in creative pieces. Speaking, listening, and viewing skills are practiced through daily discussions, projects, lectures, and presentations. Test-taking and research skills are also emphasized.

English II Honors:

Full Year Course/ Level of Instruction: Honors / Credit Value: 5.0

Prerequisite: Grade of “B -” in English I or Teacher Recommendation

This advanced literature course examines thematic and cultural connections in literature with attention paid to multicultural literature. Students read, analyze, and interpret a variety of literary forms. They write both analytically and creatively about issues generated by the readings and non-fiction pieces related to the readings. Speaking, listening, and viewing skills are strengthened through daily discussions. Group projects, research projects, class presentations, and debates provide opportunities for collaborative learning. Test taking strategies, word attack strategies, and research skills are also emphasized.

English III CP:

Full Year Course / Level of Instruction: CP / Credit Value: 5.0

Prerequisite: English II

This course expands upon the themes-based approach of English II. Various literary forms are studied including the epic, lyric poetry, the novel, the short story, and drama. Students hone reading and writing strategies and test-taking skills in preparation for the PARCC. Students learn the process of writing a research paper. Accuracy in grammar and in usage is encouraged and monitored in all aspects of writing. Vocabulary is studied within the context of the literature, with special emphasis on SAT preparation. Speaking, listening, and viewing skills are developed through daily discussions, group projects, lectures, and presentations.

English III Honors:

Full Year Course / Level of Instruction: Honors / Credit Value: 5.0

Prerequisite: B- in English II or Teacher Recommendation

This advanced literature course expands upon the themes-based approach of English II Honors. Students read, analyze, and interpret a variety of literary forms by applying literary theories including feminist, historical, psychoanalytic, and postcolonial. Writing is an integral part of this curriculum, as students write analytically about the readings. There are also frequent opportunities to craft creative responses. Speaking, listening, and viewing skills are honed through daily discussions, group projects, lectures, presentations, film, and the Internet. Test-taking skills and research skills are also emphasized.

AP English Language and Composition:

Full Year Course /Level of Instruction: Advanced Placement/ Credit Value: 5.0

Prerequisite: Teacher Recommendation

Students in Advanced Placement English Language and Composition will prepare for the AP test in May by reading predominantly nonfiction works and studying different rhetorical modes. The texts being read will often serve as a model for written work. Students read and write to gain an appreciation of purpose, audience, diction, syntax, imagery, and tone. The seminar format allows students to participate in discussions and share their writing with peers.

English IV:

Full Year Course /Level of Instruction: CP /Credit Value: 5.0

Prerequisite: English III

This course explores many of the universal themes in literature. Readings, which are drawn from a range of time periods and cultures, are often complemented by music and art that reflect the theme under consideration. Thematic units include vocabulary study, opportunities for group discussion and projects, and frequent opportunities for both expository and creative writing.

English IV Honors:

Full Year Course/ Level of Instruction: Honors /Credit Value: 5.0

Prerequisite: B- in English III or Teacher Recommendation

This course is designed to challenge even the best critical thinkers. An in-depth study of classic themes will be conducted using Greek and Shakespearean tragedy, as well as other genres such as the novel, the epic poem and the short story. Students will examine, analyze and evaluate character and theme in addition to author style, tone and point of view. Ability to participate in Socratic style discussion is required. Student grades are derived from a combination of unit tests, literary analysis, creative writing, class participation, ability to meet deadlines and completion of homework.

AP English Literature and Composition:

Full Year Course/ Level of Instruction: AP / Credit Value: 5.0

Prerequisite: B- in AP English Language and Composition or Teacher Recommendation

This college-level course engages students in the critical analysis of world literature, from ancient epic poetry to modern texts, considering each work's structure, style and theme. Students entering the course should have a working knowledge of literary devices such as connotation, syntax, symbolism, irony, metaphor, and tone. Students concentrate on improving their writing skills with special emphasis placed on structure, analysis, evaluation, and synthesis. Students are expected to take the English Literature and Composition Exam in May and will practice activities throughout the school year to prepare for the test. This course is intended for students who plan to attend a four-year college and who have a potential interest in English as a major.

ENGLISH ELECTIVES

Journalism I:

Full Year Course / Level of Instruction: Grades 10-12 / Credit Value: 5.0

Prerequisite: None

This course will equip students with a practical understanding of contemporary print and online journalism. In general, students will learn the basics of reporting, interviewing, news gathering, writing, news values and ethics, and newspaper production. Students will use local (school and town), national, and international events to produce news articles, feature articles, sports news, editorials, and reviews. In addition, students will examine metropolitan, suburban, and local newspapers. Ideally, students enrolled in Journalism will contribute to the school online newspaper.

Journalism II:

Full Year Course / Level of Instruction: Grades 11-12 /Credit Value: 5.0

Prerequisite: Journalism I

Students will expand upon their learning in Journalism I as they focus on independent writing projects, including sports writing, entertainment writing and reviews, lifestyles, and feature articles. Layout and editing will also be studied. Additionally, it is expected that Journalism II students assist with the school online newspaper.

Journalism III:

Full Year Course/ Level of Instruction: Grades 12 / Credit Value: 5.0

Prerequisite: Journalism II

Students will continue to write, report and edit but will also explore journalism as an academic endeavor. Topics to be covered will include: the history of journalism, how reporting and politics interact and the way new media and social networking have become essential to the journalism field. The focus will shift from the practice of journalism to the study of journalism.

Creative Writing:

Semester Course / Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: None

This course examines the creative development of language and writing skills through the study of poetry, descriptive writing, narrative writing, memoir, children's literature, and the one-act play. Alternative means of expression, such as music and performance, will be incorporated. Peer and self-evaluation, revision, and editing skills will be stressed as part of the creative process.

Film and Literature:

Semester Course/ Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: None

This course will give students the opportunity to study the adaptation of literature into film. The texts in this course will cover a wide range of time periods and genres—from Joseph Conrad to Stephen King, from period drama to modern-day action—and through writing, research, and discussion, students will compare and contrast literature and its subsequent films

and, when possible, examine reasons for changes made in the production of films. Time and resources permitting, students may also do screenwriting and some basic film production.

***Please note that while 9th and 10th grade students are permitted to take this course, many of the texts and films explored in this class are mature in nature.*

Exploring Graphic Novels:

Full Year Course/Level of Instruction: Grades 9-12/Credit Value: 5

Prerequisite: None

This course is a full-year introduction to the rich variety of graphic novels from around the world. Students will read and analyze works in a literary framework while learning about the history, fundamentals, and genres within the graphic novel universe. Students will investigate how graphic novels must carefully balance between narratives told through images and words, and how line, color, composition, visual pacing and tone contribute to a text's meaning. Students will also explore topics such as censorship, translations between different media, and the art of storytelling. This course will appeal to visual learners, fans of art and comics, and students who enjoy reading works not typically found in traditional English courses.



MATHEMATICS

The goal of the *Mathematics Department* is to assist students in developing a strong understanding and foundation in mathematics, along with critical thinking and problem solving skills essential to succeed in the 21st Century. Our courses provide the opportunity for success for all students through engagement and exploration of mathematical procedures, reasoning and modeling in a technology rich environment. The courses focus on conceptual understanding, as well as procedural skills while providing students with rigorous mathematics instruction at every level. The mathematics curriculum is designed to meet and exceed the State Standards for mathematics, with various electives such as Precalculus, Calculus, Statistics, Advanced College Algebra, Trigonometry & Statistics, and Computer Science, as well as the required courses of Algebra I, Geometry, and Algebra II. Our wide range of elective courses beyond the traditional high school sequence provide opportunities for students to customize their learning to prepare for success in the college or career of their choice. Students with advanced mathematical ability and potential have the opportunity to enroll in an accelerated program leading to advanced placement courses.

[Typical Sequence of Courses](#)

[Prerequisite Chart](#)

[Calculator Policy](#)

Algebra I:

Full Year Course /Level of Instruction: CP/H (Grades 9-12) /Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This course follows Math 8 and is the first in the high school sequence. Topics include properties and operations of real numbers, algebraic, rational, radical and polynomial expressions, rates, ratios and expressions, and formulating and reasoning about expressions and equations. Additional topics include modeling and analyzing linear functions and their graphs, linear equations and inequalities, systems of equations, quadratic functions and using concrete models, tables, graphs, technology and symbolic expressions to describe phenomena. Problem solving strategies, standardized assessment expectations and appropriate use of technology will be emphasized throughout. It is recommended that students purchase a graphing calculator for classroom and home use in preparation for NJSLA-Algebra 1 assessment in the spring.

Geometry:

Full Year Course/ Level of Instruction: CP/H (Grades 9- 12) /Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

Geometry is intended to develop the student's spatial perception and ability to reason. Emphasis is placed upon both inductive and deductive reasoning in establishing properties of various geometric sets. Topics studied include: plane and solid geometric figures, direct and indirect proofs, constructions and transformations, concepts of congruence and similarity, basic trigonometric ratios and circles. Students will utilize graphing calculators and computer technology in the application of concepts. It is recommended that students purchase a graphing calculator for classroom and home use.

Algebra II:

Full Year Course/Level of Instruction: CP (Grades 10-12)/ Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This course is an extension of Algebra I covering topics in greater depth. Students will examine properties of equations and inequalities, functions and relations, properties of linear and quadratic functions, exponents, roots and irrational numbers, graphing, polynomial and rational expressions. Additional topics include complex number systems and matrix operations. Students will utilize graphing calculators and computer technology in the application of these concepts. It is recommended that students purchase a graphing calculator for classroom and home use.

Algebra II with Trigonometry:

Full Year Course /Level of Instruction: CP/H (Grades 10-12) /Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This course is a rigorous extension of many of the concepts taught in Algebra I and Geometry. Algebraic theorems learned in Algebra I will be proven using the deductive reasoning skills learned in Geometry. An overall greater emphasis is placed on the structure of mathematics. Other topics studied include: equations and inequalities, systems of linear equations, quadratic equations with real and imaginary roots, relations and functions, plane coordinate geometry, logarithms and exponents, sequences and series, an introduction to plane trigonometry and problem solving. Students will utilize graphing calculators and computer technology in the application of these concepts. It is recommended that students purchase a graphing calculator for classroom and home use.

MATHEMATICS ELECTIVES

Precalculus:

Full Year Course/ Level of Instruction: CP/H (Grades 11-12)/ Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This is a course in Precalculus and trigonometry for college-bound students. The course will review topics in advanced algebra and elementary functions including linear, quadratic, polynomial and rational functions. Additional Precalculus topics include polar coordinates, complex numbers, exponential and logarithmic functions. Trigonometric topics include basic definitions, Law of Sines and Cosines, identities, graphs and trigonometric equations. Students will use programmable, graphing calculators throughout.

Calculus:

Full Year Course/ Level of Instruction: CP (Grade 12)/ Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This course is designed for students who do not plan to take an AP Calculus course but opt to study the fundamentals of calculus. Topics include the concept of a limit and its use in developing the basic notions of derivatives and integrals. These concepts are applied to a study of elementary functions, as well as practical applications involving optimization problems, related rates, areas, and volume. Problem solving and the use of graphing calculators will be emphasized throughout.

AP Statistics:

Full Year Course /Level of Instruction: AP (Grade 12) / Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This AP course is an in-depth study of statistics and elementary probability theory for college bound students. Topics include understanding and analyzing data, exploring relationships between variables, measures of central tendency, measure of dispersion and standard deviations, normal distributions and probability models, as well as hypothesis testing and analysis of variance. The course is taught on a college level with the pace and depth as outlined by the College Entrance Examination Board.

AP Calculus AB:

Full Year Course /Level of Instruction: AP (Grade 12) / Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This course involves topics from differential and integral calculus and analytic geometry, comparable to courses taught at colleges and universities. It is taught on a college level and follows the outline for AP Calculus prepared by the College Entrance Examination Board. Students are expected to take the AP examination.

AP Calculus BC:

Full Year Course/ Level of Instruction: AP (Grade 12) /Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This course covers Calculus AB topics, as well as additional topics in differential and integral calculus and infinite series. This course is recommended only for those who appreciate and understand the theoretical aspects of mathematics. Students in this course should have exemplary work habits and be prepared to study at an advanced pace. Topics include transcendental functions, methods of integration, analytic geometry, polar coordinates and conic sections, logistic growth, Euler's Method, improper integrals, series convergence, Maclaurin and Taylor's Series. Individual colleges grant college credits based upon a student's score on the College Board's Advanced Placement exam.

AP Computer Science Principles:

Full Year Course/ Level of Instruction: AP (Grades 10 - 12) /Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This course is an introductory elective college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. *The AP Computer Science Principles course is a PART portfolio and PART multiple choice exam.*

AP Computer Science A:

Full Year Course/ Level of Instruction: AP (Grades 11 - 12) /Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This is an elective course that prepares students for the Advanced Placement Computer Science A exam administered by the College Board. It is equivalent to a first-semester, college-level course in computer science. Students will utilize the main principles of object-oriented software design and programming using the Java programming language, with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. By the end of the course students will be able to write, annotate and explain the operation of a working Java computer program. Students enrolled in this class are expected to take the AP examination.

Advanced College Algebra:

Full Year Course /Level of Instruction (Grades 11-12) /Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This course is designed as an expansion on the concepts of functions, their graphs and an investigation of applications in Algebra II. Additional pre-college mathematics topics will be included and college placement skills will be reinforced. Students will utilize graphing calculators and computer technology in the application of these concepts. It is recommended that students purchase a graphing calculator, such as the TI-84, for classroom and home use. Students will also touch upon trigonometric topics with a focus on right triangle trigonometry, graphing trigonometric functions, and applications of trigonometric functions.

Trigonometry & Statistics:

Full Year Course /Level of Instruction (Grade 12) /Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

For the trigonometric content, students will study relations, functions, graphs, trigonometry, polar coordinates, complex numbers, limits, and derivatives. There is an emphasis on verification of trigonometric identities. The statistics content includes topics such as collecting data, displaying data using graphs and tables, analyzing data, producing data, applying statistical methods, experimentation and sampling. Students will have the opportunity to apply statistical data to a number of different real-world applications.

SCIENCE

At Westwood Regional School District, the science department is dedicated to the acquisition of scientific knowledge through observation, experimentation, argument, questioning, discussion, and imagination of scientific phenomena. We wish to "do" science, not just hear about it. In the words of Albert Einstein... "The important thing is not to stop questioning; curiosity has its own reason for existing." Our teachers wish to instill the quality of curiosity in our students. Be curious, and you will learn science.

[Typical Sequence of Courses](#)

[Prerequisite Chart](#)

Departmental Notes

1. Physics, Chemistry, and Biology core courses must be taken in sequential order.
2. Students may transfer to a higher (or lower) level provided grades and prerequisites are appropriate, a teacher recommendation is provided, and the counselor is able to successfully schedule the student.
3. Electives may not be substituted for core requirements unless approved by the Science Supervisor and Principal.
4. Students wishing to double up in a lab science must make sure that all lab times are able to be scheduled.
5. Students may choose to "opt-out" of dissection in the following life science courses: Biology CP Biology, Honors Biology, Sports Medicine & Anatomy, Human Anatomy Honors & Human Physiology Honors, and AP Biology. Consult the Student/Parent Handbook and/or the instructor's web page for details concerning the opt-out process.

CP Physics:

Full Year Course/ Level of Instruction: Introductory (Grade 9) /Credit Value: 6.0

Prerequisites: [Prerequisite Chart](#)

This course introduces students to the study of basic Physics and the conceptual understanding of physical interactions. Although the conceptual understanding is stressed, mathematical applications may be used in this course that will be appropriate and applicable to the math backgrounds of the students. The major topics include kinematics, dynamics, impulse, momentum, energy, thermodynamics, waves, light, optics, sound, electricity, magnetism, and astronomy.

Physics Honors:

Full Year Course/ Level of Instruction: H (Grade 9)/Credit Value: 6.0

Prerequisites: [Prerequisite Chart](#)

Honors Physics is a physical science course specifically for students with a strong mathematical background beginning their high school science curriculum. This challenging course will expand the understanding of kinematics, dynamics, conservation of momentum and energy, electrostatics and circuits and waves. Using physics as a unifying theme, math skills and analysis will be used to develop and understand many Physics concepts that relate to everyday life. In addition, this course will lay the foundation for future understanding of concepts and skills in Chemistry and further sciences. This course emphasizes scientific abilities and communication in laboratory and group settings. The course will be a logical and natural continuation of previous science courses, incorporating both review of studied concepts along with an emphasis on the subsequent extensions of these concepts and topics, and the introduction of new advanced topics and concepts.

CP Chemistry:

Full Year Course/ Level of Instruction: Introductory (Grade 10) /Credit Value: 6.0

Prerequisites: [Prerequisite Chart](#)

Chemistry is a laboratory-based course designed to help students understand the chemical nature of the world around us. This course presents chemistry's central ideas applied in a real world context. Topics include atomic structure, the periodic table, molecular properties, gas laws and chemical reactions. Minimal Algebra skills are required for this course.

Chemistry Honors:

Full Year Course /Level of Instruction: H (Grade 10) /Credit Value: 6.0

Prerequisites: [Prerequisite Chart](#)

This course is a comprehensive introduction to the science of chemistry. It is a challenging course designed for motivated students with strong math skills and an interest in pursuing careers in science or technology. Laboratory work is used throughout the course to support underlying theory as well as to develop experimental skills. Graphing calculators and probes are used to analyze experimental data. Students are challenged with increasingly complex concepts and problems in preparation for Advanced Placement Chemistry.

CP Biology:

Full Year Course /Level of Instruction: Introductory (Grade 11) /Credit Value: 6.0

Prerequisites: [Prerequisite Chart](#)

In this introductory course, students will utilize investigation, observation, and inquiry skills to gain knowledge about all living parts of the earth. Students will build on the scientific skills they have learned in both Physics and Chemistry. Students will design experiments to develop a deeper understanding of living organisms and their interactions. Scientific crosscutting concepts shall be emphasized. They include patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change. This is a required course for high school graduation. The course is structured to support and encourage active learning that fosters engagement, academic rigor, and student responsibility through case studies and aligned evaluation rubrics. Laboratory investigations and the use of internet resources are an integral part of this hands-on course, helping students to further develop their analytical and scientific inquiry skills. A major goal of this course is to develop scientifically literate citizens. 21st-century skills of collaboration, creativity, communication, and critical thinking are emphasized to cultivate a community of learners that are college and career ready. Based on New Jersey Department of Education requirements, students must take the NJSLA-S at the conclusion of this course.

Biology Honors:

Full Year Course/Level of Instruction: H (Grade 11)/ Credit Value: 6.0

Prerequisite: [Prerequisite Chart](#)

In this introductory course, students will utilize investigation, observation, and inquiry skills to gain knowledge about all living parts of the earth. Students will build on the scientific skills they have learned in both Physics and Chemistry. Students will design experiments to develop a deeper understanding of living organisms and their interactions. Scientific crosscutting concepts shall be

emphasized. They include patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change. This is a required course for high school graduation. The course is structured to support and encourage active learning that fosters engagement, academic rigor, and student responsibility through case studies and aligned evaluation rubrics. Laboratory investigations and the use of internet resources are an integral part of this hands-on course, helping students to further develop their analytical and scientific inquiry skills. A major goal of this course is to develop scientifically literate citizens. 21st-century skills of collaboration, creativity, communication, and critical thinking are emphasized to cultivate a community of learners that are college and career ready. Honors Biology is an accelerated course designed primarily for 11th graders. There is an amplified breadth and depth of course content and scientific practices within the Honors biology curriculum. This is considered an AP Biology course preparatory class. Based on New Jersey Department of Education requirements, students must take the NJSLA-S at the conclusion of this course.

SCIENCE ELECTIVES

AP Chemistry:

Full Year Course/ Level of Instruction: AP (Grades 11-12) /Credit Value: 6.0

Prerequisite: [Prerequisite Chart](#)

****A SUMMER ASSIGNMENT IS REQUIRED***

This second year course in chemistry includes a strong laboratory component involving both group and individual work. This is a college level course for students who are interested in going deeper into chemical theories and whose mathematical capabilities allow them to solve complex, multi-step problems. All major topics in the AP curriculum are covered with emphasis on kinetics, equilibrium, acids/bases. Some independent learning is expected. All students must do an independent research project at the end of the year, and must take the AP exam offered in May. Sufficiently high scores on this exam are considered as equivalent to course credit in chemistry by many colleges.

AP Biology:

Full Year Course/ Level of Instruction: AP (Grade 12) /Credit Value: 6.0

Prerequisite: [Prerequisite Chart](#)

****A SUMMER ASSIGNMENT IS REQUIRED***

The subject content of this advanced course is a balance of the most recent finds in the areas of: Molecular, cellular, structural, and population Biology. It parallels the outline guide for an AP

Biology course and is taught on a college level with emphasis on: individual involvement, team operation, and simulated research experiences, tools and techniques of the biologist, communication skills. Success in the study of this course requires analyzing supplemental material, reading journal articles, identifying problems, asking questions, performing experiments, and making decisions. On average, the student is expected to spend one hour on homework each night, with additional time spent reviewing chapter notes, reading assignments from the textbook, and examining homework solutions from the previous night's work. Students who enroll in this course are expected to take the AP exam given in May.

AP Physics 2:

Full Year Course /Level of Instruction: AP (Grades 10-12) /Credit Value: 6.0

Prerequisite: [Prerequisite Chart](#)

****A SUMMER ASSIGNMENT IS REQUIRED***

The AP Physics 2 course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluids, thermodynamics, electrostatics and electric fields, electric circuits, magnetism, electromagnetic induction, optics, and modern physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

This college level course is offered to students who are interested in going deeper into the theory of physics and who are mathematically capable of solving complex, multi-step problems. A high level of achievement in Algebra and geometry is mandatory. Students choosing to take this course will find it challenging, with extended study time requirements outside of the classroom. On average, the student is expected to spend one hour on homework problems each night, with additional time spent reviewing chapter notes, reading assignments from the textbook, and examining homework solutions from the previous night's work. Students are required to apply the principles learned in class to problem solving in homework, test, and laboratory settings. The class emphasizes strong scientific abilities that will be used in the lab as well as group learning. Students who enroll in this course should be proficient in algebra and trigonometry and are expected to take the AP exam that is administered in May.

AP Physics C: Mechanics:

Full Year Course/Level of Instruction: AP Grade 12/Credit Value: 6.0

Prerequisites: [Prerequisite Chart](#)

****A SUMMER ASSIGNMENT IS REQUIRED***

This course is an intensive math-based investigation of entry-level physics that explains how the world works based on motion, forces, circular motion, conservation of energy and momentum, rotational motion and oscillations. The class expands upon skills and concepts developed from an introductory algebra-based physics course by using trigonometry and calculus. In addition, this class explores new topics: motion in two and three dimensions, rotational motion, and oscillations. These topics are not present in introductory 9th-grade physics. The emphasis of this course is the use of advanced math techniques to deal with motion in multiple dimensions and non-constant functions. Furthermore, there will be a significant emphasis on lab experiments where students can create their own procedures to investigate new phenomena or test their ideas. This is a full-year AP course equivalent to first —and second-semester Intro to Engineering Physics college courses. Passing the AP C: Mechanics exam can potentially yield credit for both first- and second-semester classes as well as any associated lab courses. Students who enroll in this course are expected to take the AP exam given in May.

AP Environmental Science:

Full Year Course /Level of Instruction: AP (Grades 11-12) /Credit Value: 6.0

Prerequisite: [Prerequisite Chart](#)

****A SUMMER ASSIGNMENT IS REQUIRED***

This course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students will identify abiotic (nonliving) and biotic (living) factors in the environment, study the impacts of one on the other and evaluate human impact on the environment. This hands-on laboratory science course is interdisciplinary, embracing a wide variety of topics from different areas of science, such as Earth Science, Biology and Chemistry. Students who enroll in this course are expected to take the AP exam administered in May.

Environmental Science CP:

Full Year Course/ Level of Instruction: CP (Grades 11-12)/ Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

Our environment is continuously changing. What is our role in this change? What can we do to effect positive change? This course takes an interdisciplinary approach to introducing students to the science that runs our planet. Students will learn how to identify and analyze environmental problems, evaluate risks associated with these issues, and examine alternative solutions. Students complete field investigations about water quality, air pollution, ecosystems, and more. *Note: Juniors who would like to enroll in this course must take Biology concurrently.

Forensic Science:

Full Year Course/ Level of Instruction: CP (Grades 11-12)/ Credit Value: 5.0

Prerequisite: [Prerequisite Chart](#)

This is an elective course for students with an interest in biology, medicine, law, or criminal justice. The topics covered include fingerprinting, hair and fiber analysis, handwriting analysis, blood typing, blood splatter, ballistics, DNA fingerprinting, etc. The course will utilize a variety of supplemental resources, from hands-on laboratory work to collecting evidence at a mock crime scene. *Note: Juniors who would like to enroll in this course must take Biology concurrently.

Human Anatomy Honors:

Semester Course/ Level of Instruction: H (Grades 11-12) /Credit Value: 3.0

Prerequisite: [Prerequisite Chart](#)

This semester course is designed for students preparing for more advanced study in biology, pursuing an in-depth knowledge of their own bodies, and/or preparing to enter health-related professions. It provides a selective overview of human anatomical structure, following a sequential development of the major body systems in an organized and structured curriculum which includes a review of the cell, the levels of organization (from cell to organism) and anatomical terminology. Labs will include slide work, dissection of various animals and study of the human skeleton. The course will also use computer-simulated dissection. *THERE IS AN ADDITIONAL LAB PERIOD ASSOCIATED WITH THIS COURSE.

Human Physiology Honors:

Semester Course/ Level of Instruction: H (Grades 11-12) /Credit Value: 3.0

Prerequisites: [Prerequisite Chart](#)

Because the structure of the human body determines its function, this semester course is to be taken after Human Anatomy. Students will investigate cells and histology, biochemistry, human physiology, embryology, genetics, and biotechnology. Emphasis is placed on laboratory activities, the inquiry method, and the use of extensive resources to provide the opportunity to experience scientific writing on a college level. *THERE IS AN ADDITIONAL LAB PERIOD ASSOCIATED WITH THIS COURSE

Sports Medicine & Anatomy I:

Semester Course /Level of Instruction: CP (Grades 10-12) /Credit Value: 2.5

Prerequisite: [Prerequisite Chart](#)

Sports Medicine & Anatomy is designed for the student who is interested in the study of anatomy and physiology and how sports impact these systems. Areas of emphasis include the study of human anatomy, exercise physiology, kinesiology, athletic injury evaluation, rehabilitation of athletic injuries. The human skeletal, muscular, cardiovascular and nervous systems will be covered in great detail. Lab experiences are an essential learning tool and include blood pressure and heart rate, joint and injury assessments, ankle and various taping techniques, splinting, wrappings and dissections.

Sports Medicine & Anatomy II:

Semester Course/ Level of Instruction: CP (Grades 10-12)/ Credit Value: 2.5

Prerequisite: [Prerequisite Chart](#)

Sports Medicine & Anatomy II is designed for the student who wants to further explore anatomy and physiology and how sports affect these systems. Areas of emphasis include an in depth study of anatomy, physiology, kinesiology, athletic injury recognition, athletic injury evaluation, prevention, treatment options, and the rehabilitation process. This course will offer a more widespread understanding of the body systems and the inflammatory process in relation to athletic injuries. Lab experiences are an essential learning tool and include various joint assessments, concussion assessments, reflexes, pharmacology, taping techniques, splinting, wrapping, bracing, and dissections.

Exercise Physiology Honors:

Full Year Course/ Level of Instruction: H (Grades 11-12)/ Credit Value: 5

Prerequisite: [Prerequisite Chart](#)

This course is a theory based investigation of the effects of exercise on human health, fitness, and sport performance. Furthermore, this class dives deeply into the study of how the body (subcell, cell, tissue, organ, system) responds in function and structure to acute exercise stress, and chronic physical activity. Aspects of biology, chemistry, and physics are integrated to explain biological events and their sites of occurrence in the human body as they affect exercise and training. Emphasis is on basic principles of exercise physiology, exercise prescription, bioenergetics, body composition, training programs, and practical applications to the exercise setting.

SOCIAL STUDIES

At Westwood Regional High School social studies courses students are expected to use evidence, logic, and reason in order to support an argument. One way that students created arguments is by analyzing documents and then using the documents to support a thesis. Some other objectives that social studies teachers aim for are helping students make interdisciplinary connections, integrate meaningful technology, and reflect on their work. In Grades 9 through 11 Honors options are available for both World and United States History.

Typical Sequence of Courses

World History 9:

Full Year Course/ Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: None

This survey course will emphasize major political, economic, social, cultural, scientific, and technological events, as well as key historical figures. A representative list of topics would include: Absolutism, the Enlightenment, Major Revolutions, Global Imperialism, The Great Wars, Totalitarianism, the Modern Era. A wide range of skills applicable to Social Studies, including critical thinking skills, primary source interpretation and analysis, and research skills, will be developed in this course.

World History 9 Honors:

Full Year Course/ Level of Instruction: H/ Credit Value: 5.0

Prerequisite: Department Recommendation

This course of study is a continuation of the World History 8 course and traces the development of various cultures (Western and Non-Western) from the 1600's to today. Emphasis is placed on the political, economic, and social history of geographic areas and historical cause and effect relationships. Students develop the skill to extrapolate trends and historical consequences. Data based (primary/secondary) source analysis, and vocabulary, composition (analytical paper writing) and research skill development will be applied and reinforced. Students will be expected to complete a summer reading assignment prior to entering the course.

United States History I:

Full Year Course/ Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: None

This course will study United States history from the first English settlements to Reconstruction. It will include topics such as the Colonial Period, French and Indian War, American Revolution, the Constitution, Antebellum America, Slavery, the Civil War and Reconstruction. Various instructional methods will be used, including lectures, discussion, debates, oral reports, in-class Internet research and the use of audio-visual materials, including PowerPoint, multimedia presentations and film. Primary sources will be used to provide different viewpoints on selected topics. Students will discuss differing historical perspectives. Research and analysis skills will be developed through various writing assignments and authentic assessment projects, such as political cartoon analysis and writing “eyewitness” accounts of history.

United States History I Honors:

Full Year Course/ Level of Instruction: H/ Credit Value: 5.0

Prerequisite: Department Recommendation

This course will study United States history from the first English settlements to the Age of Imperialism. It will include topics such as the Colonial Period, French and Indian War, American Revolution, the Constitution, Antebellum America, Slavery, the Civil War, Reconstruction, and Westward Expansion. Various instructional methods will be used, including lectures, discussion, debates, oral reports, in-class Internet research and the use of audio-visual materials, including PowerPoint, multimedia presentations and film. Primary sources will be used to provide different viewpoints on selected topics. Students are expected to work independently to interpret facts in order to answer questions and define themes and eras. The analysis of historical documents will be used to answer essential questions concerning the economic, social and political facets of each historical period. Students will be expected to complete a summer reading assignment prior to entering the course.

United States History II:

Full Year Course/ Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: Successful completion of US I

This course will examine American History from the settlement of the Western Frontier (completion of Western Expansion) to the present day. Highlights of the course include study of the completion of the first North American Transcontinental Railroad, the Gilded Age/ Post-Civil War Industrialization (focusing on the relationship between management and labor, business methods, and the rise of labor unions), Immigration Trends throughout this half of United States History (impact on society), U.S.

Imperialism (Global Expansion), World War I, the Roaring Twenties (political, social, and economic aspects that made this decade truly unique), the Great Depression, World War II, the Holocaust, and ending with the Cold War Era to the Modern Era (impact the previous era has on the current era). The aforementioned topics will be studied through the examination and interpretation of primary sources, secondary sources, and genuine student-created materials/products all focusing on the political, social, and economic aspects that influenced American life then and now. This course seeks to further develop the skills introduced in the United States History I course including research and analysis of historical documents, writing skills, academic discussion, and independent and collaborative work.

United States History II Honors:

Full Year Course/ Level of Instruction: H/ Credit Value: 5.0

Prerequisite: Department Recommendation

This course will examine American History from the Gilded Age (industrialization of the country) to the present day. Highlights of the course include study of the transcontinental railroad, the rise of labor unions, mass immigration to the US in the 1890s, US Imperialism, World War I, the Roaring 20's and the Great Depression, World War II, the Holocaust, the Cold War, and the Post-Cold War era.

Students are expected to work independently to interpret facts in order to answer questions and define themes and eras. The analysis of historical documents will be used to answer essential questions concerning the economic, social and political facets of each historical period. Students will be expected to write and read extensively to support the course requirements and complete a summer reading assignment prior to entering the course.

SOCIAL STUDIES ELECTIVES

AP United States History:

Full Year Course/ Level of Instruction: AP/ Credit Value: 5.0

Prerequisite: Students are required to have earned a final grade of a B+ (or higher) in United States History I Honors, or a Department Recommendation

The scope of AP US History II is the Gilded Age through the current era, with focus on social and political changes in the US after the Civil War. Strong emphasis will be placed on the student's ability to connect major threads and themes in US History. This course is a college level study of American history, as such, the teaching material and methods are commensurate with that level. Extensive reading, writing, analysis of historical documents will be an intrinsic part of student preparation. The final eight weeks of the course are devoted to project work and a final college level historical essay. Significant summer reading is assigned before the beginning of the course and students are assigned

weekly reading from the course text and additional sources. US History I material will be reviewed throughout the year in preparation for the AP exam. Students enrolled in this course are expected to take the AP exam in May.

AP United States Government & Politics:

Full Year Course/ Level of Instruction: AP (Grades 11-12)/ Credit Value: 5.0

Prerequisite: Final Grade of A- in prior year CP Social Studies course, or a final Grade of B- in prior year Honors/AP Social Studies course, or Teacher Recommendation

This course offers students an opportunity to acquire a critical perspective on the unique nature of the American experiment in democracy and the interactions and processes that are at the heart of the political system. Several themes highlight the course of study: constitutional underpinnings of the American government, American political beliefs and behaviors, the American system of campaigns and elections, the major institutions of the federal government, civil liberties and civil rights, and the development of public policy. Emphasis in this course is placed on analyzing government action and theory. The major goal is ascertaining the factors and influences that impact upon the processes that drive the operations of government. An equally important objective of this course is to develop and refine students' writing abilities in order to achieve sophisticated political analysis by year's end. Students enrolled in this course are expected to take the AP exam in May.

American Government & Law:

Full Year Course/ Level of Instruction: (Grades 10-12)/ Credit Value: 5.0

Prerequisite: None

This elective is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. The goal of the course is to give a balanced view of how the contemporary political system works, and how the present system is the result of a history of change and reinterpretation. The law section will focus on major cases related to civil liberties and civil rights. Cases will reflect how the American System has become more inclusive through the 14th Amendment. Insights will be developed through research and discussion.

Economics 203 Honors :

Full Year Course/ Level of Instruction: H (Grades 11-12)/ Credit Value: 5.0

Prerequisite: At least a B in previous year history course

Economic Ideas & Issues (Syracuse University): Students who enroll in this course will also be enrolled in a course at Syracuse University. Students who are successful will have the opportunity to earn an official transcript acknowledging 3 college credits earned from Syracuse University. These credits will

transfer to 90% of the colleges in the country. This course provides an introduction to economic thought. Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. Students will examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand economic policy. The course is rigorous with respect to reading, writing, and discussion, but not heavily mathematical..

****This course is eligible for college credit through Syracuse University***

Human Rights, Genocide, and Contemporary Issues:

Full Year Course/ Level of Instruction: Grades 10-12/ Credit Value: 5

Prerequisite: None

Genocide: the deliberate and systematic extermination of a national, racial, or cultural group. This course is designed to give students the opportunity to consider the origins, conduct, and legacy of genocides from the beginning of the twentieth century to the present day. In addition to an in depth study of the Holocaust, students will research and learn about the genocides in Armenia, Cambodia, Bosnia, Rwanda, and Xinjiang, China. Students will examine how truth, collective memory, and representation in the cultural landscape have impacted the role of the world community in preventing such atrocities. Moving onto contemporary issues, students will learn about the signs and consequences of unchecked racism and discrimination, and ways in which we can develop civic agency to address issues of racism around the world and in the United States.

Contemporary American History Through Media:

Semester Course/ Level of Instruction: Grades 11-12/ Credit Value: 2.5

Prerequisite: None

This course is designed to expose students to some of the major events from WWII through the modern day. Through the examination and analysis of cinema and documentaries, students will assess the validity of Hollywood production as a means to capture the essence of historical events. Students who choose this course will be expected to develop their reading, writing, research, and presentation skills.

Sports in American Culture:

Semester Course/ Level of Instruction: Grades 11-12/ Credit Value: 2.5

Prerequisite: None

This course is designed to give students the opportunity to analyze and evaluate both American History and Culture through the lens of athletics. Sample units of study may include: drugs in sports,

sports and gambling, discrimination in sports, and the celebrity status of athletes. Students who choose this course will be expected to develop their reading, writing, research, and presentation skills.

Psychology:

Full Year Course/ Level of Instruction: Grades 10-12/ Credit Value: 5.0

Prerequisite: None

Psychology is a college prep course designed as a behavioral science offering within the Social Studies Department. This course is open to students who wish to acquire a solid introduction in the vast and diverse field of psychology, but who do not wish to pursue the topics in preparation for the AP Examination. Topics of study cover broad areas of research about human behavior, including current psychological perspectives, the biological basis of behavior, motivation and emotion, consciousness, principles of learning, intelligence, memory, psychological development, personality, conflict and stress, and socio-cultural influences. ***This course is eligible for college credit through Bergen Community College***

AP Psychology:

Full Year Course/ Level of Instruction: AP (Grades 11-12)/ Credit Value: 5.0

Prerequisite: Final Grade of A- in prior year CP Social Studies course, or a final Grade of B- in prior year Honors/AP Social Studies course, or Teacher Recommendation

This is an elective course for students who wish to explore, in depth, the systematic and scientific study of behavior and mental processes of individuals. Through a wide range of activities, students will delve into the major sub areas of psychology, including the history and approaches to psychology, research methodology, neuroscience and biological processes, developmental psychology, sensation and perception, states of consciousness, learning, cognition, testing and individual differences, motivation and emotion, stress, coping and health, personality, psychological disorders and treatment, and social psychology. Students enrolled in this course are expected to take the AP exam in May.

WORLD LANGUAGES

World Language instructors at the high school incorporate best practice in their content area by evaluating their students' progress with Integrated Performance Assessments or IPA. In a traditional IPA, the teacher selects a unit based theme and the students are assessed across the interpretive mode (reading and/or listening), interpersonal mode (speaking and listening), and presentational mode (speaking and/or writing).

Typical Sequence of Courses

Spanish I:

Full Year Course /Level of Instruction: CP /Credit Value: 5.0

Prerequisite: None

This is an introductory course that develops the student's skills of listening, speaking, reading and writing through basic thematic vocabulary and grammatical structures. The course also highlights some of the cultural aspects of the language with regard to foods, pastimes, customs, etc. This will be accomplished through the use of text selections, ancillary materials, appropriate Internet sites, class reports and other media. This course is designed for students with little to no prior instruction in the Spanish language.

Spanish II:

Full Year Course/ Level of Instruction: CP /Credit Value: 5.0

Prerequisite: Spanish I

This course reinforces the first year basics with greater emphasis on spontaneous conversation, oral/written comprehension, and compositions. More advanced grammatical structures and thematic vocabulary are introduced with greater use of the "target language" in class. The student's knowledge of the cultural achievements and contributions of Spanish speaking countries and territories are expanded through the use of text selections, ancillary materials, videos, appropriate Internet sites, class reports and other media. This level two course is designed for students who have taken Spanish 8 or Spanish I.

Spanish II Honors:

Full Year Course /Level of Instruction: H /Credit Value: 5.0

Prerequisite: Department Recommendation

Students will receive minimal review of previously learned material. New subject matter is presented at a rapid pace in this accelerated Spanish sequence, and reinforced through oral and written communication in interpretive, interpersonal, and presentational modes. The target language is used almost exclusively during instruction and there is a high level of expectation for student use of the target language for speaking and writing.

Spanish III:

Full Year Course / Level of Instruction: CP /Credit Value: 5.0

Prerequisite: Spanish II

In this course, there is a reinforcement of grammatical structures learned in preceding language levels and further development of fundamental structures as students enter the third level of language. In addition, students are introduced to a more intensive study of the literature and culture of specific countries under study. Appropriate media continue to play a part in stressing all aspects of the “target language.” There is also an increased emphasis on impromptu speaking, reading, writing and greater grammatical accuracy. This course is designed for the student who took Spanish II CP in their previous year of study.

Spanish III Honors:

Full Year Course /Level of Instruction: H / Credit Value: 5.0

Prerequisite: Department Recommendation

Students profit from more advanced reading selections and from listening practice. Students in this honors course proceed more rapidly with language structure exercises. Classes are conducted mostly in Spanish, and there is a high level of expectation for student use of the target language for speaking and writing. Students continue to advance in interpretive, interpersonal, and presentational modes. This course is designed for students who took Spanish II H in their previous year of study.

Spanish IV:

Full Year Course/ Level of Instruction: CP /Credit Value: 5.0

Prerequisite: Spanish III and Department Recommendation

The curriculum of this course closely resembles that of the Spanish IV H and is an advanced language course. It differs, however, from the honors course primarily in the instructional pacing. More time is allocated on individual readings, as well as writing assignments, grammatical and vocabulary

instruction. As this course is not an AP Prep course, there is less emphasis on test taking strategies and the building of test specific content and proficiencies.

Spanish IV Honors:

Full Year Course/ Level of Instruction: H /Credit Value: 5.0

Prerequisite: Spanish III and Department Recommendation

This class focuses on extensive reading, greater literary comprehension, and detailed writings in the target language. Independent projects are encouraged on the art, literature, music, and history of the target language. There is ongoing intensive review/reinforcement of grammar, and a continuation of the study of the history, literature and culture. A continued stress on pronunciation, oral, and written fluency will be maintained. Students are expected to converse in the “target language.” Students are encouraged to continue their study of the Spanish language in the AP class for the following year. Thus, direct preparation for the AP examination begins in this course through vocabulary building and strengthening of test specific skills such as listening, formal and informal writing.

AP Spanish:

Full Year Course / Level of Instruction: AP /Credit Value: 5.0

Prerequisite: Spanish IV H/Department Recommendation

This course follows the suggested curriculum of the AP Language Exam. The main objective of this course is to develop communication skills; they also include literary components. It is comparable to a third-year university course emphasizing the use of Spanish for active communication and encompassing aural/oral skills, reading comprehension, grammar, and composition. The fundamental objective is for students to achieve a high level of ability in the four skills of listening, reading, speaking, and writing. There is extensive reading and composition as well as class discussion. Projects are assigned on the art, literature, and music of the “target language.” There is an extensive review of grammar and a continuation of the study of history, geography, and culture. Students are expected to converse in the “target language.” Students enrolled in this course are expected to take the AP exam in May.

Business Spanish:

Full Year Course / Level of Instruction: Grades 11-12 /Credit Value: 5.0

Prerequisite: Spanish III or Spanish IV

The Business Spanish is a full year course designed to give students a global view of the Spanish business world with the additional aim of preparing them to feel comfortable in Spanish business

situations, using the correct vocabulary. The teacher will provide materials appropriate to the students' specific interests and needs, so topics may vary according to the group. Students study landmark business cases, create their own proposals, business cards and marketing materials. Field trips and guest speakers may be arranged by the instructor.

French II:

Full Year Course/ Level of Instruction: CP /Credit Value: 5.0

Prerequisite: French 8 or French 8 Honors

This course reinforces the first year basics with greater emphasis on spontaneous conversation, oral/written comprehension, and compositions. More advanced grammatical structures and thematic vocabulary are introduced with greater use of the "target language" in class. The student's knowledge of the cultural achievements and contributions of French-speaking countries and territories are expanded through the use of text selections, ancillary materials, videos, appropriate Internet sites, class reports and other media. This level two course is designed for students who have taken French 8.

French II Honors:

Full Year Course/ Level of Instruction: H/ Credit Value: 5.0

Prerequisite: French 8/Department Recommendation

Students will receive minimal review of previously learned material. New subject matter is presented at a rapid pace in this accelerated French sequence. Curriculum is similarly reinforced through oral and written communication in interpretive, interpersonal, and presentational modes. Selected readings in the short-story format are assigned on a weekly basis. The target language is used almost exclusively during instruction and there is a high level of expectation for student use of the target language for speaking and writing.

French III:

Full Year Course/ Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: French II/Department Recommendation

This course delves into the more advanced grammatical structures of the language with continued emphasis on oral and written communication. Students are encouraged to express themselves both orally and in the written word. Listening activities, oral presentations, dialogues, and projects are utilized to achieve that end. Current events and historical references are integrated into the curriculum as well.

French III Honors:

Full Year Course/ Level of Instruction: H/ Credit Value: 5.0

Prerequisite: French II/Department Recommendation

This course delves into the more advanced grammatical structures of the language with continued emphasis on oral and written communication. Current events and historical references are integrated into the curriculum as well, students profit from more advanced reading selections, spontaneous speaking exercises and from listening practice. Students in this honors course proceed more rapidly with language structure exercises. Classes are conducted mostly in French, and there is a high level of expectation for student use of the target language for speaking and writing. Students continue to advance in interpretive, interpersonal, and presentational modes. This course is designed for students who took French II H in their previous year of study.

French IV:

Full Year Course /Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: French III/Department Recommendation

This class focuses on extensive reading, greater literary comprehension, and detailed writings in the target language. Independent projects are provided on French art, literature, music, and history. There is an intensive review of grammar and a continuation of the study of the history, literature, and culture of France. A continued stress on pronunciation, oral, and written fluency is maintained. Students are expected to converse in the "target language." Students are encouraged to continue their study of the French language in the AP class the following year. Thus, direct preparation for the AP examination begins in this course through vocabulary building and strengthening of test-specific skills, such as listening, formal, and informal writing. ****This course is eligible for college credit through Bergen Community College***

French IV Honors:

Full Year Course/ Level of Instruction: H /Credit Value: 5.0

Prerequisite: French III/Department Recommendation

This class focuses on extensive reading, greater literary comprehension, and detailed writings in the target language. Independent projects are provided on French art, literature, music, and history. There is an intensive review of grammar and a continuation of the study of the history, literature, and culture of France. A continued stress on pronunciation, oral, and written fluency is maintained. Students are expected to converse in the "target language." Students are encouraged to continue their study of the French language in the AP class the following year. Thus, direct preparation for the AP

examination begins in this course through vocabulary building and strengthening of test-specific skills, such as listening, formal, and informal writing. ****This course is eligible for college credit through Bergen Community College***

AP French:

Full Year Course /Level of Instruction: AP /Credit Value: 5.0

Prerequisite: French IV H/Department Recommendation

This course follows the suggested guidelines of the AP curriculum. The main objective of this course is to develop higher level communication skills. In addition, there is a strong literary component wherein students are required to read specific texts written by classic authors. The course is comparable to a third-year university course, which emphasizes the use of French for active communication and encompasses aural/oral skills, reading comprehension, grammar, and composition. The fundamental objective is for students to achieve a high level of ability in each of the four skills of listening, reading, speaking, and writing. As such, there is extensive reading of literature and written composition, as well as class discussion. Projects are assigned on the art, literature, and music of the "target language." Grammar review and a continuation of the study of the history, geography, and culture of France are emphasized. Students are expected to converse in the "target language." Students enrolled in this course are expected to take the AP exam in May.

Italian I:

Full Year Course / Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: None

This is an introductory course that develops the student's skills of listening, speaking, reading and writing through basic thematic vocabulary and grammatical structures. The course also highlights some of the cultural aspects of the language with regard to foods, holidays, pastimes, customs, etc. These objectives will be accomplished through the use of text selections, ancillary materials, appropriate Internet sites, class reports, and other media. This course is designed for students with little or no prior instruction in the Italian language.

Italian II:

Full Year Course/ Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: Italian 8 or Italian I/Teacher Recommendation

In this course, there is a reinforcement of grammatical structures learned in preceding language levels and further development of fundamental structures as students enter the third level of language. In addition, students are introduced to a more intensive study of Italian literature and culture.

Appropriate media continue to play a part in stressing all aspects of the “target language.” There is also an increased emphasis on impromptu speaking, reading, writing and greater grammatical accuracy. This course is designed for the student who took Italian 8 or Italian I CP in their previous year of study.

Italian III:

Full Year Course/ Level of Instruction: CP/ Credit Value: 5.0

Prerequisite: Italian II/Teacher Recommendation

In this course, there is a reinforcement of grammatical structures learned in preceding language levels and further development of fundamental structures. In addition, students are introduced to a more intensive study of Italian literature and culture. Appropriate media continue to play a part in stressing all aspects of the “target language.” There is also an increased emphasis on impromptu speaking, reading, writing and greater grammatical accuracy. This course is designed for the student who took Italian II CP in their previous year of study.

Italian III Honors:

Full Year Course/ Level of Instruction: H/ Credit Value: 5.0

Prerequisite: Italian II/Department Recommendation

This course delves into the more advanced grammatical structures of the language with continued emphasis on oral and written communication. Current events and historical references are integrated into the curriculum as well, students profit from more advanced reading selections, spontaneous speaking exercises and from listening practice. Students in this honors course proceed more rapidly with language structure exercises. Classes are conducted mostly in Italian, and there is a high level of expectation for student use of the target language for speaking and writing. Students continue to advance in interpretive, interpersonal, and presentational modes. This course is designed for students who took Italian II CP in their previous year of study.

Italian IV Honors:

Full Year Course Level of Instruction: H/ Credit Value: 5.0

Prerequisite: Italian III and Department Recommendation

This class focuses on extensive reading, greater literary comprehension, and detailed writings in the target language. Independent projects are encouraged on the art, literature, music, and history of the target language. There is ongoing intensive review/reinforcement of grammar, and a continuation of the study of the history, literature and culture. A continued stress on pronunciation, oral, and written

fluency will be maintained. Students are expected to converse in the “target language.” **This course is eligible for college credit through Bergen Community College*

AP Italian:

Full Year Course/ Level of Instruction: AP /Credit Value: 5.0

Prerequisite: Italian IV H/Department Recommendation

This course follows the suggested curriculum of the AP Language Exam. The main objective of this course is to develop communication skills; they also include literary components. It is comparable to a third-year university course emphasizing the use of Italian for active communication and encompassing aural/oral skills, reading comprehension, grammar, and composition. The fundamental objective is for students to achieve a high level of ability in the four skills of listening, reading, speaking, and writing. There is extensive reading and composition as well as class discussion. Projects are assigned on the art, literature, and music of the “target language.” There is an extensive review of grammar and a continuation of the study of history, geography, and culture. Students are expected to converse in the “target language.” Students enrolled in this course are expected to take the AP exam in May.

Beginner, Intermediate, Content English:

Full Year Course/ Level of Instruction: Grades 9-12/ Credit Value: 5.0

Prerequisite: None

Multilingual Learners (MLLs) develop the English language skills of listening, speaking, reading and writing. Both everyday and academic language skills are stressed and presented through content-based materials and authentic literature. The goals of the courses are to assist MLLs in developing English language proficiency in order to meet state and district academic standards and to successfully participate in all content-area classes. Students enter and exit the program based on state mandated testing and on recommendations from teacher(s).

Note: *There is a Pass/Fail Option for English Language Learners.* The option of receiving a Pass/Fail designation in content area classes, in lieu of a letter grade, is available to true beginners to learning the English language. Pass/Fail or Audit may be given at the discretion of the teacher, in consultation with the ML teacher, and with the approval of the Principal.

PHYSICAL EDUCATION Athletics plays an important part in the life of Westwood Regional High School. Young people learn a great deal from participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition and how to win and lose gracefully are integral parts of our athletic program. Athletic participation also plays an important part in helping students develop a healthy self-concept as well as a healthy body. Athletic competition also improves school spirit and helps students develop pride in their school.

Typical Sequence of Course

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Physical Education 9 Health 9	Physical Education 10 Health 10	Physical Education 11 Health 11	Physical Education 12 Health 12 Sports & Exercise for Lifetime Activities

Physical Education 9:

3/4 Year Course/ Level of Instruction: Grade 9/ Credit Value: 3.75

Prerequisite: None

The Physical Education Curriculum is fitness based, community oriented with an emphasis on active learning. Three times a year each student performs the Fitness Gram program. This program scores and keeps track of their fitness levels, which translates to individual exercise programs. In addition, each grade level offers three specific activities during a marking period with only volleyball being the common sport seen all four years. Emphasis is placed on analyzing the various skills related to performance in sports, exercise and recreational activities, while developing those skills to personally appropriate levels of proficiency. Skills involved are Project Adventure, Low Elements, Dance, Volleyball, Weight Training, Circuit Training, Badminton, and Basketball.

Health 9:

Quarter Course/ Level of Instruction: Grade 9/ Credit Value: 1.25

Prerequisite: None

The 9th grade health program offers units on developing responsibility and self discipline, preventing sexually transmitted diseases, establishing life goals and direction.

Physical Education 10:

3/4 Year Course/ Level of Instruction: Grade 10/ Credit Value: 3.75

The Physical Education Curriculum is fitness based, community oriented with an emphasis on active learning. Three times a year each student performs the Fitness Gram program. This program scores and keeps track of their fitness levels, which translates to individual exercise programs. In addition, each grade level offers three specific activities during a marking period with only volleyball being the common sport seen all four years. Emphasis is placed on analyzing the various skills related to performance in sports, exercise and recreational activities, while developing those skills to personally appropriate levels of proficiency. Skills involved are: Fitness, Bowling, Volleyball, Aerobics, Floor Hockey, Soccer, Archery, and Track & Field.

Health 10:

Quarter Course/ Level of Instruction: Grade 10/ Credit Value: 1.25

The basics of New Jersey driver education are covered. Preparation for the New Jersey State driver's permit is included. A strong emphasis is placed on the proper attitude and respect for the laws of driving.

Physical Education 11:

3/4 Year Course/ Level of Instruction: Grade 11/ Credit Value: 3.75

The Physical Education Curriculum is fitness based, community oriented with an emphasis on active learning. Three times a year each student performs the Fitness Gram program. This program scores and keeps track of their fitness levels, which translates to individual exercise programs. In addition, each grade level offers three specific activities during a marking period with only volleyball being the common sport seen all four years. Emphasis is placed on analyzing the various skills related to performance in sports, exercise and recreational activities, while developing those skills to personally appropriate levels of proficiency. Skills involved are: Tennis, Rugby, Lacrosse, Yoga, Team Handball, Volleyball, Orienteering High Elements, and Sports & Exercise.

Health 11:

Quarter Course/ Level of Instruction: Grade 11/ Credit Value: 1.25

Different aspects of safety are introduced to the junior class in Health 11. Units on basic first aid and CPR, and mental health issues are offered. Also, recognition of the signs of depression and suicide, as well as their prevention, are covered.

Physical Education 12:

3/4 Year Course/ Level of Instruction: Grade 12/ Credit Value: 3.75

The Physical Education Curriculum is fitness based, community oriented with an emphasis on active learning. Three times a year each student performs the Fitness Gram program. This program scores and keeps track of their fitness levels, which translates to individual exercise programs. In addition, each grade level offers three specific activities during a marking period with only volleyball being the common sport seen all four years. Emphasis is placed on analyzing the various skills related to performance in sports, exercise and recreational activities, while developing those skills to personally appropriate levels of proficiency. Skills involved are: Flag Football, Speedball, Pickleball, Pilates, Personal Safety, Ultimate Frisbee, Softball, High Elements, Elite Fitness, and Sports & Exercise.

Health 12:

Quarter Course/ Level of Instruction: Grade 12/ Credit Value: 1.25

Family life situations and individual responsibility are main topics for discussion. Abstinence is thoroughly covered, as well as the results of unintended pregnancies. Parenting skills are covered with the Baby-Think-It-Over-Doll which simulates the responsibilities of caring for a young child. Sexual harassment and rape are covered in the senior year.

VISUAL and PERFORMING ARTS

VISUAL ARTS Through the study of art, students are challenged to become independent thinkers to foster their creative minds. Our goal as a Visual Art department is to promote visual literacy using critical thinking and problem solving skills. These skills help students deepen their understanding of themselves while developing awareness of others and the world around them. Our teaching methodology focuses on process, experimentation, and the appreciation of art. Students are encouraged to experience creating through risk taking and the application of 21st century skills.

TYPICAL COURSE SEQUENCE

Introduction to Fine Arts:

Half Year Course/ Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: None

This project-based course focuses on the creative development of art with two-dimensional and three-dimensional techniques such as drawing, painting, collage, sculpture, and ceramics. Class projects are designed to strengthen students' perceptual and cognitive skills. Course requirements include keeping a sketchbook for homework, historical research, critiquing, sketching, and working from observation. This course is a prerequisite for Drawing I, Painting I, 3D Art I, and Jewelry I.

Introduction to Digital Arts:

Half Year Course/ Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: None

This project-based course focuses on the creative development of digital art with computer based techniques used in Graphic Design and Photography. Class projects are designed to strengthen students' perceptual and cognitive skills. Course requirements include keeping a digital journal, historical research, critiquing, and assignments utilizing Adobe software such as Adobe Illustrator and Adobe Photoshop. This course is a prerequisite for Graphic Design I and Digital Photography I.

9th Grade Honors Art:

Full Year Course/Level of Instruction: Grade 9/ Credit Value: 5

Prerequisite: 2 Teacher Recommendations/Application & Online Portfolio Submission

This class is an honors level art class designed for students who truly love to create and enjoy making art. It is a project-based course in which students will draw, paint, sculpt, work with clay, collage, and experiment with digital photography, Adobe Photoshop and Illustrator. Students will develop their visual vocabulary through exposure to the elements of design and composition, creative problem solving, critiquing, and art history. Students will be required to maintain a sketchbook and complete work outside of class.

Ceramics/Sculpture I:

Full Year Course/ Level of Instruction: Grades 10-12/ Credit Value: 5.0

Prerequisite: 9th Grade Honors Art or Introduction to Fine Arts

3-D Art explores both ceramics and sculptural techniques. It experiments with mediums including clay, plaster, wood, paper, and wire, with a focus on techniques essential to creating a successful sculpture. Emphasis will be on basic design elements, function, aesthetics, creativity and craftsmanship.

Ceramics/Sculpture II:

Full Year Course/ Level of Instruction: Grades 11-12/Credit Value: 5.0

Prerequisite: 3-D Art I or Ceramics/Sculpture I

3-D Art II emphasizes continual and advanced development of both ceramics and sculptural techniques. It will focus on relationships between concept, visual organization, and three-dimensional materials. Conceptual formulation and application of materials are applied to larger works in the form of environmental, installation, interactive sculptures and advanced mediums.

Ceramics/Sculpture III:

Full Year Course/ Level of Instruction: Grades 12/ Credit Value: 5.0

Prerequisite: 3-D Art II or Ceramics/Sculpture II

3-D Art III refines ceramic or sculptural techniques learned in 3-D Art I-II. It will focus on relationships between concept, visual organization, and three-dimensional materials. Conceptual formulation and application of materials are applied to larger works in the form of environmental, installation, interactive sculptures and advanced mediums. This course will provide extensive study of 3-D techniques as well as portfolio development. Students will be encouraged to pursue their artistic vision and creative process through the exploration of various mediums and projects.

Photography I:

Full Year Course/ Level of Instruction: Grades 10-12/ Credit Value: 5.0

Prerequisite: 9th Grade Honors Art or Introduction to Digital Arts

This is a beginner's course designed to introduce digital imagery and computer technology as a medium for artistic expression. Students are introduced to the digital camera and the computer program of Photoshop. Students will design a professional website displaying their photographs and manipulated works designed in Photoshop.

Photography II:

Full Year Course/ Level of Instruction: Grades 11-12/ Credit Value: 5.0

Prerequisite: Photography I

Students build upon knowledge learned to develop more complex artistic photographic images. Students are expected to demonstrate a sophisticated understanding of composition and the elements of design. Advanced Photoshop techniques are used in the creation of final images. Photographs begin to move away from realism in search of stronger artistic expression directly related to the student's interest.

Drawing I:

Full Year Course/ Level of Instruction: Grades 10-12/ Credit Value: 5.0

Prerequisite: 9th Grade Honors Art, Introduction to Fine Arts, or Introduction to 2D Art

In Drawing I, students will explore various mediums from charcoal to colored pencils, with a focus on techniques essential to drawing. Emphasis is placed on developing good sketchbook techniques and working from observation. Subject matter will include still life arrangements, figure drawing, and portraiture. Students will also explore illustration.

Drawing II:

Full Year Course/ Level of Instruction: Grades 11-12/ Credit Value: 5.0

Prerequisite: Drawing I

In Drawing II, students continue to build their drawing techniques and advance to more challenging projects. Emphasis is placed on drawing from observation with a strong focus on composition, the human figure, and portraiture. Students will be encouraged to pursue their own artistic vision and creative process through the exploration of various mediums.

Drawing III:

Full Year Course/ Level of Instruction: Grades 12/ Credit Value: 5.0

Prerequisite: Drawing II

In Drawing III, students refine drawing techniques learned in Drawing I-II and advance to more challenging projects. Emphasis continues to be placed on drawing from observation with a strong focus on developing individual mark-making techniques to express one's own style. Students will be encouraged to pursue their artistic vision and creative process through the exploration of various mediums and projects.

Drawing IV:

Full Year Course/ Level of Instruction: Grade 12/ Credit Value: 5.0

Prerequisite: Drawing III

In Drawing IV, students refine drawing techniques learned in Drawing I-III and advance to more challenging projects. Emphasis continues to be placed on drawing from observation with a strong focus on developing individual style, abstraction, and conceptual ideas. Students will be encouraged to pursue their artistic vision and creative process through the exploration of various mediums and projects.

Graphic Design I:

Full Year Course/ Level of Instruction: Grades 10-12/ Credit Value: 5.0

Prerequisite: 9th Grade Honors Art or Introduction to Digital Arts

This course provides an introduction to the materials, processes, and technology used in graphic design. Students will explore different avenues of visual communication and the ways in which images and text are used in advertising, illustration, social media, and business. Students are introduced to the basic elements of art and principles of design as they apply specifically to graphics. They will use creative problem solving through the creation of projects involving typography, layout design, logos and branding, illustration, and package design using Adobe Illustrator and Photoshop.

Graphic Design II:

Full Year Course/ Level of Instruction: Grades 11-12/ Credit Value: 5.0

Prerequisite: Graphic Design I

This course builds upon knowledge and skills developed in Graphic Design I. Students are expected to demonstrate a sophisticated understanding of design layout, the elements of art, and the principles of design. Through use of Adobe Illustrator, Photoshop, and InDesign, students will create projects

involving editorial design, typography, logos and branding, corporate identity, and package design. Animation will also be applied to illustrations created during this course. Students will develop and refine personal style through exercises and assignments directed at making their images move, allowing their imaginations to come to life.

Digital Arts Honors:

Full Year Course/ Level of Instruction: Honors, Grades 12/ Credit Value: 5.0

Prerequisite: Graphic Design I and Graphic Design II or Photography II

This course expands upon strategies acquired in Graphic Design I and II. Students will be provided the tools necessary to work toward gaining the confidence to achieve creative solutions independently. All are expected to enhance their innovative creative voice executing a more elaborate portfolio of work. Upon completion, students will gain excellent communication and interpersonal skills invaluable to post-secondary and career paths.

Jewelry/Metals I:

Full Year Course/ Level of Instruction: Grades 10-12/ Credit Value: 5.0

Prerequisite: 9th Grade Honors Art, Introduction to 3D Art or Introduction to Fine Arts

Students are introduced to the use of various metals, wire, beads, leather, and polymer clay to create jewelry. They are taught to cut, pierce, chase, etch and polish metal as they create metal jewelry pieces. Students learn how to use a variety of tools and techniques as they develop a collection of wearable artwork.

Jewelry/Metals II:

Full Year Course/ Level of Instruction: Grades 11-12/ Credit Value: 5.0

Prerequisite: Jewelry/Metals I

Students use prior knowledge from Jewelry I and continue to use various metals and other materials to create wearable art and jewelry pieces. Students practice and perfect how to use a variety of tools and techniques as they develop a collection of displayable work.

Painting I:

Full Year Course/ Level of Instruction: Grades 10-12 /Credit Value: 5.0

Prerequisite: 9th Grade Honors Art or Introduction to Fine Arts

Painting I is an exploration of various painting mediums, with a focus on techniques essential to successful painting. Emphasis is placed on developing a strong sense of color, a variety of brush techniques, and composition. Students work from observation and historical references.

Painting II:

Full Year Course/ Level of Instruction: Grades 11-12/ Credit Value: 5.0

Prerequisite: Painting I

Emphasis is placed on an exploration of various styles of painting including observational and abstraction. As skills increase, focus shifts to distortion of imagery and the creative process. Students will be encouraged to pursue their own artistic vision through projects, critiques, and portfolio development.

Painting III:

Full Year Course/ Level of Instruction: Grades 12/ Credit Value: 5.0

Prerequisite: Painting II

Emphasis is placed on choice based learning. Students will thoroughly research and explore topics of interest through the creation of a series of paintings. Focus will be on the development of original ideas, documentation of the creation process, practicing skills learned in Painting I-II, and the creation of a painting portfolio.

Studio Art Honors:

Full Year Course/ Level of Instruction: Honors, Grades 10-12/ Credit Value: 5.0

Prerequisite: Portfolio Review and Department Recommendation

This class is designed for the art student planning on studying visual art in college. In the fall semester, students will compile a competitive portfolio of work and become familiar with the portfolio review process. Students will also complete works of art necessary for their individual needs. The spring semester will be an interactive independent study, where students will share their talents through community service and curate gallery exhibits. Students are encouraged to continue on to AP Studio Art in their senior year.

AP Studio Art:

Instruction: AP/Credit Value: 5.0

Prerequisite: Portfolio Review and Department Recommendation

This course is designed for students who are seriously interested in the practical experience of art. The course is dedicated to the process of creating and submitting a breadth and concentration portfolio in 2-D Design, 3-D Design, or Drawing for evaluation by the AP board and for college submission. Students attend National Portfolio Day each November and also curate art shows in the school community. AP Studio Art students can participate in a WE.org Service component, which adds in a service-based learning framework that helps students identify local priorities and translate classroom learning into hands-on innovation and problem solving. A student who completes the WE.org Service component will earn recognition that will appear on AP score reports and transcripts.

AP Art History:

Full Year Course /Level of Instruction: A.P., grades 11-12 /Credit Value: 5.0

Prerequisite: None

Students will investigate specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present. They will develop an in-depth, holistic understanding of the history of art from a global perspective. Students will learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing an understanding of individual works, and interconnections across history.

MUSIC The Music Department philosophy is based on 5 core areas: Creativity, Choice, Career/College Readiness, Technology, and Community Involvement. We value creative expression, and building a learning environment where students feel comfortable to explore their interests and take risks. We believe in maintaining close community ties, improving social awareness, and providing students with an education that extends beyond the school walls of the Westwood Regional School District.

[Typical Sequence of Courses](#)

Concert Band 9–12:

Full Year Course/Level of Instruction: Grades 9-12/Credit Value: 5.0

Prerequisite: Concert Band 8 or Director’s Permission

The band program offers students the opportunity to participate in a large instrumental ensemble. Students are exposed to a challenging and diverse repertoire, with music ranging from classical to modern. Members of the concert band also are eligible to take part in music department sponsored performance trips and extracurricular ensembles. The band performs three formal concerts a year and at the commencement ceremony in June. Group instrumental lessons during the class period are a requirement of participation.

Wind Ensemble:

Full Year Course /Level of Instruction: H /Credit Value: 5.0

Prerequisite: Audition only

This course offers an opportunity to a select, auditioned group of instrumentalists to perform more challenging repertoire. The group is chosen by audition based on musicianship and scholarship. Performing in concerts throughout the year, the ensemble consistently engages in community outreach and represents their school by presenting music from all periods of music history. Group instrumental lessons during the class period and sectional rehearsals will be a requirement of all students in Wind Ensemble.

Concert Choir 9–12:

Full Year Course/ Level of Instruction: Grades 9-12 /Credit Value: 5.0

Prerequisite: None

The choir program offers students the opportunity to be a member in a choral ensemble. The program continues to focus on a strong musical foundation and proper vocal technique. In this ensemble, students will learn proper vocal technique, breathing, diction, sight-reading skills, and basic music

theory. Repertoire will be chosen to present various musical styles, genres, composers and historical periods. Students do not need to have a musical background. Students in Concert Choir are required to perform in three annual concerts.

Chamber Singers:

Full Year Course/ Level of Instruction: H/Credit Value: 5.0

Prerequisite: Audition, and an average of "B" or higher in the student's previous music/choir class

This course offers an opportunity to a select, auditioned group of vocalists to perform difficult repertoire at a higher level. The group is chosen by audition, based on musicianship and scholarship. In addition to performing in the three annual concerts, this ensemble consistently engages in competitions, community outreach concerts and program recruitment performances at the middle school and elementary schools. A high level of repertoire is chosen to present various musical styles, genres, composers and historical periods.

Music Theory I:

Semester Course/Level of Instruction: Grades 10-12/Credit Value: 2.5

Prerequisite: None

Music Theory I is a class designed to teach the intermediate musician the basic theoretical music fundamentals needed to become a more rounded musician. Students will begin with basic concepts such as note naming and rhythm notation and progress to more advanced concepts such as chord notation and four-part writing. Prior training in voice or other musical instrument is strongly recommended.

Music Theory II:

Semester Course/Level of Instruction: Grades 10-12/Credit Value: 2.5

Prerequisite: Music Theory I

Music Theory II builds on the skills acquired in the introductory level. Students will begin to analyze larger works of music and use those skills to compose and/or orchestrate works of their own. Prior training in voice or other musical instrument is strongly recommended.

Music Production I:

Semester Course/ Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: None

This introductory course is open to any student with the desire to learn about the world of recording and sound production. The physical aspects of sound and studio production techniques are explained and demonstrated using GarageBand and Logic Pro software. Students will receive training in microphones, stereo recording, equalization, compression, reverberation and mixing. Students will also learn the basics of MIDI recording as well as the use of various virtual instruments. Studio lab assignments are performed in class reinforcing learned techniques.

Music Production II:

Semester Course/ Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: Music Production I or Music Technology I

This project-based class provides students an opportunity to develop their creativity through projects involving recording and editing. Students will also receive an introduction to the concepts and applications of audio production for video, and film. Current production techniques frequently used in the post-production industry will be explored, with special emphasis on audio production techniques including music editing, sound effects design, Foley, and dialog replacement. Students will concentrate on practical applications of Music Technology and Business by working actively with the Music and Theatre Departments to produce live recordings of concerts and plays.

Music Production III:

Full Year Course/ Level of Instruction: Grades 10-12/ Credit Value: 5.0

Prerequisite: Music Production II or Music Technology II

Students continue to apply music production, audio recording skills and electronic music composition in large scale projects. Students will construct a project portfolio exemplifying their skills in acoustic recording, MIDI recording and composition, and sound design for film and advertising materials.

AP Music Theory:

Full Year Course/Level of Instruction: Grades 11-12/Credit Value: 5.0

Prerequisite: Concert Band, Concert Choir, Wind Ensemble, Chamber Singers, or Teachers approval, based off of student's private music instruction

This rigorous course is designed for high school students interested in deepening their understanding of music composition and analysis. Students will explore fundamental concepts such as melody,

harmony, rhythm, form, and notation. Participants will develop the skills to recognize and create musical patterns and structures through listening, writing, and analytical exercises. The course also prepares students for the AP Music Theory Exam, emphasizing ear training and compositional techniques. Whether you're a budding musician or simply passionate about music, this course offers an enriching experience that fosters creativity and critical thinking in music.

THEATRE/ DANCE The Theatre program at Westwood Regional School District encourages students to explore their imaginations and leadership potential as well as to connect with other people, ideas, cultures and worldviews. We recognize that studying theatre is not just about performing on stage--it helps students build an understanding of themselves, finding their own strengths and weaknesses and exploring their own expressive powers. Students will build empathy, self-confidence, awareness, mindfulness, dedication, determination, communication and creative skills. Our theatre students learn the relevant technical and performing skills so that they are fully prepared for studying theatre at the collegiate or professional level and will be prepared to succeed in a competitive world no matter what career path they choose.

[Typical Sequence of Courses](#)

Acting Technique:

Full Year Course/Level of Instruction: Grades 9-12/ Credit Value: 5

Prerequisite: None

Students are introduced to theatre exercises, improvisation, pantomime, scene study, and one-act plays. Of particular focus will be creating believable characters and finding and fighting for their characters' objectives. Emphasis is placed on vocal articulation and projection, non-verbal communication, meaningful gestures, movement, and expression, stage directions, and character development. This course culminates in the performance of a one-act play that students write for themselves.

Acting Workshop:

Semester Course/ Level of Instruction: Grades 10-12/ Credit Value: 2.5

Prerequisite: Acting Technique or Improvisational Acting

Students continue their acting training during the first semester by engaging in more advanced improvisation designed to help develop stronger character work, continue their character development in scene study, begin monologue work, study various theatrical styles, begin directing, and prepare

one-act plays. Second semester, all elements of production are studied: stage management, producing, directing, publicity, costumes, make-up, lighting, sound, prop design, set design and construction.

Improvisational Acting;

Semester Course/ Level of Instruction: Grades 10-12/ Credit Value: 2.5

Prerequisite: None

Students will develop their understanding of Improvisational Acting by studying acting methods and performance. They will learn a variety of theories through various acting exercises and they will build their knowledge of how improvisation is used in performance. Students will also have the opportunity to learn about the history of improvisational acting and how it has evolved over the years. The skills taught in this course will prepare students for future endeavors both in the performing arts as well as in other fields.

Dance:

Semester Course/Level of Instruction Grades 9-12/Credit Value: 2.5

Prerequisite: None

This is an introductory course in dance that gives students an understanding of the fundamental concepts and skills of dance. Students will develop technical skills of dance, an understanding of dance within a social/historical context, and will begin to develop the ability to communicate through the movement of dance. Students will need to demonstrate the use of acquired skills for creative expression and aesthetic critique.

DIGITAL MEDIA The Digital Media classroom is a place where students develop an appreciation for media, arts, and culture, and gain from its study new ways of seeing, thinking, speaking and making. It is a place where students are introduced to seminal makers, philosophies, and a range of creative techniques.

[Typical Sequence of Courses](#)

Digital Media:

Semester Course/ Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: None

In this project-based, collaborative lab, students will acquire broad knowledge of film, television, and new media production. Students gain skills in screenwriting, camera operation, interviewing, and editing using Final Cut Pro X and Mac Computers. Students are encouraged to shoot at least one video outside of class and post to the Westwood FilmTV YouTube Channel

Television Production I:

Full Year Course /Level of Instruction: Grades 10-12 /Credit Value: 5.0

Prerequisite: Digital Media

Students will continue their study in Digital Media by producing videos for a magazine style show that will air on the Westwood FilmTV YouTube Channel. Students will use a variety of digital tools to examine media in our society, modern audiences and continue to develop topics of personal interest. The class will require students to shoot events during class and outside of school using either a HD Canon Vixia Digital or Sony HD Camera and edit the video into a package for broadcast using Final Cut Pro X. Students are expected to shoot at least 2 videos outside of class and post to the Westwood FilmTV YouTube Channel.

Television Production II:

Full Year Course/ Level of Instruction: Grades 11-12/ Credit Value: 5.0

Prerequisite: Television Production I

Students will produce a bi-monthly video show for the school community. Students will develop and refine collaborative storytelling skills to communicate effectively, and demonstrate these skills in the execution of various media projects. In addition to shooting footage for class projects, students will be required to attend at least one school or community event and visit the Township of Washington's

WCTV Studios in small groups or independently, as part of the course requirements. Students are expected to shoot at least 3 videos outside of class and post to Westwood Film/TV YouTube Channel.

Television Production III:

Full Year Course/Level of Instruction: Grades 12 /Credit Value: 5.0/

Prerequisite: Television Production II

Students will continue their study of video production. Students will be challenged to continue to work with themes explored in Television I & II. In addition to the concepts and processes previously introduced, students will be expected to lead other students as Producer or Floor Manager. Students are expected to shoot at least 3 videos outside of class and post to the Westwood FilmTV YouTube Channel.

Filmmaking I:

Full Year Course/Level of Instruction: Grades 10-12/Credit Value: 5.0

Prerequisite: Digital Media

In this collaborative lab, students will gain competency in the methods of producing, directing, editing, cinematography, production design, and sound for film. They will create films in genres including comedy, horror, drama, adventure and action. Students will be guided through the stages of production from script writing, production, post-production and exhibition. In addition to analyzing films in order to reinforce the art of composition, students will also experience workshops on topics such as acting for the director, hair, and makeup design. Students will be encouraged to submit films to local and national film festivals.

Filmmaking II:

Full Year Course /Level of Instruction: Grades 11-12/ Credit Value: 5.0 /

Prerequisite: Filmmaking I

Students will continue their study of narrative filmmaking. Students will be challenged to continue to work with themes explored in Digital Media and Filmmaking I. In addition to the concepts and processes introduced in Filmmaking I, students will start to experiment with dialogue writing. Additional units of study will include Dialogue and Location Sound Recording. Students will be expected to serve as crew on at least 1 other student film outside of class and to submit films to local and national film festivals and contests.

Filmmaking III:

Full Year Course /Level of Instruction: Grades 12 /Credit Value: 5.0

Prerequisite: Filmmaking I and Filmmaking II

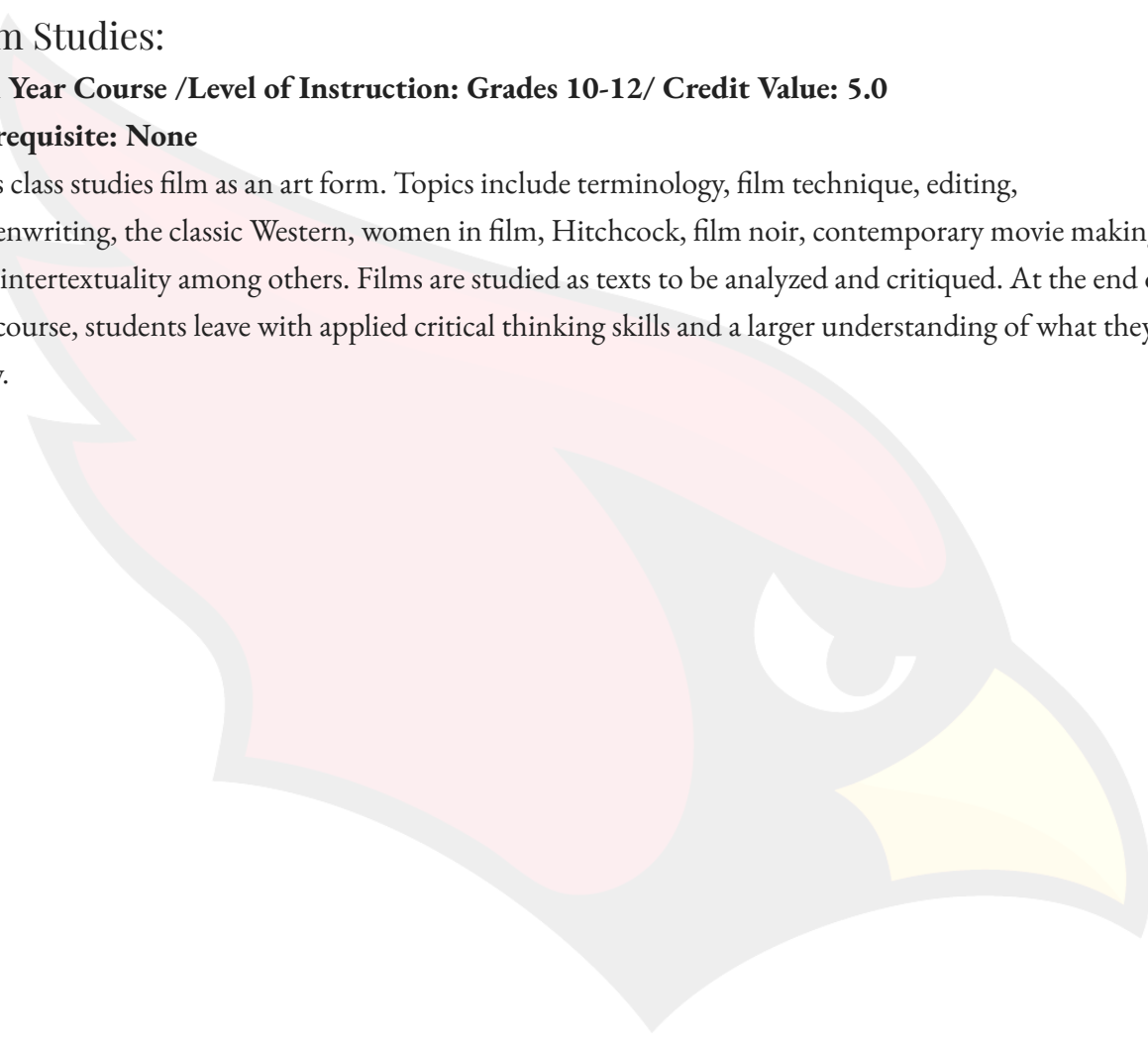
Students will continue their study of narrative filmmaking, expanding even further on concepts and processes learned throughout Filmmaking I and Filmmaking II.

Film Studies:

Full Year Course /Level of Instruction: Grades 10-12/ Credit Value: 5.0

Prerequisite: None

This class studies film as an art form. Topics include terminology, film technique, editing, screenwriting, the classic Western, women in film, Hitchcock, film noir, contemporary movie making, and intertextuality among others. Films are studied as texts to be analyzed and critiqued. At the end of the course, students leave with applied critical thinking skills and a larger understanding of what they view.



FAMILY AND CONSUMER SCIENCE Courses in the Family and

Consumer Science Department expose students to the worlds of education, fashion, interior design and culinary arts. We encourage the creative thinking process to analyze problems and make rational decisions, presenting opportunities for students to develop interpersonal skills through collaborative work within the greater community and specific industries. Students in our program will gain industry exposure and experiences to be able to make life and career choices, while developing personal accountability skills and becoming responsible members of society.

[Typical Sequence of Courses](#)

Introduction to Culinary Arts: Baking & Pastry:

Semester Course /Level of Instruction: Grade 10-11/ Credit Value: 2.5

Prerequisite: None

This course offers a broad overview of the art and science of baking and pastry arts. Since there are no prerequisites for the course, there will be basic information given on the subject of safety and sanitation. Students will have a detailed look into essential ingredients, equipment identification and fundamental baking principles. Hands-on lab assignments will include cookies, cakes, pies, tarts, custards and fillings and pastries. This course will include the annual Cupcake Wars competition between the student groups. Students have the option of receiving college credit for this course through Bergen County Community College.

Introduction to Culinary Arts: Savory Foods:

Semester Course /Level of Instruction: Grade 10-11 /Credit Value: 2.5

Prerequisite: None

This course serves as a continuation into exploring the savory side of the kitchen. Topics covered are knife skills, basic cooking methods and terminology, efficiently reading and executing a recipe, and equipment identification. Savory Foods is intended to provide students the opportunity to utilize more cooking techniques (i.e. sauté, braise, grill, and fry) and prepare dishes using proteins, fruits, and vegetables. The course will culminate with a mystery basket of ingredients in which the students must create and cook 2 dishes (Appetizer, Entree or Dessert) based on what is given. Students have the option of receiving college credit for this course through Bergen County Community College.

International Cuisine:

Semester Course /Level of Instruction: Grade 12/Credit Value: 5

Prerequisite: None

International Cuisine introduces students to the various ethnic groups that have made contributions to American Gastronomy. This course will focus on the history, culture, customs, and geography of select countries throughout the world. In addition to the development of a global culinary perspective, coursework will also include a more focused examination of foods through food identification, tastings and group kitchen lab assignments.

Fashion/Interior Design:

Full Year Course/ Level of Instruction: Grades 10 - 12/ Credit Value: 5.0

Prerequisite: None

This course is intended to provide students with the basic skills in both interior and fashion design. Through examination of photographs and figure research, students will learn to develop and draw the fashion figure and garment details and how to use color to change an emotion or a visual property. Students will use fabrics, colors and shapes to design for clients. Major areas of instruction are the introduction of the elements and principles of design, color theory and schemes, figure drawing, floor plans, room elevations and sample boards.

Child Development:

Full Year Course/Level of Instruction: Grades 10 - 12/ Credit Value: 5.0

Prerequisite: None

Child Development is the study of how children develop physically, emotionally, intellectually and socially. This course involves the skills, knowledge and responsibility entailed in parenting and working with children. Students will interact with young children in a classroom environment, learn how to plan age appropriate activities, promote language acquisition, plan for both fine and gross motor development and enhance conceptual skill development of the preschool age child. In addition to the hands-on experience working with children, students will gain insight into the historical, theoretical and developmental foundations for young children from birth to age 5. While providing an orientation to early education of young children, emphasis will also be put on how healthy pregnancy, family and community affect the development of a child.

Future Educators:

Full Year Course/ Level of Instruction: Grades 11-12/ Credit Value: 5.0

Prerequisite: Child Development

Students that have a strong interest, desire or plan to pursue a career in the field of Education will benefit greatly from this course. In addition to child observation, students will go into greater depth in studying Education theory. Topics covered will include: Teachers as Professionals, Principles of Teaching, Learning and Assessment and The Learning Environment. Practical application of learning theory will be used to write lesson plans that integrate instruction for auditory, visual, and kinesthetic learners at various grade levels. In addition to writing plans, students will have the opportunity to prepare and teach the lesson within a classroom. This course will develop the students' confidence in professional planning and teaching in the classroom.

BUSINESS EDUCATION

The Business Department offers a wide range of courses focusing on the student's role as an educated consumer, responsible citizen, and capable communicator using 21st Century College and Career skills. These courses will help students develop strategies for managing their financial resources and recognizing the importance of entrepreneurship in today's global society. Students will develop a business sense and technological skills necessary for success in college or career of their choice. Students will develop a strong foundation for decision making through the exploration, discussion, and analysis of successful business models and leaders, while gaining exposure to unveil an interest in continued study or employment in a business-related field.

[Typical Sequence of Courses](#)

Entrepreneurship I:

Semester Course/ Level of Instruction: Grades 9-12 /Credit Value: 2.5

Prerequisite: None

This course is designed to provide an understanding of basic business knowledge. Students will explore the types of business organizations, business ownership, and the basics of planning and launching a successful business. Students learn how to come up with new business ideas, attract investors, market their business, and manage expenses. This course is a prerequisite for Entrepreneurship II where students run a fully functional business using the Business Management Simulation offered by Knowledge Matters.

Entrepreneurship II:

Semester Course/ Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: Entrepreneurship I

This course allows students to create a fully functioning business using Business Management Simulation offered by Knowledge Matters. This is a simulated business that mirrors the real world. The company is set up by students with the assistance of a teacher/facilitator. The "companies" function like "real" businesses. Linked by technology, each business conducts all operations necessary to run a business: finance, purchasing, marketing, and human resources. The class is a hands-on approach where students take responsibility for their own experience and learn valuable skills of starting a business. The course requirements and projects meets and/or exceeds all of the ISTE National Educational Technology Standards for Students (NETS*S 1-6).

Accounting I:

Semester Course /Level of Instruction: Grades 10-12 /Credit Value: 2.5

Prerequisite: None

This is a comprehensive course in financial and managerial accounting concepts, which will prepare students for a wide range of business careers. Realistic business simulation projects are used to provide practical, hands-on experience with the accounting process. It introduces proprietorship topics on management's accounting, bookkeeping and financial analysis.

Accounting II

Semester Course/Level of Instruction: Grades 10-12

Prerequisite: Accounting I

This is a comprehensive course in financial and managerial accounting concepts, which will prepare students for a wide range of business careers. In continuation of Accounting I, realistic business simulation projects are used to provide practical, hands-on experience with the accounting process. Introduction to corporations with multiple owners, management accounting, cost accounting, not-for-profit accounting and financial analysis will be addressed.

Marketing:

Semester Course /Level of Instruction: Grades 10-12 /Credits: 2.5

Prerequisite: None

This course is intended to equip students with the skills needed to gain a practical understanding of marketing and retailing for competition in today's workplace. Students will learn the fundamentals of marketing and retailing, identifying target markets, product pricing and promotion, licensing and

royalties, marketing plans, and retail market strategies. It is intended that students be involved in and market school events to our local communities.

Sports & Entertainment Marketing:

Semester Course /Level of Instruction: Grades 10-12 /Credits: 2.5

Prerequisite: None

This course provides students with the opportunity to learn and apply marketing principles in the fields of travel, sports, entertainment, and recreation. The course is designed to teach travel/sports/entertainment management skills, such as contract negotiation, collective bargaining, the economics of travel/sports/entertainment marketing, etc. Areas covered include: advertising, broadcast negotiations and programming, economics of the sport/entertainment industry, endorsements, event/stadium/arena management, facilities management, finance, global sport/entertainment marketing, labor relations, professional/intercollegiate/high school sports management, public relations, sponsorship's, sports/entertainment law, and sports/entertainment marketing. This course offers students an edge if pursuing marketing or sports management degrees on the collegiate level. Case studies, videos and computer-integrated activities will be incorporated into the course.

Business Law:

Semester Course/Level of Instruction: Grades 10-12/Credit Value: 2.5

Prerequisite: None

In this course, students will explore legal concepts that are relevant to business and business organizations. Topics examined include contract, buying/renting property, installment buying, insurance, buyer/seller relationships, negotiable instruments, employment, taxes, insurance, commercial papers, legal organizational structures, and consumer liabilities.

Business Management and Principles:

Semester Course/Level of Instruction: Grades 10-12/Credit Value: 2.5

Prerequisite: None

This is designed to provide students with an understanding of the American business system, its organizations, and its management. Students will examine various leadership and management styles of a variety of successful business organizations.

Introduction to Cyber Security – Computer Programming I:

Semester Course /Level of Instruction: Grades 9-12 /Credit Value: 2.5

Prerequisite: None

This is a semester course consisting of four units approximately 4½ to 5 weeks each. The Cyber Security curriculum is intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, and how to safeguard personal and an organization's information. Students will participate in simulated cyber attacks on safe sites in order to learn how to mitigate cyber attacks. The course was developed around a framework of both computer science content and computational practice. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics:

1. Cyber Security-Human Computer Interaction
2. Cyber Security- Problem Solving
3. Web Design
4. Programming

Computer Programming II:

Semester Course/ Level of Instruction: Grades 9-12/ Credit Value: 2.5

Prerequisite: Computer Programming I

In this course, students will use computer programming in a 3D environment to create animations to tell a story, produce an interactive game, or make videos to share on the web. The programming language Alice introduces students to fundamental programming concepts in the context of making media while demonstrating the relevance and applicability of computer science concepts to address real-world problems.

Financial Literacy:

Semester Course/Level of Instruction: Grade 9-12/Credit Value: 2.5

Prerequisite: None

Financial literacy is essential in the 21st century as people exercise a wider range of choices in this global economy. This course will enable students to learn about the critical aspects of personal financial decision-making. This one semester course promotes personal responsibility for financial planning, saving, credit, investing and risk management.. Students will learn how to establish financial goals and budgets, analyze personal financial decisions, evaluate investment and savings alternatives, use credit

responsibly, and manage financial risks. *This course can only be used to satisfy the Financial Literacy requirement for graduation and cannot be applied to any additional requirements.

Honors Design Thinking:

Full Year Course/ Level of Instruction: Honors (Grades 11-12)/ Credit Value: 5

Prerequisite: None

Design Thinking is a process for creative problem-solving. It is a professional methodology that is used to design innovative solutions to complex real-work problems. The Design Thinking Lab is modeled after Stanford University's d.school design thinking program. The course teaches students the design thinking methodology and then partner with outside organizations to apply design thinking to a real problem/challenge faced by the organization. The student design team provides the organization insights and innovative solutions to their challenge. This course is specifically designed to foster the skills and dispositions associated with complex, creative problem-solving and to develop students who excel in high-level collaborative settings. Educational research clearly indicates that students are more motivated and do better work when they work closely with adults and engage in real-world problems.



APPLIED TECHNOLOGY The Applied Technology Department offers a wide range of courses in which students acquire knowledge and skills through the design and development of projects. Through that process, students also improve their problem solving skills. Although these courses introduce students to potential career opportunities, they are not purely vocational in nature. Our courses are designed to provide practical experiences that benefit all students as part of a broad high school learning experience.

[Typical Sequence of Courses](#)

Principles of Engineering:

Semester Course / Level of Instruction: Grades 9-10 / Credit Value: 2.5

Prerequisite: None

This course is designed to give students a broad range of skills related to the design process. They will participate in a semester-long case study exploring transportation technology. Math and science will be applied to design and build a project such as a model car or airplane. They will be required to make hand drawn technical sketches, use CAD software such as Onshape, and safely use materials processing equipment. The course will end by evaluating designs through performance testing. Students should aim to learn which areas of design and engineering interest them during the course so that they select more focused courses in that area in following grade levels.

Reverse Engineering:

Semester Course / Level of Instruction: Grades 9-10 / Credit Value: 2.5

Prerequisite: None

This course is designed to give students a broad range of skills related to the design process. They will participate in a semester-long case study exploring the reverse engineering process. Concepts of math and science will be applied regarding reassembly and redesign of electromechanical devices to better understand their mechanical, analog, and digital functions. They will be required to keep a technical log, generate sketches, use CAD software such as TinkerCAD or Onshape, and safely use tools and machinery. The course will end by students redesigning a new component or function for an analyzed device. Students should aim to learn which areas of design and engineering interests them during the course so that they select more focused courses in that area in following grade levels.

Materials Science & Processing I:

Full Year Course / Level of Instruction: Grades 10-12 / Credit Value: 5.0

Prerequisite: Principles of Engineering or Reverse Engineering

Materials Science & Processing I is a full year course that incorporates design aspects and construction techniques molded together in the making of products. This course focuses on the construction and engineering of ideas through practices of reverse engineering, material science, and basic construction etiquette. Students must apply basic math and geometry to figure out different types of design-based projects that involve preliminary research, sketches, technical drawings, TinkerCAD modeling & mockup, and prototype creation. Through these stages, students will utilize wood working equipment that includes the, but is not limited to, table saw, miter saw, jointer, surface planer, and miscellaneous hand tools.

Materials Science & Processing II:

Full Year Course / Level of Instruction: Grades 11-12 / Credit Value: 5.0

Prerequisite: Materials Science & Processing I

This course builds upon the woodworking skills learned in Materials Science & Processing I, and incorporates project planning, digital fabrication, simple electro-mechanical mechanisms and community based design. The curriculum is project based and the instruction is split between researching solutions, designing procedures and prototypes, and fabricating projects. Projects vary greatly in scale and use a variety of materials. This course is recommended for any student interested in the study of woodworking, Industrial Engineering, or Product Design after high school.

Digital Electronics:

Full Year Course / Level of Instruction: Grades 10-12 / Credit Value: 5.0

Prerequisite: Principles of Engineering or Reverse Engineering

Digital Electronics is a course in which students will study the many elements of AC and DC power through interactive lab activities, projects, and intensive lessons. Students can expect this course to run in a similar structure to science, where they will need to be prepared to perform calculations, measurements, conversions, learn and understand basic circuitry, and construct circuits on prototyping boards from the use of reading and interpreting electrical schematics. The material covered in this course will help prepare any student entering a technical field in college or trade such as: engineering, electrical engineering, electrician, IT professional, etc. Students will work with soldering equipment in this course.

Mechatronics:

Full Year Course / Level of Instruction: Grades 10-12 / Credit Value: 5.0

Prerequisite: successful completion of Materials & Science Processing I, Digital Electronics, or Architectural & Industrial Design I

There has been a steady evolution and utilization of digital electronics and robotic automation throughout different fields of industry. Our society needs to be prepared with how to build, service, and troubleshoot these systems and their technology. Through this course, students will have the opportunity to use the VEX robotics platform to digitally 3D model and program robots, and then construct their robots with motors, gears, sensors. Students who wish to enroll in Mechatronics must be 11th or 12th grade students who have previously completed a Level I Applied Technology course. This course is for students who wish to study mechanical, electrical, or computer engineering in college.

Architectural & Industrial Design I:

Full Year Course / Level of Instruction: Grades 10-12 / Credit Value: 5.0

Prerequisite: Principles of Engineering or Reverse Engineering

In Architectural & Industrial Design I, students learn how computer-aided design (CAD) became the standard communication and design tool in engineering, design or architecture fields. Students will learn how to use CAD programs to generate 2D drawings, such as plans and elevations, and basic 3D models of their designs. By the end of the course, students will produce a portfolio of completed drawings. This course is highly recommended for students who are interested in pursuing engineering or architectural studies after high school, as well as for students interested in taking other Applied Technology courses. ****Eligible for college credit through Bergen Community College***

Architecture & Industrial Design II:

Full Year Course / Level of Instruction: Grades 11-12 / Credit Value: 5.0

Prerequisite: Successful completion of Architectural & Industrial Design I

This course is the continuation of the Level I course and is recommended for students who are interested in pursuing engineering, architecture, or design studies after high school. The course expectations are at a collegiate level, with students completing complex 3D modeling projects using CAD and BIM modeling. The course also incorporates the use of digital fabrication equipment, allowing students to utilize the 3D printers and laser cutters for their projects.