

Westborough High School



2025-2026
Program of Studies

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Principal's Message

Dear WHS Students and Families,

This Program of Studies describes the courses and programs that will be available to students at Westborough High School for the upcoming school year. We are very fortunate to have a community that strongly supports comprehensive curriculum offerings in our high school. We enjoy a school facility that is second to none, and the community's generous investment in public education demands that each of us make the very best use of the opportunities provided.

Selecting appropriate courses for study involves a careful review of personal interests, aspirations, academic development, strengths, and a growing understanding of post-secondary options for college and careers. As you plan your schedule, pay close attention to the various course levels, course prerequisites, and graduation requirements. Students who select multiple Advanced Placement, accelerated, or honors classes should note the rigorous expectations attached to homework and special assignments.

Our course selection process places a great deal of responsibility on students and parents. Please approach this critical task with care and seriousness. This will ensure that proper consideration be given to the appropriateness of courses selected. If you require assistance in determining the appropriate level of a course or selection of electives, please seek out a School Counselor. Our commitment to maintaining reasonable class size and the comprehensiveness of programs demands that the master schedule be developed with accurate data.

Please actively discuss your schedule for next year with parents, teachers, and our School Counseling staff. Best wishes for a successful year ahead.

Sincerely,

Brian M. Callaghan
Principal

Accreditation Statement

Westborough High School is fully accredited by the New England Association of Schools and Colleges, Inc., a private, non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. A recent evaluation recognized us as extraordinary in adhering to rigorous standards for membership.

Accreditation of an institution by the New England Association indicates that a school meets or exceeds standards for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

NEASC

209 Burlington Road
Bedford, MA 01730-1433
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WHS Core Values

The Westborough High School community believes in a rigorous educational experience in a supportive environment that fosters respect and engagement in our diverse and global society.

Effective teaching and learning balances content and skills, encouraging critical and creative thinking. This requires expectations that challenge all community members to work hard to achieve their greatest potential. We need to communicate effectively and encourage the use of appropriate tools and technologies to share ideas and solve problems. By keeping an open mind while engaging and collaborating with our diverse population, we foster acceptance, appreciation and ultimately empathy. We strive to be responsible, informed citizens who make ethical decisions and honor our commitments. Every member of this community can achieve the greatest academic, civic and social growth by following these beliefs.

WHS Learning Expectations

Academic Competencies

Evaluate

- Comprehend essential information, context, point of view, and meaning in a variety of media (fiction, non-fiction, film, music, internet sources) in different forms (print, performance, and digital forms).

Think and Solve

- Identify and comprehend questions, issues, and problems through the appropriate methodology and focused analysis; create solutions by applying previous knowledge, logical reasoning, and creative thought.

Personal/Social Competencies

Stand up

- As a member of our community, accept personal responsibility for completing tasks by deadlines, with authentic effort; be accountable for behavior, actions, and products, and practice self-reflection.

Civic Competencies

Contribute

- Engage in school and community activities to improve our school, local community, and world.

WHS Competencies

The Westborough High School community believes in a rigorous educational experience in a supportive environment that fosters respect and engagement in our diverse and global society.

Effective teaching and learning balances content and skills, encouraging critical and creative thinking. This requires expectations that challenge all community members to work hard to achieve their greatest potential. We need to communicate effectively and encourage the use of appropriate tools and technologies to share ideas and solve problems. By keeping an open mind while engaging and collaborating with our diverse population, we foster acceptance, appreciation, and ultimately empathy. We strive to be responsible, informed citizens who make ethical decisions and honor our commitments. Every member of this community can achieve the greatest academic, civic, and social growth by following these beliefs.

UMASS and State University Required Coursework

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. It is important to note that admissions standards for the state's community college differ. Community colleges may admit any high school graduate or GED recipient.

For more detailed information about the admissions standards for MA State Universities and the University of Massachusetts, please visit the [Admissions Standards](#) webpage from the Massachusetts Department of Higher Education.

Freshman Applications

The admissions standards for freshmen applicants at Massachusetts Public four-year institutions have three primary components;

- Successful completion of required academic courses in specific subjects.
- A minimum average and weighted grade point average (GPA) earned in high school level academic courses.
- The submission of SAT or ACT scores, if required by individual schools, for specific programs, or based on an applicant's GPA. Please review each school's admissions websites or [contact their admissions offices](#) for the most accurate information.)

Academic Course Requirement

All freshmen applicants are required to successfully complete the following courses in each academic subject, for a total of 17 required courses:

- English - 4 Courses

- Mathematics - 4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school.
- Sciences - 3 courses with laboratory work (drawn from Natural Science and/or Physical Science and/or Technology/Engineering)
- Social Sciences - 2 courses (including 1 course in U.S. History)
- Foreign Languages - 2 courses (in a single language)
- Electives - 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Summer School Policy

Eligibility

To be eligible for make-up of a failing grade, a student must have received a minimum average of 50% in the course failed and have the recommendation of the appropriate teacher.

Credit

To receive credit for a failed course, the student must earn a minimum grade of 70% in summer school. The summer school grade will be recorded on the student's transcript but will not count in weighted GPA.

Non-Credit

A course taken during the summer to improve a passing grade or for enrichment will not receive credit and will not be recorded on the student's transcript. This grade will not count in weighted GPA.

WHS Graduation Requirements

Each student must pass a total of 24 credits, which include:

- 4.0 credits of English (Grades 9, 10, 11, 12)
- 3.0 credits of Mathematics
- 3.0 credits of Science (including 2.0 credits in laboratory courses)
- 3.0 credits of Social Studies (including 2.0 credits of U.S. History)
- 2.0 credits of World Language (Class of 2027 and beyond)
- 2.0 credits (4 semesters) of Physical Education
- 0.5 credits (1 semester) of Health
- 6.5 additional credits in any area

1.0 Credit = One Full Year

0.5 Credit = One Semester

In order to graduate from Westborough High School, the state requires that students earn a Competency Determination by satisfactorily completing coursework that has been certified by the school district to be aligned with state academic standards and

curriculum frameworks in the areas measured by the MCAS high school tests described in section one administered in 2023. These include content taught in English Language Arts, Mathematics, and at least one Science discipline (Biology, Introductory Physics, Chemistry, or Technology/Engineering) course. While these certified ELA, math and science CD requirements are built into our graduation requirements, our graduation requirements also require that students satisfactorily complete additional courses in both the same and other disciplines. The full scope of our graduation requirements are presented here.

Explanation of Course Levels

Advanced Placement (AP) Level 5

Advanced placement courses are highly rigorous and move at a fast pace, culminating in a nationally standardized examination. AP courses try to replicate the challenge and higher-order thinking—synthesis, analysis, evaluation, and creation—required at the college level.

AP Exams are administered in the spring. It is expected that all students who enroll in an Advanced Placement course at Westborough High School will take the official exam in the spring. Students desiring to take an AP exam who are not enrolled in an AP class need the recommendation of their teacher and approval of the department chair and administration. Students enrolled in AP courses who choose not to take the AP exam will be required to take the AP teacher's local final examination.

Accelerated Level 5

Accelerated courses demand much independent learning as well as critical, creative, and analytical thinking. These courses, too, are highly rigorous and move at a rapid pace. Students take them for Level 5 credit, as they serve to provide extreme rigor in places where WHS does not offer an AP equivalent.

Honors Level 4

Honors courses require moderate to extensive independent work as well as ample outside preparation. These courses are designed to prepare students for college-level work. Students are assumed to be self-motivated.

College Prep Level 3

Level 3 courses offer students a balance of support and independence, with a push toward higher-order thinking skills such as synthesis, analysis, evaluation, and creativity. College preparatory classes move at a moderate pace. Students should expect a fair amount of outside preparation.

College Prep Level 2

Level 2 courses move at a pace that emphasizes skill development, enabling teachers to scaffold the learning and support the student in his or her quest toward academic

independence. While outside work is required, much of the learning takes place in the classroom, using small group instruction, individualized attention, and varied instructional practices as supports. Level 2 courses prepare students for educational opportunities after the high school experience. Level 2 may NOT meet Division 1 or 2 NCAA eligibility for core courses. Further information can be found at <https://web3.ncaa.org/ecwr3>.

Course Enrollment Criteria

Prerequisites for Courses

Careful attention should be given to the prerequisites for each course. The purpose of our prerequisite system is to provide guidelines for students in taking highly sequential and demanding levels of study. Students can meet with a Department Head to discuss the potential of moving up in a level of study despite not receiving the prerequisite grade or teacher recommendation.

Specifically, in World Language, a student looking to take a subject, without the prerequisite grade for the desired level, will be required to take a department exam and pass it with the prerequisite grade.

Repeating a Course Previously Passed

A repeated course that was previously passed is not factored in GPA. A repeated course does not receive graduation credits and cannot be used in fulfilling athletic eligibility requirements for participation.

Repeating a Course Previously Failed

Students who fail a subject may make up the deficiency in summer school, subject to our summer school policy. Please be aware that many of the courses offered in our curriculum are not offered during summer school. Students who do not take or pass summer school for the failed courses can repeat the course during the next school year for credit.

Business Department

Business Department Mission Statement

The Business Education Department is committed to providing comprehensive courses that will play a prominent role in developing the knowledge, skills, and attitudes to make astute personal and global economic decisions and to succeed in college and the workforce.

Learning Expectations

Business students are expected to be:

Effective communicators who:

- Read, write, and speak clearly
- Express ideas coherently in class discussions and presentations

Critical thinkers and problem solvers who:

- Identify and brainstorm solutions to problems
- Gather, analyze, and evaluate information
- Apply acquired knowledge
- Draw conclusions from various data

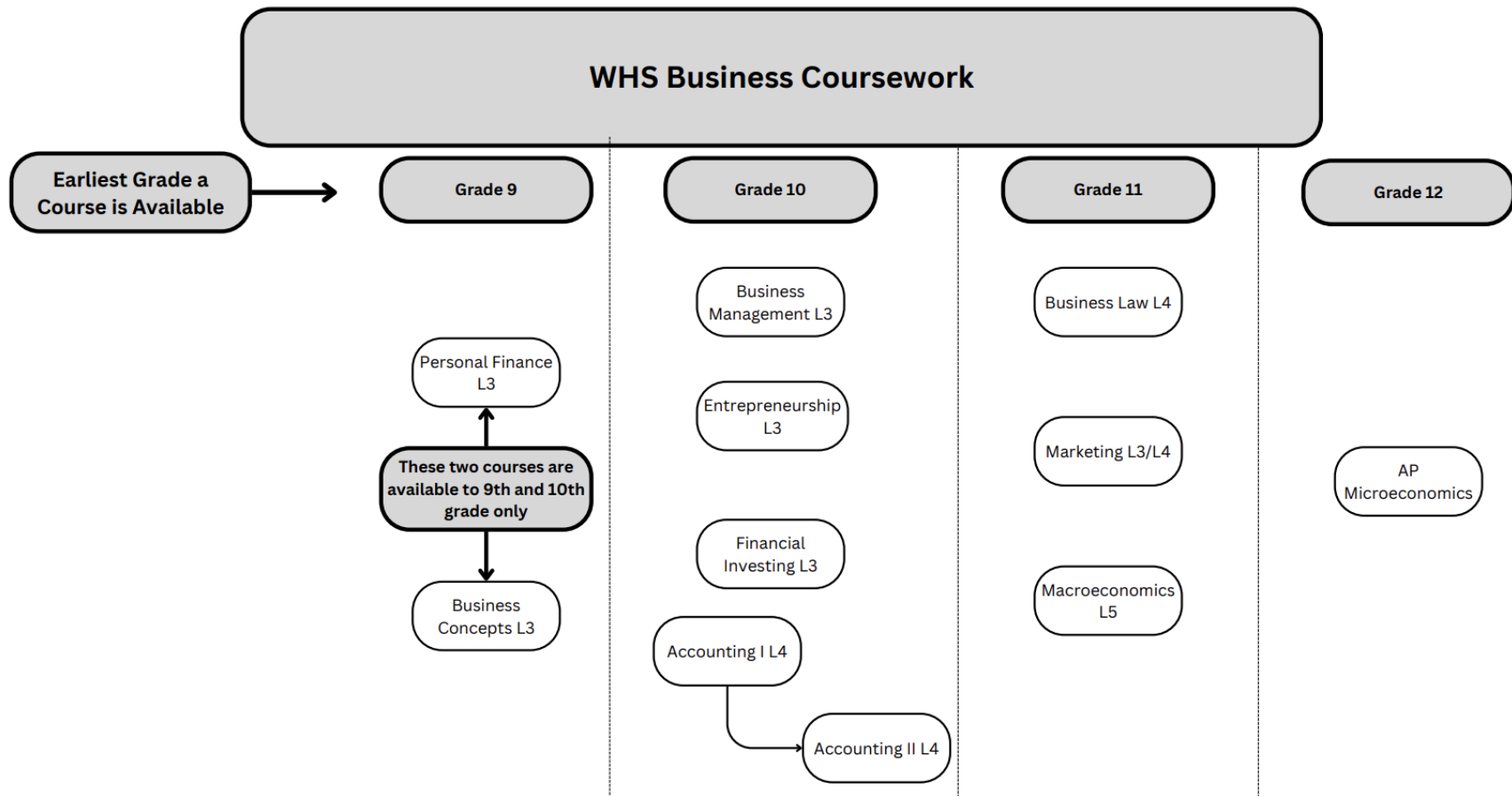
Responsible citizens who:

- Engage in independent and cooperative learning activities
- Make responsible personal and economic decisions
- Acquire a set of marketable, transferable skills for work and personal use

Effective users of technology who:

- Use technology to access and evaluate information

Suggested Business Course Sequences



Business Department Courses

[Business Concepts L3](#)

[Personal Finance L3](#)

[Accounting I L4](#)

[Accounting II L4](#)

[Business Management L3](#)

[Entrepreneurship L3](#)

[Financial Investing L3](#)

[Business Law L4](#)

[Marketing L3/L4](#)

[Macroeconomics L5](#)

[AP Microeconomics](#)

Business Concepts L3

BU130 - 0.5 Credit - Semester Long - Grades 9-10

Prerequisite:

- None (**PLEASE NOTE:** This course is only available in grades 9-10.)

This semester-long course provides students with an understanding of how the American business economy operates and helps prepare them to make decisions as consumers, wage earners, and business owners within that economy.

Personal Finance L3

BU131 - 0.5 Credit - Semester Long - Grades 9-10

Prerequisite:

- None (**PLEASE NOTE:** This course is only available in grades 9-10.)

This semester-long course provides students with an overview of financial and economic concepts, focusing specifically on skills and information needed to manage one's own finances. The issues of expectations in the workplace, earning wages and salary, budget creation, checking accounts, the US tax system, credit, insurance, and employment laws will also be examined.

Accounting I L4

BU240 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- None

This semester-long course is designed to provide a background in accounting for those students interested in pursuing a career in business. The course utilizes a traditional approach to teaching the generally accepted accounting principles to develop a

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fundamental knowledge of accounting. Topics emphasized in the course include owner's equity in a proprietorship, analyzing and journalizing financial transactions as well as developing financial statements.

Accounting II L4

BU241 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- C- or better in Accounting I L4

This semester-long course expands on the principles of Accounting I and continues the case study approach. Concepts developed in this course include journaling purchases, cash payments, sales, and cash receipts, posting to general and subsidiary ledgers, preparing payroll records, taxes, and reports.

Business Management L3

BU230 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- None

The central focus of the course is to build a solid foundation of established business principles and practices that form the groundwork for all operations with emphasis on economic, legal, and social foundations. Management's use of business ethics and motivational theories to guide decision-making and employee development are examined as business leaders make decisions in a dynamic economic environment. The course stresses group work, focused classroom discussion, and research relating topics to current business trends.

Entrepreneurship L3

BU231 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- None

This course will explore at its most basic level, entrepreneurship as it refers to an individual or a small group of partners who strike out on an original path to create a new business. An aspiring entrepreneur actively seeks a particular business venture and it is the entrepreneur who assumes the greatest amount of risk associated with the project. As such, this person also stands to benefit most if the project is a success. Entrepreneurial pursuits often involve innovation. Companies and Corporations may seek to emulate this element by cultivating what's known as "intrapreneurship." Employees are encouraged to think like entrepreneurs, cultivating an original perspective that may result in a new idea for the company. Students will explore this style of thinking like an entrepreneur which is beneficial in their own pursuits or working within an established entity.

Financial Investing L3

BU234 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- None

This semester-long course provides students with an overview of how to prepare themselves for the challenges of financial security in their future. This course will specifically focus on personal decision-making and then focus on investment options in stocks, bonds, mutual funds, and real property and investment strategies involving risk and return in various categories, obtaining credit, as well as discussing leasing versus owning a vehicle.

Business Law L4

BU340 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- None

This course will acquaint students with legal rights and responsibilities by using authentic case studies and policy debate. Topics included for study through focused discussion are legal issues relating to ethics, civil law, torts, contracts, real property, and the buying and selling of goods.

Marketing L3/L4

BU330/BU341 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- None

This semester-long course provides students with an understanding of the marketing concept, with specific emphasis on price, product, place, and promotion. Students will learn marketing through the discussion and application of a marketing strategy, market segments, and the role of promotion in the contemporary marketplace.

Macroeconomics L5

BU352 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- C- or better in one or more level 4 classes (either Business or non-Business classes) and approval of a business instructor

Macroeconomics L5 introduces students to the basic principles of macroeconomics and their application to the economic system as a whole. Students will examine the economic conditions of full-employment, recessionary gap, and inflationary gap

presented through the use of various graphs, charts, and data in order to analyze and determine plans for returning the economy to optimum level. This course will explore many of these concepts through the use of current events that bring the theoretical to life. Students will work both individually and collaboratively to construct and present economic findings that will aid in their academic success.

Macroeconomics L3/L4 is also available in the Social Studies Elective section.

NOTE: Success in this course requires substantial outside preparation and disciplined work habits.

AP Microeconomics

BU450 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- None - **NOTE: Although this course does not have a specific prerequisite, it does require substantial outside preparation and disciplined work habits for success.**

It is almost impossible to listen to any newscast or read a newspaper today without seeing economics at work in the world around us. This course provides students with a thorough preparation for the AP examination in Microeconomics by studying the forces that influence financial decisions made by consumers and producers within our economic system. The four models of economic competition will be examined in relation to the product and factor markets, with emphasis placed on graphical analysis, cost curves, and the determinants of supply and demand. The role of government in promoting greater efficiency to correct market failures and equity will also be studied.

The pace of the course requires a significant amount of independent study. The course will prepare students for analyzing and applying the economic concepts covered and will prepare them for the AP Microeconomics Exam.

Computer Science Department

Computer Science Department Mission Statement

The Computer Science department is committed to providing comprehensive offerings that establish foundations for lifelong learning and empower students to be effective participants in a computerized, information-rich society.

Learning Expectations

Computer Science students are expected to be:

Critical thinkers and problem solvers who:

- Make effective use of project design methodology (e.g. algorithms, flowcharts, storyboards)
- Code, debug, and implement comprehensive computer programming projects
- Make effective use of applications to design and generate quality products

Effective users of technology who:

- Demonstrate a conceptual foundation of procedures and processes on which coding skills are dependent
- Demonstrate a conceptual understanding of software architecture on which coding skills are dependent

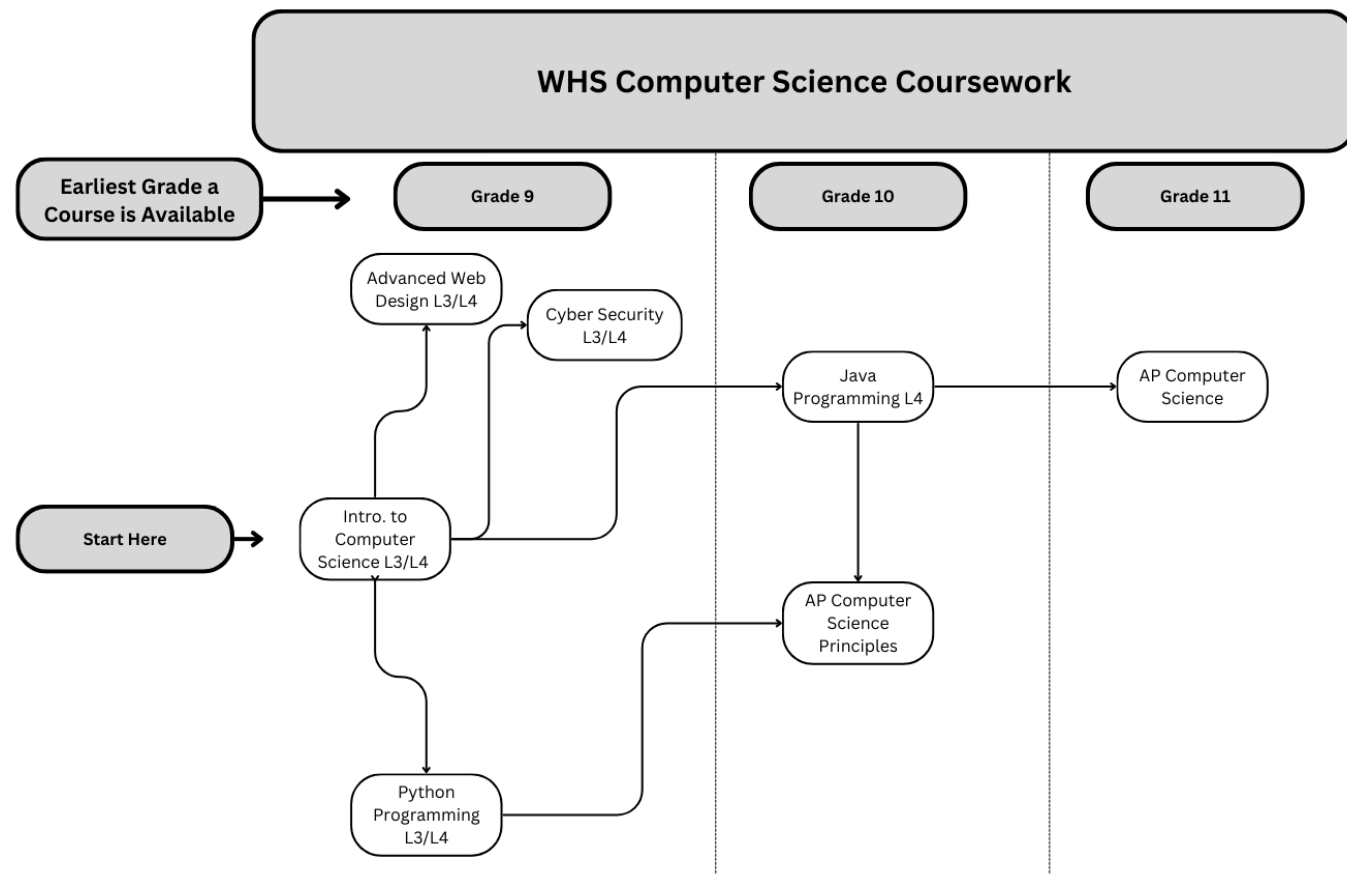
Effective communicators who:

- Present technical concepts and processes clearly and effectively
- Read, write, and trace program code accurately

Responsible citizens who:

- Work productively as members of a project development team
- Actively engage in an independent self-directed exploration of computer science concepts
- Use technology responsibly

Suggested Computer Science Course Sequences



Computer Science Courses

[Intro to Computer Science L3/L4](#)

[Cyber Security L3/L4](#)

[Python Programming L3/L4](#)

[Advanced Web Design L3/L4](#)

[Java Programming L4](#)

[Robotics Design Lab L4](#)

[AP Computer Science Principles](#)

[AP Computer Science](#)

Intro to Computer Science L3/L4

CS120/CS121 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This is an introductory course exploring the world of computer science. Assignments are collaborative, inquiry-based, focus on socially relevant computing topics, and utilize a variety of tools and platforms. Topics include, web design and introductory programming, computer hardware, networking systems, and software engineering. This course is a prerequisite for Cyber Security, Python Programming, Web Design, Java Programming, and the AP Computer Science courses.

****Students taking this course for honors credit (L4) will be required to complete two quarter-long independent projects.**

Cyber Security L3/L4

CS143/CS144 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

L3:

- C+ or better in Intro to Computer Science

L4:

- B or better in Intro to Computer Science L3; **OR**
- B- or better in Intro to Computer Science L4

This course is a continuation of Intro to Computer Science. In this course, students will explore the fundamental concepts of protecting information and systems from cyber threats. Assignments are inquiry-based, focus on socially relevant computing topics, and utilize a variety of tools and platforms. Topics include data encryption/decryption and various algorithms, standards and methods related to Cybersecurity. Connections are made to real-world applications in industry and academia utilizing experts and/or onsite visits.

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****Students taking this course for honors credit (L4) will be required to complete two quarter-long independent projects.**

Python Programming L3/L4

CS132/142 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

L3:

- C+ or better in Intro to Computer Science

L4:

- B or better in Intro to Computer Science L3; **OR**
- B- or better in Intro to Computer Science L4

This is an introductory, project-oriented programming course. Students will be introduced to object-oriented programming using the Python programming language. Students will gain experience in foundational programming concepts through the creation of relevant programming projects and game design.

****Students taking this course for honors credit (L4) will be required to complete a semester-long independent project.**

Advanced Web Design L3/L4

CS210/CS211 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

L3:

- C+ or better in Intro to Computer Science

L4:

- B or better in Intro to Computer Science L3; **OR**
- B- or better in Intro to Computer Science L4

This course will build on the foundational web design knowledge obtained from Intro to Computer Science. Students will design, create, and maintain interactive websites using the website development cycle. Students will apply and expand previous HTML and CSS skills, as well as develop JavaScript skills to drive their development process to build a working site based on their own interests, and create mobile versions of their sites

****Students taking this course for honors credit (L4) will be required to complete a semester-long independent project.**

Java Programming L4

CS243 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- B or better in Intro to Computer Science L3; **OR**

- B- or better in Intro to Computer Science L4

This is a project-based programming course introducing students to object-oriented concepts using a subset of the Java language. Students will develop and refine their project design skills as well as acquire a knowledge and understanding of fundamental Java language structures and data types. This course is a prerequisite for AP Computer Science.

Robotics Design Lab L4

ET142 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C or better in either Java Programming L4 or Python Programming L3/L4; **OR**
- C or better in any of: Intro to Engineering L3/L4, Robotics L3, Applied Engineering L4, Materials Engineering L3/L4, or Topics in Engineering L4

In this class, students will design, build, and program robots that are geared to real-world applications. Students will solve problems posed by their teacher and problems that they design themselves. Kits, such as are used in Robotics L3, will not be used in this class; all robots will be built from the ground up.

AP Computer Science Principles

CS351 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- Recommendation of a Computer Science teacher **AND** either: A B- or better in Java or Python L4 or a B or better in Python L3

In this course, you will learn computer science by building mobile apps. The course investigates abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, the impacts of computing, and the creative aspects of programming. This course is project-based and emphasizes communication, collaboration, and creativity.

The Advanced Placement Computer Science Principles exam is expected of all students in this course.

AP Computer Science

CS350 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Recommendation of a Computer Science teacher **AND** B- or better in Java Programming L4.

This course is a continuation of the methods and concepts introduced in Java Programming. Emphasis is on the application of more advanced programming techniques and data structures in the development of object-oriented programming

projects. The topics discussed in this course will be consistent with the Educational Testing Services recommendations relative to the AP Computer Science A exam.

The Advanced Placement Computer Science A exam is expected of all students in this course.

English Language Learners Department

English Language Learners Department Mission Statement

The Mission of the Westborough Public Schools English Language Education Department at WHS is to empower students of all cultures to achieve academic success and become responsible, productive, and contributing members of a global society.

Learning Expectations

English Language Learners are expected to be:

Effective communicators who:

- Apply linguistic constructs appropriately in social and academic settings
- Become effective communicators in English

Critical thinkers and problem solvers who:

- Work toward becoming independent learners and self-advocates

Responsible citizens who:

- Learn about the culture of the school and how to navigate within it
- Learn about the broader culture of the U.S. and how to navigate within it
- Be responsible school citizens, helping others in the same process
- Respect others and their differences

Effective users of technology who:

- Show continuous growth in the four domains of language acquisition

English Language Learners Courses

[ESL I L3](#)

[ESL II L3](#)

[ESL III L3](#)

[SEI English L2/L3](#)

[ESL Academics S1/S2](#)

[ESL Reading L3 S1/S2](#)

[ESL Writing I L3](#)

[ESL Writing II L3](#)

[ELL Sheltered Health L2](#)

[ELL Sheltered Math L2](#)

[Sheltered Biology L2](#)

[Sheltered U.S. History L3](#)

[ESL Conversational English](#)

[ESL Pathways](#)

ESL I L3

ELL130 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course is designed for students who have recently arrived in the U.S. and have little or no knowledge of the English language. This course focuses on the development of basic language skills, including conversation, grammar, vocabulary, reading, and writing. American culture is an integral part of this class. Students enrolling for this class are advised to also enroll in ESL Reading. (WIDA Levels 1 or 2) This course fulfills the graduation requirement for English.

ESL II L3

ELL131 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course is designed for students with a basic knowledge of English. It is for high beginners to low intermediate English Language Learners and focuses on expanding the student's knowledge of the language, including grammar, vocabulary, and syntax. Study is done through reading, writing, lectures, discussions, and drills. (WIDA Level 2) This course fulfills the graduation requirement for English.

ESL III L3

ELL1302 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course is designed for students with emerging knowledge of English. It is for low-intermediate English Language Learners who need to strengthen their skills. It focuses on increasing the student's knowledge of and exposure to the language, including grammar, vocabulary, and syntax. Study is done through reading, writing, lectures, discussions, and drills. (WIDA Level 3) This course fulfills the graduation requirement for English.

SEI English L2/L3

ELL122/132 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course is a literature-based English course for students whose first language is not English. Students develop skills in writing, vocabulary, discourse, and grammar. Students will read a variety of literature including but not limited to plays, poems, novels, and short stories. They will have exposure to a variety of writing and oral tasks using Academic Language. (WIDA Level 3.5 plus) This course fulfills the graduation requirement for English.

ESL Academics S1/S2

ELL101/102 - 0.5 Credit - Semester Long (Students May Take Both Semesters in the Same Year) - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course is for students who are in the process of developing their English language skills while enrolled in content classes. The teacher supports learning, guiding, and assisting students with key vocabulary and concepts, projects, and written assignments. Executive functioning skills may also be targeted.

ESL Reading L3 S1/S2

ELL133/133S2 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course is designed for students who have recently arrived in the US and have little or no knowledge of the English language or students who need more time to strengthen

reading skills. The course focuses on the development of reading comprehension in English. Carefully scaffolded readings build vocabulary and basic reading strategies alongside English language skills.

ESL Writing I L3

ELL135 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course is designed for students who have recently arrived in the U.S. and need to improve their English writing skills. Both personal and academic writing will be expected. They will learn basic writing structure with emphasis on word families, sentence structure, and grammar rules. The course will focus on narrative, descriptive, and persuasive with a goal of writing strong sentences first moving toward paragraphs when appropriate.

ESL Writing II L3

ELL136 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course is designed for students who have recently arrived in the U.S. and need to improve their English writing skills. Both personal and academic writing will be expected. They will learn basic writing structure with emphasis on word use, sentence structure, grammar rules, and discourse-level organization. The course will focus on narrative, descriptive, persuasive, and reflective writing with a goal of writing strong paragraphs first moving toward larger pieces of writing when appropriate.

ELL Sheltered Health L3

ELLH139 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

During Sheltered Health, students will develop skills covered in Grade 9 Health with an emphasis on the following skills: accessing Information, analyzing Influences, interpersonal communication, decision-making, goal setting, self-management, and advocacy. Within the framework of these skills, the following content areas will be addressed: wellness, nutrition, substance abuse, disease prevention, stress management, violence, abuse, and human sexuality. This course will increase student's English language skills while also helping students to increase their awareness of current health issues and aid in the development of healthy, life-long behaviors.

Sheltered Math L2

ELL138 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course will use sheltered content to strengthen students' foundation skills and knowledge. Topics may include operations with integers, percentages, organizing data, probability, and graphs. Emphasis will be on mastery of basic algebra skills and problem-solving strategies. ELL strategies will focus on building math vocabulary.

Sheltered Biology L2

ELLS1120 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

The study of life engages the student in an exciting adventure studying ecology, biochemistry, cell biology, genetics, evolution, and anatomy. Students will uncover the mysteries of nature using largely laboratory and project-based investigations while building English vocabulary and sentence structure.

Sheltered U.S. History L3

ELL137 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Approval of ESL teacher

This course will use sheltered content to introduce students to American History under the Guiding Principles of the Massachusetts History and Social Studies Education Framework. Students will engage in a study of the structure and purposes of the U.S. government and the role of a citizen in a democratic society. They will investigate the American identity, how challenges have shaped that identity, and how the past connects to current challenges. They will examine bias and develop media literacy. The focus of the course will be to improve the student's abilities to use evidence and articulate reasoning both orally and in writing in English.

ESL Conversational English

ELL1303 - .5 Credit - Semester Long - Grades 9-12

In this course, ELL students will have the opportunity to build and practice their English-speaking skills through conversation with other ELL students. This course will teach students the conversational language of English so students can use it in their day-to-day lives.

ESL Pathways

ELL1304 - .5 Credit - Semester Long - Grades 10-12

Prerequisite:

- None

This class will focus on investigation and navigation of present and future opportunities. It will be designed for ELLs who are less familiar with the post high school pathways available in the U.S. and the steps needed to be successful on those different paths. It will include building self-advocacy skills and research skills.

Engineering Technology Department

Engineering Technology Department Mission Statement

The mission of the Engineering Technology Department is to provide a project-based learning experience centered on the application of engineering concepts, materials, processes, and systems.

Learning Expectations

Engineering Technology students are expected to be:

Effective Communicators who:

- Use a variety of communication technologies
- Display their competence by successfully solving project-based engineering problems

Critical Thinkers and Problem Solvers who:

- Use a systematic problem-solving technique (the engineering design process)
- Have the ability to work collaboratively
- Use the application of theoretical concepts

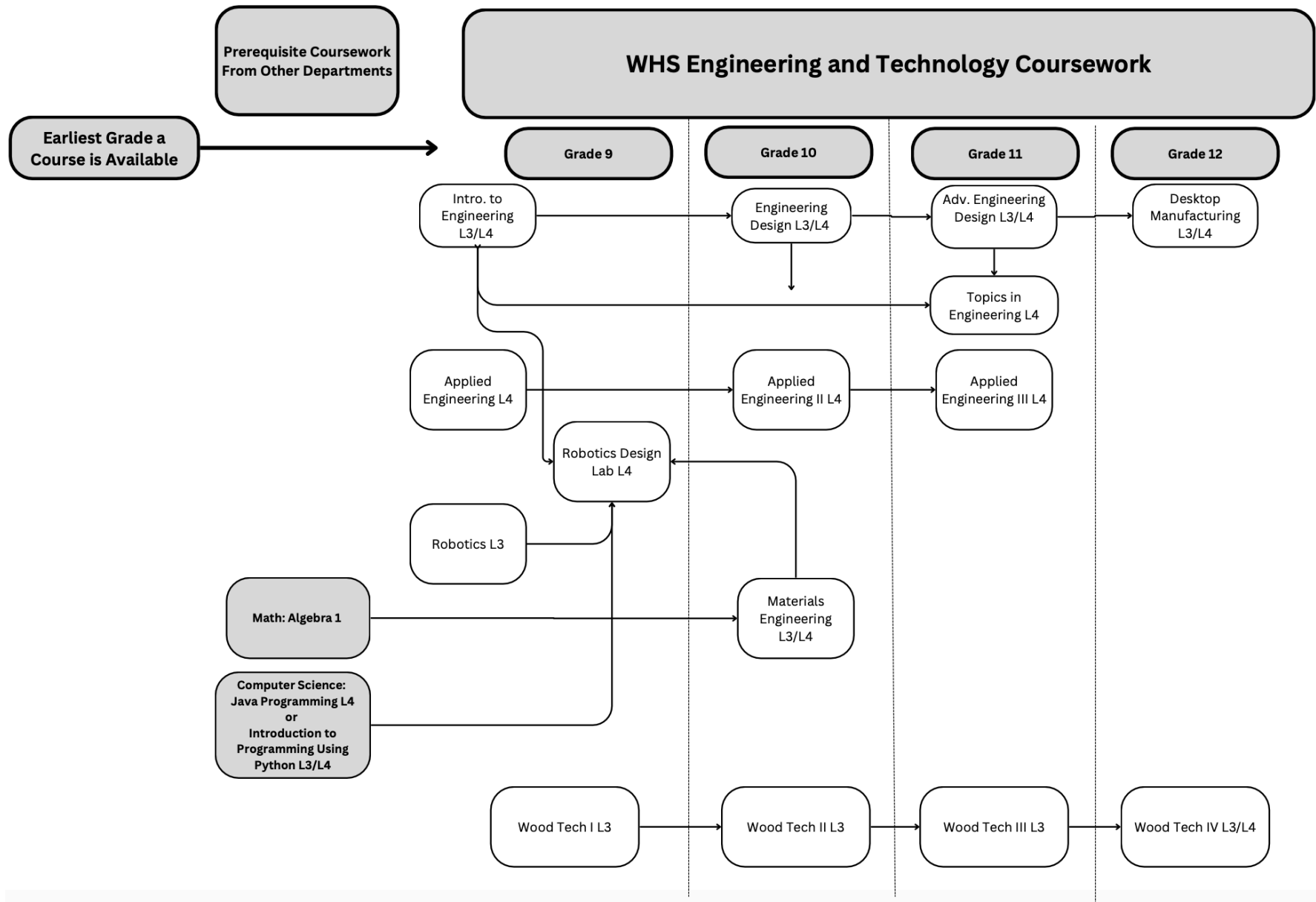
Responsible Citizens who:

- Display responsible work habits
- Work successfully with a wide variety of colleagues
- Are respectful of other students' ideas
- Develop solutions within a diverse atmosphere

Effective Users of Technology who:

- Use a variety of materials and engineering processes
- Apply varied solutions to technical problems
- Perform basic computer tasks
- Have practical experience with a wide variety of technologies

Suggested Engineering Technology Course Sequences



Engineering & Robotics Courses

Engineering Courses

[Intro to Engineering L3/L4](#)

[Engineering Design L3/L4](#)

[Advanced Engineering Design L3/L4](#)

[Desktop Manufacturing L3/L4](#)

[Topics in Engineering L4](#)

Applied Engineering Courses

[Applied Engineering L4](#)

[Applied Engineering II L4](#)

[Applied Engineering III L4](#)

[Materials Engineering L3/L4](#)

Robotics Courses

[Robotics L3](#)

[Robotics Design Lab L4](#)

Wood Technology Courses

[Wood Technology I L3](#)

[Wood Technology II L3](#)

[Wood Technology III L3](#)

[Wood Technology IV L3/L4](#)

Engineering Courses

Intro to Engineering L3/L4

ET130/140 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- None

Students will learn the fundamentals of two and three-dimensional design through project-based learning activities that have real-world analogs. Students will design, build, test, and analyze engineering projects that use a wide variety of engineering materials, tools, and processes. This course will benefit students interested in the fields of engineering and design as well as students who enjoy a hands-on approach to learning.

Students who take this course for L4 credit will complete 4 quarter-long independent projects which will extend students learning.

Engineering Design L3/L4

ET230/240 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- C or better in Intro to Engineering and teacher recommendation

In this class, students will enhance their understanding of the engineering design process by completing various design projects/challenges selected from examples in the mechanical and civil engineering fields. Throughout the course, students will be using 3D modeling software to assist in the design and documentation of their projects. This course will benefit students interested in the fields of engineering and design as well as students who enjoy a hands-on approach to learning. This course can be taken at the Honors level only with the approval of the instructor.

Advanced Engineering Design L3/L4

ET330/340 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- C or better in Engineering Design and teacher recommendation

In this class, students will further their understanding of the engineering design process by completing various design projects/challenges selected from examples in the mechanical and civil engineering fields. Advanced Engineering Design students will use 3D modeling software to assist in the design, documentation, and detailed analysis of their projects. This course will benefit students interested in the fields of engineering and design as well as students who enjoy a hands-on approach to learning. This course can be taken at the Honors level only with the approval of the instructor.

Desktop Manufacturing L3/L4

ET430/440 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- C or better in Advanced Engineering Design and teacher recommendation

The focus of this class will be projects to be completed using various desktop manufacturing tools such as 3D printers and CNC routers. Students will use the engineering design process and 3D modeling software to complete their projects. This course will benefit students interested in the fields of engineering and design as well as students who enjoy a hands-on approach to learning. This course can be taken at the Honors level only with the approval of the instructor.

Topics in Engineering L4

ET341 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- B or better in any other Engineering class and teacher approval

This course is designed to allow students to pursue a topic of their interest in engineering that is not currently covered by the normal Engineering Technology curriculum, or a current topic to a greater level of detail. Students will propose a topic to

the teacher prior to enrollment and, if approved, over the course of a semester explore that topic with their teacher. This course will be offered in lieu of an Independent Study.

Applied Engineering Courses

Applied Engineering L4

ET141 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course involves the practical application of scientific principles. Students will be exposed to a variety of hands-on engineering design activities such as structural engineering, and a “pumpkin chuck.” Students who enjoy working with a variety of materials and equipment to solve design-based problems are encouraged to take this course.

Applied Engineering II L4

ET242 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- B or better in Applied Engineering L4 AND recommendation of Applied Engineering L4 teacher

This course involves continued practical application of scientific principles. Students will be exposed to in-depth explorations of engineering including structural design and analysis, fluid mechanics, and electronics. Students who enjoyed Applied Tech I and wish to work with a variety of materials and equipment to solve design-based problems are encouraged to take this course.

Applied Engineering III L4

ET342 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- B or better in Applied Engineering II L4 AND recommendation of Applied Engineering II L4 teacher

This course involves continued practical application of scientific principles. A variety of engineering topics will be introduced on a revolving basis and students will also design self-directed projects. Students who enjoyed Applied Tech I and II and wish to continue to work with a variety of materials and equipment to solve design-based problems are encouraged to take this course.

Materials Engineering L3/L4

ET231/241 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- C or better in Algebra 1

Students in this class will investigate the behavior and engineering properties of various materials. The class will use a project-based approach to look at topics including how materials fail, ways materials can be loaded, and the various ways materials respond to loads. At the conclusion of this class, students will have gained an understanding of how materials behave and how to select a material based on engineering concepts.

Students who chose the honors option will learn all of the material in the L3 Materials Engineering class but will use a more quantitative approach to their investigations.

Robotics Courses

Robotics L3

ET131 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

During the semester course, students will be building and programming robots using a team approach. The emphasis will be on the building and designing of the robots to perform pre-determined tasks. The tasks will be designed for classroom robotic competitions.

Robotics Design Lab L4

ET142 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C or better in either Java Programming L4 or Introduction to Programming Using Python L3/L4; **OR**
- C or better in any of: Intro to Engineering L3/L4, Robotics L3, Applied Engineering L4, Materials Engineering L3/L4, or Topics in Engineering L4

In this class, students will design, build, and program robots that are geared to real-world applications. Students will solve problems posed by their teacher and problems that they design themselves. Kits, such as are used in Robotics L3, will not be used in this class; all robots will be built from the ground up.

Wood Technology Courses

Wood Technology I L3

ET132 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This is a project-based course in which the students will be required to complete pre-determined projects while learning how to safely use handheld tools as well as portable and machine tools. Throughout the semester students will be introduced to basic woodworking, production, and finishing methods.

Wood Technology II L3

ET232 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- C or better in Wood Technology I L3 and teacher recommendation

This is a design-based course where students will be required to make one pre-determined project and one or more projects of their own design. A variety of production techniques and furniture construction will be presented throughout the course. Advanced operations on all the tools and machines as well as the use of jigs and fixtures will be included.

Wood Technology III L3

ET331 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- C or better in Wood Technology II L3 and teacher recommendation

Students will be expected to design and build their own projects. Advanced woodworking skills will be expected in the project designs. A unit in framing and structures will be introduced as well.

Wood Technology IV L3/L4

ET431/441 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

L3:

- C or better in Wood Technology III L3 and recommendation of Wood Technology III teacher

L4:

- B or better in Wood Technology III L3 AND recommendation of Wood Technology III L3 teacher

Students will be expected to design and build their own projects. Advanced woodworking skills will be expected in the project designs. Advanced usage of lathe and hand tools will be emphasized. Students who take this class for Level 4 credit will be required to complete a master project using advanced techniques.

English Department

English Department Mission Statement

The mission of the English program is to help students use language to facilitate their thinking while learning to understand and respect the ideas of others. By doing so, they deepen their awareness of themselves and their world. The department strives to empower students with habits that lead to coherent, critical, and creative thinking. We believe that participation in this process makes our students' lives more personally rewarding.

Our students:

- Understand, analyze, and interpret the ideas found in significant and diverse literary works
- Express their ideas using all forms of communication
- Engage in the writing process
- Appreciate literature

Learning Expectations

English students are expected to be:

Effective communicators who:

- Formulate clear, logical, and organized arguments using evidence
- Use a variety of media
- Apply standard conventions of spoken and written English
- Listen actively

Critical thinkers and problem solvers who:

- Develop lifelong intellectual curiosity
- Demonstrate self-reliance
- Exhibit creativity
- Research effectively
- Analyze literature both in discussion and writing
- Approach issues with a kaleidoscopic perspective
- Accept mystery and ambiguity
- Develop comprehension of literature

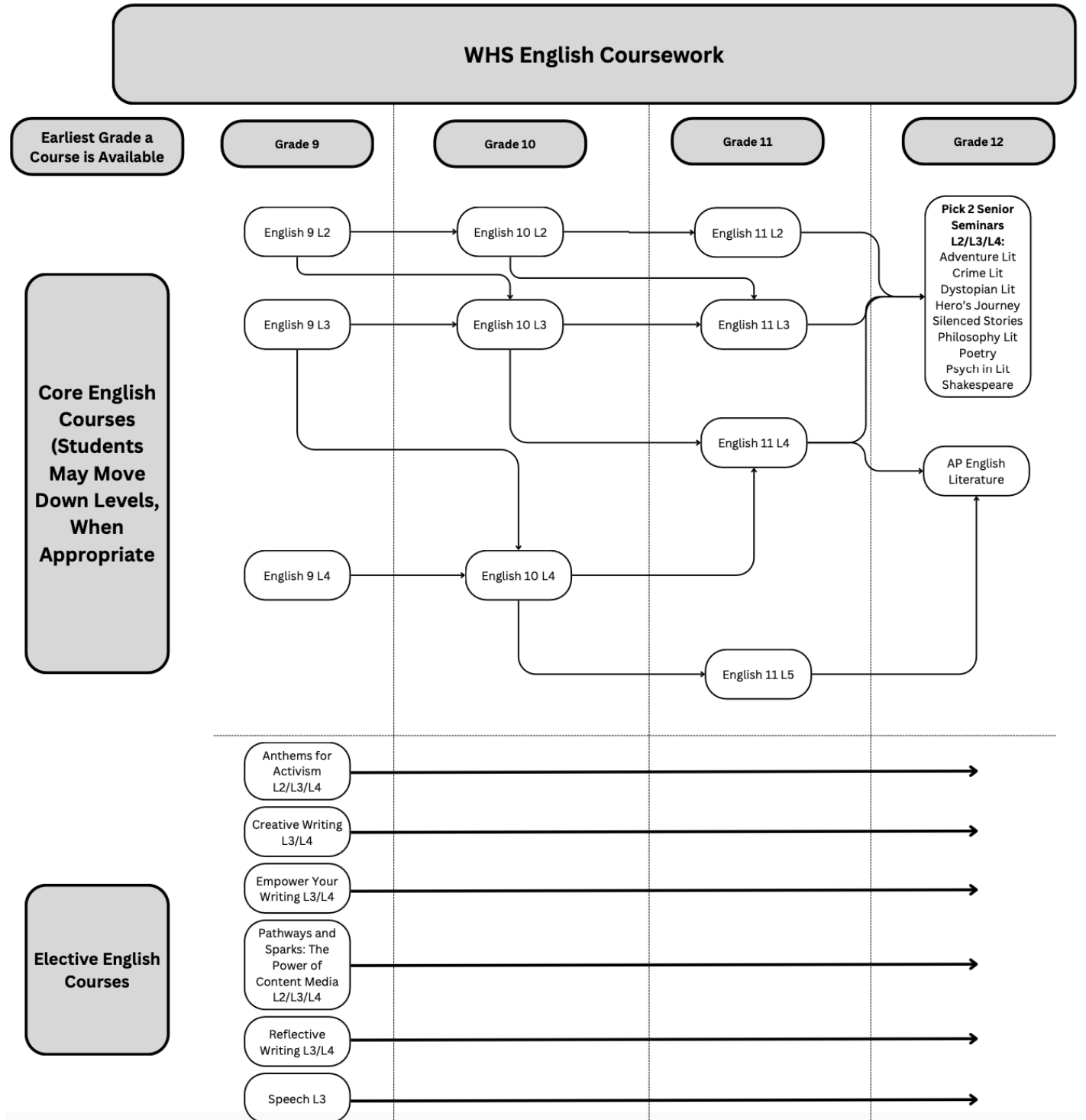
Responsible citizens who:

- Understand and respect themselves
- Understand and respect difference
- Make informed choices
- Work successfully individually and in groups

Efficient users of technology who:

- Select technology appropriate to their purpose and audience
- Evaluate sources for validity and reliability
- Critically evaluate information conveyed by various media

Suggested English Department Course Sequences



English Courses

9th Grade English Courses

[English 9 L2](#)

[English 9 L3](#)

[English 9 L4](#)

10th Grade English Courses

[English 10 L2](#)

[English 10 L3](#)

[English 10 L4](#)

11th Grade English Courses

[English 11 L2](#)

[English 11 L3](#)

[English 11 L4](#)

[English 11 L5](#)

AP English Literature and Composition

[AP English Literature & Composition](#)

Senior Seminars

[Adventure Literature L2/L3/L4](#)

[Crime Literature L2/L3/L4](#)

[Dystopian Literature L2/L3/L4](#)

[Tolkien and the Hero's Journey L3/L4](#)

[Listening to the Silenced Stories L2/L3/L4](#)

[Literary Analysis of Film L2/L3/L4](#)

[Philosophy and Literature L3/L4](#)

[Poetry L2/L3/L4](#)

[Psychology in Literature L2/L3/L4](#)

[Shakespeare L2/L3/L4](#)

English Electives

[Anthems for Activism L2/L3/L4](#)

[Creative Writing L3/L4](#)

[Empower Your Writing L3/L4](#)

[Pathways and Sparks: The Power of Content Media L2/L3/L4](#)

[Reflective Writing L3/L4](#)

[Speech L3](#)

9th Grade English Courses

English 9 L2

EN120 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

Students enrolled in EN120 are recommended by their grade 8 teacher and meet at least two of the following criteria and will benefit from the support of individualized instruction in writing and reading comprehension:

- Earn a C- or lower in English class
- Earn a C or lower on grade 8 writing portfolio

This course provides a solid and fundamental program in reading, writing, and discussion skills with an additional level of support to prepare students to take a variety of academic courses. The course offers direct instruction in the standard conventions of written English. The course also attempts to impart a level of sophistication, insight, and precision in students' understanding of literature. During the course of the full year, students will write a variety of major essays, most of which will be based on analysis of literary works. Shorter and less formal writing exercises will be assigned over the course of the year as well. Students will be required to read various genres, which include novels and plays as well as short stories and poetry.

English 9 L3

EN130 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- All of: C or better in English 8, **AND** C+ or better on grade 8 writing portfolio, **AND** recommendation of English 8 teacher

The pace and intensity of this course are appropriate for students who have solid reading and writing skills. The course offers direct instruction in the standard conventions of written English. The course also attempts to impart a level of sophistication, insight, and precision in students' understanding of literature. During the course of the full year, students will write a variety of major essays, most of which will be based on analysis of literary works. Shorter and less formal writing exercises will be assigned over the course of the year as well. Students will be required to read various genres, which include novels and plays as well as short stories and poetry.

English 9 L4

EN140 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- All of: A- or better in English 8, **AND** B+ or better on grade 8 writing portfolio, **AND** recommendation of English 8 teacher

English 9 Honors L4 is a challenging program intended for students who have consistently demonstrated excellent abilities in both writing and intuitive reading. In order to understand and appreciate the major works of literature covered during the full year, students are expected to have advanced inferential reading skills. Students will be introduced to five basic literary genres: drama, poetry, essays, novels, and short stories. Students will be required to write a multitude of major essays over the course of the year, most of which will be based on analysis of literary works. Shorter and less formal writing exercises will be assigned over the course of the year as well.

10th Grade English Courses

English 10 L2

EN220 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- Recommendation of English 9 teacher

This course continues to provide a solid program in reading and writing skills, preparing students for more advanced and demanding academic courses. English 10 L2 builds on the skills acquired freshman year. Students continue to read and analyze novels, short stories, poems, plays, and essays. Continuing from freshman year, direct instruction on the standard conventions of written English is part of the curriculum. During the course of the year, students are required to read several texts culminating in the writing of essays involving literary analysis. Students will also be asked to complete many shorter and less formal writing exercises.

English 10 L3

EN230 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- Recommendation of English 9 teacher **AND** either: C- or better in English 9 L3, **OR** successful completion of English 9 L4

This course is intended for students with solid reading and writing skills. Research activities, vocabulary work, detailed instruction in the writing process, and high expectations for literal and inferential comprehension of literature help prepare students for future success in all coursework. There will also be direct instruction on the standard conventions of written English. During the course of the year, students are required to read a variety of major works analytically, including novels and plays, as well as short fiction, poems, and essays. Most of the writing assignments in the course require literary analysis.

English 10 L4

EN240 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- Recommendation of English 9 teacher **AND** either: C+ or better in English 9 L4, **OR** A or better in English 9 L3

English 10 L4 is a highly rigorous course that requires students to produce sophisticated analyses of novels, short stories, plays, and poems. Students are charged with writing many major essays involving insightful textual analysis of literature. There are also numerous less formal, shorter writing exercises and a challenging research exercise required over the course of the year. Students are required to contribute thoughtfully to class discussion as well as engage in outside, independent reading. The key components to success in this course are independence and insight. Finally, vocabulary study and grammar review are also an expectation of the course.

11th Grade English Courses

English 11 L2

EN320 - 1.0 Credit - Year Long - Grade 11

Prerequisite:

- Recommendation of English 10 teacher

English 11 L2 covers several major literary works, as well as numerous short stories, plays, and poems that center on the American experience. A review of the standard conventions of written English is included. Class discussion grows organically from the major themes encountered in the students' reading, and essay assignments are often based upon these class discussions. Students are required to write a variety of major essays involving literary analysis. In addition, numerous shorter, less formal writing exercises will be required.

English 11 L3

EN330 - 1.0 Credit - Year Long - Grade 11

Prerequisite:

- Recommendation of English 10 teacher **AND** either: C- or better in English 10 L3, **OR** successful completion of English 10 L4

English 11 L3 covers many major literary works, as well as numerous short stories, plays, and poems that center on the American experience. A review of the standard conventions of written English is included. Class discussions grow organically from the major themes encountered in the students' reading, and essay assignments are often based upon these class discussions. Students are required to write a variety of major essays, most of which will involve literary analysis. Many less formal, shorter writing

assignments will also be required. Students are expected to generate sophisticated, precise, and insightful thesis statements, and demonstrate evidence of advanced reading comprehension skills.

English 11 L4

EN340 - 1.0 Credit - Year Long - Grade 11

Prerequisite:

- Recommendation of English 10 teacher **AND** either: C+ or better in English 10 L4, **OR** A- or better in English 10 L3

English 11 L4 is a very rigorous course in which students read at an accelerated pace a variety of genres including novels, plays, short stories, and poems that center on the American experience. The literature examines American life, past and present, from various viewpoints. In order to prepare students for success at the university level, many major essays are assigned. Most of these challenging essay assignments are based on literary analysis, including a longer analytical research project. Several less formal, shorter writing assignments will also be required.

English 11 L5

EN352 - 1.0 Credit - Year Long - Grade 11

Prerequisite:

- Year average of 90 or better in English 10 L4 **AND** recommendation of English 10 L4 teacher.
- Students' analytical writing will be carefully considered when recommending students.

This course focuses on an intensive study of literature and the development of analytical and critical writing skills and leads logically to the Grade 12 Advanced Placement English course. The program encourages close reading of poems, plays, and novels, and fosters discussions on a variety of literary topics. Grading for this course is mostly dependent upon the students' performance on major writing assignments. Students will be required to write many major assignments, both in and out of class, during the course of the full year.

AP English Literature and Composition

AP English Literature & Composition

EN450 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- Year average of B- or better in English 11 L5 **AND** recommendation of English 11 L5 teacher **OR** Year average of A- or better in English 11 L4 **AND**

recommendation of English 11 L4 teacher **AND** recommendation of a current AP English teacher.

- Students' analytical writing will be carefully considered when recommending students for AP.

The primary goal of the course is to encourage students to continue to develop their independence as readers and skillful writers. This college-level course features a substantial amount of required and outside reading, as well as frequent written assignments, both short and long-term. Most of this writing will be literary analysis, although students will have opportunities for creative work as well. After completion of the required summer reading, students will begin the course with several weeks of intensive analysis of poetry and short stories, followed by thematic units based on a variety of novels and plays from the 16th Century to the present.

AP English Literature and Composition will be conducted as a seminar, with active participation in class discussions and student presentations expected. The course will also provide preparation for the AP exam, which all students in the class are encouraged to take.

This is a full-year course. Students who select this course should **not** sign up for Senior Seminars.

Senior Seminars

Adventure Literature L2/L3/L4

EN4201/4301/4401 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L2:** Recommendation of English 11 teacher
- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

Throughout this course, we're going to examine the human desire to explore the world around us. Why do we take risks? Why do we step into the unknown with no guarantee of safety? There are many reasons why human beings have responded to the call of adventure: as a journey of self-discovery; as a search for "authenticity"; as a means to discover a lost paradise; as a way to escape civilization and connect with nature; and even as a way to find some sort of treasure and bathe in a bathtub full of money like Scrooge McDuck. We're going to consider all of those things and more, and we're going to talk and write about our own adventures, too.

Crime Literature L2/L3/L4

EN4207/4307/4407 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L2:** Recommendation of English 11 teacher
- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

Our country has a long history of fascination with truly dark crimes. Every day, someone murders someone else.... This is one of the most popular genres of American Literature, and this course will explore why its appeal is so evergreen, including elements of motivation, guilt, and responsibility. Join the journey through crime history, both fictional and true.

Dystopian Literature L2/L3/L4

EN429/439/449 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L2:** Recommendation of English 11 teacher
- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

Utopian, or seemingly perfect societies, often hide a dark side, known as a dystopia. What is “perfect” is often actually a profoundly destructive, dehumanizing nightmare for the citizens who live there. This class will consider several examples of dystopian works from both literature and film. It will also look closely at post-apocalyptic literature, possibly including zombies, as well as futuristic depictions of society gone terribly wrong.

Tolkien and the Hero's Journey L3/L4

EN438/448 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

The Hero's Journey is a pattern that occurs in stories from every culture and every time period: a young person, unsatisfied with their life, stumbles into a larger and more complex world and learns the skills they need to survive as an adult, and they ultimately become a hero in the process. This class looks at that pattern in both *The Hobbit* and *The Lord of the Rings* by J.R.R. Tolkien, and then goes on to look closely at the books themselves. The books can be challenging at times, mostly because the stories are detailed and complex, but they're full of dragons and wizards and epic battles, and Tolkien is concerned with the nature of evil, and of power, and of how we should act in the face of impossible odds.

Listening to the Silenced Stories L2/L3/L4

EN4208/4308/4408 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L2:** Recommendation of English 11 teacher
- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

Who are the voices left unheard? The stories of those pushed to the edges of society? The ideas the mainstream views silence? This course will examine the stories of those who have been marginalized in society. History is often most vocally told by those who dominate the social narrative, but the literature of the under-represented voices can reveal important elements about our contemporary society. The readings in this course give voice to narratives that will allow students to explore our history, our perceptions, and our society from new perspectives, while exploring how identity, culture, history, race, gender, sexuality, and class impact our understanding of the world around us. The works covered in this course explore what can be learned when the silenced voices are given space to speak.

Literary Analysis of Film L2/L3/L4

EN4204/4304/4404 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L2:** Recommendation of English 11 teacher
- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

This course is designed to examine movies with a literary lens. Students will use the terminology of film analysis as well as the language of literary analysis to examine how directors make meaning and evoke feelings in their audiences. This course presents the

opportunity to study movies adapted from texts as well as original screenplays. Students will analyze films primarily in writing and through various discussion formats. In addition, students will gain a first-hand understanding of the impact of directorial choices by creating a short film adapted from a text.

Philosophy and Literature L3/L4

EN433/443 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

Some literature is philosophical, and some philosophy is quite literary. This course will explore the ways in which major philosophical ideas manifest themselves in other types of writing, and will utilize both philosophical texts and works of fiction. It will survey a broad swath of writers from the ancient Greeks through the present day. No background in the history of philosophy is required or assumed.

Poetry L2/L3/L4

EN424/434/444 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L2:** Recommendation of English 11 teacher
- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

“It is the poet’s obligation to bear witness” – Plato

Over the course of the semester, students will look at various forms of poetry that have been used to “bear witness” to historical events, social movements, and other major issues of the past and present. In doing so students will sample various poets, eras, and styles of poetry and come to understand how poetry can influence positive change, in small ways as well as in big ways. Ultimately, students will realize that we can all be poets in our own right and that what we say matters.

Psychology in Literature L2/L3/L4

EN425/435/445 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- **L2:** Recommendation of English 11 teacher

- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

In this course, we will analyze literature using a psychological lens to better understand how characters' behaviors and mental processes influence their decision-making. Additionally, we will explore how the authors' external and internal influences may have impacted their writing. And through our study of relevant psychological research, we will look to better understand the psychology of not only ourselves but of the society we live in.

Shakespeare L2/L3/L4

EN4203/4303/4403

Prerequisite:

- **L2:** Recommendation of English 11 teacher
- **L3:** C- or better in English 11 L3 **AND** recommendation of English 11 teacher; **OR** successful completion of English 11 L4
- **L4:** Recommendation of English 11 teacher **AND** one of the following: C+ or better in English 11 L4, **OR** A- or better in English 11 L3, **OR** successful completion of English 11 L5

"Let us breathe and haply institute/ A course of learning and ingenious studies" of the works of William Shakespeare. The course will include a variety of Shakespeare's works, including tragedies, comedies, histories, and sonnets. Some attention will be given to Shakespeare's life and the Globe Theater, as well as the works in performance. Don't be an artless, beef-witted, earth-vexing, loggerheaded, motley-minded moldwarp.

English Electives

Anthems for Activism L2/L3/L4

EN126/136/146 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- **L2:** This level is appropriate for L2 English students
- **L3:** This level is appropriate for L3 English students
- **L4:** This level is appropriate for L4 and L5 English students

In this course we will examine activist content through various communication media. Social and historical protest movements leave behind inspirational music, art, photography, film, speech, and memorial spaces. What is the legacy of songs such as "We Shall Overcome," what is the impact of the Vietnam memorial, and what is the echo of "Say Her Name"? Where do we see modern-day activists extending the work of our

predecessors? We will analyze these various content expressions in order to be inspired and to develop strategies for communicating the need for awareness and change. The final project will allow students to use their own voices to create content that advocates for change.

Creative Writing L3/L4

EN135/145 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- **L3:** This level is appropriate for L2 and L3 English students
- **L4:** This level is appropriate for L4 and L5 English students

This course explores creativity, the imagination, and creative written expression. Learn to write powerful stories, creative nonfiction, screenplays, and poetry with a strong voice, sensory detail, structure, and tension.

Empower Your Writing L3/L4

EN134/144 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- **L3:** This level is appropriate for L2 and L3 English students
- **L4:** This level is appropriate for L4 and L5 English students

Learn to write beyond the five-paragraph essay. Find your voice and write with a purpose meaningful to you. This portfolio-based course will provide you the opportunity to practice writing multiple genres including persuasive and narrative pieces that address your connection to the world outside of the high school classroom.

Pathways and Sparks: The Power of Content Media L2/L3/L4

EN127/137/147 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- **L2:** This level is appropriate for L2 English students
- **L3:** This level is appropriate for L3 English students
- **L4:** This level is appropriate for L4 and L5 English students

Sometimes, all it really does take, is one: one person; one idea; one question. In this course we will examine content developers, whether they are writers, podcasters, visual artists, speakers, or social media influencers, who use modern pathways to inform the public. These artists, activists, and thinkers often spark changes in public awareness, and their one idea has a ripple effect on our culture and thinking. Powerful podcasts such as Serial led to cold case investigations, a TED talk by Victoria Garrick led to a mental health organization for athletes, the Ice Bucket Challenge led to lifesaving medical research, and the power of memoirs create understanding of lived experiences. The final project for this class will allow students to create content that demonstrates an

understanding of the various methods and formats that modern society uses to disseminate information.

Reflective Writing L3/L4

EN133/143 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- **L3:** This level is appropriate for L2 and L3 English students
- **L4:** This level is appropriate for L4 and L5 English students

Do you want to write about your life? Do you want to express your opinion about a topic? Are you curious about how people's life experiences influence their views? These questions lie at the heart of personal stories (or memoirs) and personal essays. In this reflective writing course, we will read and write stories and essays that focus on real-life personal experiences. Topics include: using narration, description, and reflection; developing your unique voice; using figurative language; and finding the extraordinary in the ordinary.

Speech L3

EN132 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This introductory course focuses on public speaking in a variety of situations, such as panel discussions, informative and persuasive speeches, and debate. Students will learn to handle speech apprehension; build confidence; use voice, pacing, and body language effectively; and use research to build credibility.

Expanded Learning Experiences

Internships

[Student Assistant Internship](#)

[QUEST Internship](#)

[WHS Career Education Program](#)

VHS

[VHS Learning \(Varied Courses\)](#)

Additional Courses

[Gender Studies L3/L4](#)

[Logical Reasoning L3/L4](#)

[AP Psychology](#)

[AP Seminar](#)

[Sports & Society L3/L4](#)

Internships

Student Interns:

- Explore potential areas for careers
- Learn workplace skills and expectations
- Gain valuable experience, social skills, and maturity
- Connect academic learning and work-based experience
- Are provided time in their schedule to do independent learning under the supervision of a teacher or staff member

Student Assistant Internship

SA302 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- Completion of application **AND** approval of instructor

The program will provide students with a pathway into career-oriented environments and authentic workplaces. Student interns will be given challenging work that extends our curriculum, provides relevant applications, and develops critical skills that will connect to and transfer into future career demands. Some students will actually follow a school-to-career transition pathway. Interns are assigned to a site mentor who will provide direction and support.

QUEST Internship

Last 6 Weeks of Senior Year - Grade 12

Prerequisite:

- Completion of application **AND** academic good standing

The number of our seniors considering a QUEST internship during the last six weeks of their high school career has been increasing every year. The value and significance of quality internships both locally and nationally have increased, leading to the possibility of more students wishing to participate. The increase in the numbers warrants clarification of the following points of emphasis.

The decision to participate in the QUEST program with students who are taking an AP course(s) should be made with consideration and input from the student, parent(s), and the AP teacher(s). The final decision should be recognized as the student's personal choice.

The QUEST student's Quarter 3 grade extends to the beginning of the QUEST internship. The teacher has the prerogative to adjust a QUEST student's quarter 3 grade if a student is not fulfilling the class requirements.

Students involved with the Fine Arts Program are expected to attend one rehearsal per week plus a dress rehearsal prior to the production or concert. Upon completion of the concert or production, all time will be spent at the student's internship site. Students must communicate the fulfillment of this obligation with their teacher, the QUEST Director and receive approval from their sponsor to leave the internship site.

To encourage and promote a high standard for VHS courses, W.H.S. requires a student to have a current average of 80 or better at the end of 3rd Quarter in order to participate in the QUEST program. VHS students are expected to continue with the VHS course responsibilities until the end of the VHS 4th Quarter. VHS students electing QUEST will sign the VHS/QUEST contract included in the student's application packet.

WHS Career Education Program

Varied Duration and Credits

Prerequisite:

- Principal approval

This alternative education program is for students whose needs and interests demand school-supervised work experience. Students attend academic classes in the morning and work at supervised, credit-bearing, career-oriented job sites in the afternoon. This program is coordinated through Mr. Brian Callaghan.

VHS

The mission of VHS Learning is to develop and deliver standards-based, student-centered online courses that increase educational opportunities and 21st-century skills.

Learning Expectations

VHS Learning students are expected to be:

- Self-directed and motivated
- Good at organizing and managing their time
- Comfortable using technology
- Good readers and writers
- Curious about the subject they are studying

VHS Learning (Varied Courses)

VHS301/302/303 - 1.0 or 0.5 Credit - Year or Semester Long - Grades 11-12

Prerequisite:

- Varies by course. Students must also complete an Endorsement Form and online Google Form to register.

*Any student who takes a VHS Learning Advanced Placement course at Westborough High School must take the AP Exam in order to receive Level 5 credit on their transcript. If a student does not take the AP Exam for the course, then, Level 4 credit will be reflected on the student's transcript.

The VHS Learning program unites teachers and students from a variety of social, economic, and geographic backgrounds to study and collaborate with one another in a virtual learning environment. They offer a wide range of unique elective offerings, including many Advanced Placement courses.

Students interested in electing VHS Learning courses should have proven success in honors-level courses and self-confidence in their ability to succeed in an independent learning environment. Semester courses as well as full-year courses are available. Students may enroll in a maximum of two semester courses or one full-year course. For more information or to view the course catalog, visit the VHS Learning website at vhslearning.org.

Once you are enrolled, you will be scheduled for one VHS Learning period per course in the Library Media Center. VHS Learning courses require students to be actively engaged in their coursework approximately 6-8 hours for a standard level class, 8-10 hours for an honors level class, and 10-12 hours for an AP level class each week.

Additional Courses

Gender Studies L3/L4

AD130/140 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

L3:

- None

L4:

- Approval from course instructor

Gender Studies is an introductory course that examines how the concept of gender and gendered experiences are constructed within our society and our social institutions. Part of the curriculum will be an examination of gendered ideas and views in American and world culture, both historically and during contemporary times. Topics of study will include analysis of the social constructions that impact gender expectations, and their connections to the workplace and family, as well as its influence on dress, appearance, and behavior. The media's role in the portrayal of gender, gender identity, and gender stereotypes will also be addressed throughout the coursework. Additional topics of study may include the role of gender in sexuality, religion, power structures, and the intersection of gender, race, class, and ethnicity. Level 4 students will be required to complete additional readings and assignments.

Logical Reasoning L3/L4

AD230/240 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- None

Logic is integral to the foundations of Math and Science and is a key tool employed in all social sciences. Thus, to master logic is to acquire a very real advantage in many areas of life. This logic class is a semester course designed for grades 10, 11, and 12. The first part of the course covers categorical and propositional logic with an emphasis on transcribing natural language sentences into symbolic logic. The second half of the course offers a limited introduction to predicate logic as well as work with syntactic, semantic, and pragmatic fallacies. This course does not have homework. Each class period is broken into three distinct parts: 1.) an initial lecture and demonstration by your instructor; 2.) time for students to work on the day's exercise set; and 3.) a review of the day's exercise set with time for students' questions. Grading is based upon a total of twenty quizzes and one essay. The essay is written over several class periods at the end of the course. This course can be taken for either level three or level four credit. Each of the quizzes and the essay have an extra component that only level four students are required to complete.

AP Psychology

AD350 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- Approval of Administration: Decisions will be made based on the student's overall academic performance and course load

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will learn about the ethics and methods psychologists use in their science and practice. This course is designed to mirror an entry-level college course; therefore, students must be willing to accept the challenge of a rigorous curriculum. Students will take the AP Psychology Exam in May.

AP Seminar

AD360 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Year average of 90 or better in English 10 L4 **AND** recommendation of English 10 L4 teacher; OR
- Year average of 90 or better in English 11 L4 OR year average of 85 or better in English 11 L5 **AND** recommendation of English 11 L5 Teacher
- Students' analytical writing will be carefully considered when recommending students.

This course is best suited for intellectually curious, highly motivated students who have an interest in expanding their inquiry skills and creating meaning through analyzing and then synthesizing a variety of source material and media. They will gain an understanding of ethical and effective research practices. Throughout the year, students will explore the complexities of one or more themes by making connections within, between, and among disciplines. Multiple perspectives and lenses are considered (e.g., cultural/social, economic, historical, environmental, gender, etc.). This college-level course is skills-driven rather than content-driven, and it culminates in a final product largely of the student's design: they will identify a research question, research the issue, develop an argument, present and defend a conclusion, and produce a multimedia presentation of their findings to be delivered to their peers. There will be smaller, incremental assignments and progress checks throughout each semester which will provide students with meaningful guidance and feedback as they work towards their final products.

The course provides preparation for the AP "exam" (consists of 3 components: individual research report; team multimedia presentation; and formal exam).

Additional information about the AP Seminar course can be found on the College Board website.

Sports & Society L3/L4

AD431/441 - 0.5 Credit- Semester Long - Grade 12

This semester-long course will primarily focus on the role of sports in society and how to appropriately interact with various sports at the multiple levels as a fan, event administrator, player, or even coach.

Through the course, students may have the opportunity to study:

- History and evolution of games.
- Milestones and historical significance of sports.
- The impact of sports on culture and society.
- Ways to engage with sports.
- Planning, organizing, and executing an event.
- Earn certification as a high school or youth official, or other training/credentials relating to athletics

These lessons will be explored through collaborative group research and projects, case studies, field experiences, and guest teachers.

Family & Consumer Science Department

Family & Consumer Science Department Mission Statement

The mission of the Family and Consumer Science Department is to provide a program where knowledge, skills, and practices promote general well-being, healthy behaviors, and successful life management.

Learning Expectations

Family and Consumer Science students are expected to be:

Effective Communicators who:

- Reflect and communicate the outcomes of project-based learning
- Read, interpret, and create effective project directions

Critical Thinkers and Problem Solvers who:

- Work effectively on a team
- Apply theoretical concepts

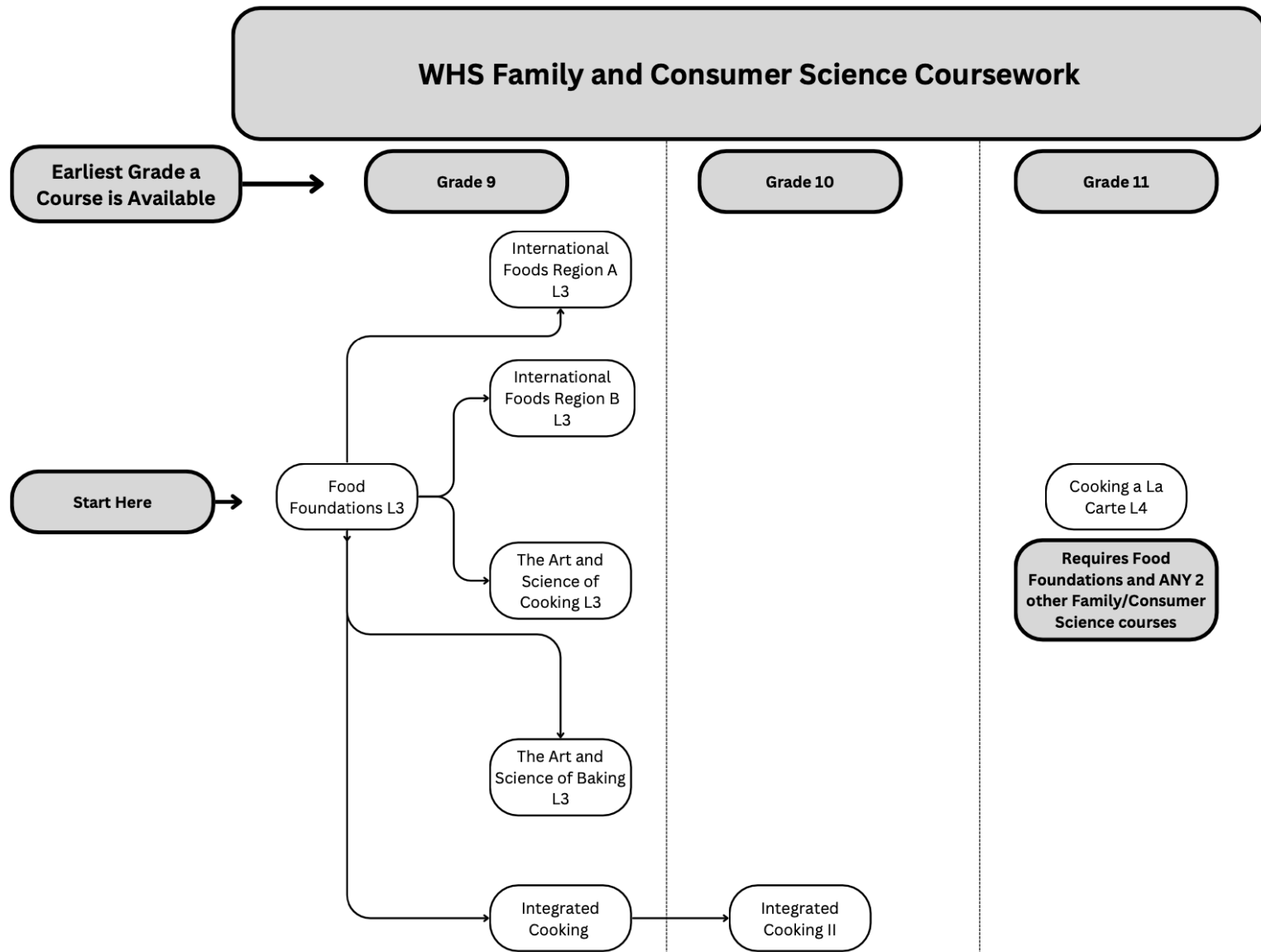
Responsible Citizens who:

- Display responsible work habits
- Work successfully with a wide variety of co-workers
- Demonstrate respect for other student's work
- Develop solutions within a diverse atmosphere

Effective users of Technology who:

- Perform basic computer tasks
- Practical use of a wide variety of technologies

Suggested Family & Consumer Science Course Sequences



Family & Consumer Science Courses

[Food Foundations L3](#)

[International Foods Region A L3](#)

[International Foods Region B L3](#)

[The Art and Science of Baking L3](#)

[The Art and Science of Cooking L3](#)

[Integrated Cooking \(Option for L0\)](#)

[Integrated Cooking II](#)

[Cooking a La Carte: A Culinary Independent Study L4](#)

Food Foundations L3

FCS130 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course introduces students to the amazing world of food and enables them to develop the skills needed to successfully plan and safely prepare a variety of nutritious and delicious food products. Students will learn how to equip and organize a kitchen workspace and then begin to develop foundation food preparation skills. Careers associated with food, cooking methods, food safety, kitchen mathematics, kitchen safety, mealtime etiquette, meal planning, recipe analysis & planning, serving food, and shopping for food are topics that will be covered.

International Foods Region A L3

FCS131 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C or better in Food Foundations L3

Students will complete a brief review of laboratory procedures and foundation skills for food preparation and then be introduced to the cultures and cuisines of France and Italy. A variety of delicious traditional recipes will be prepared to increase students' understanding and appreciation of each country's cuisine.

International Foods Region B L3

FCS132 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C or better in Food Foundations L3

Students will complete a brief review of laboratory procedures and foundation skills for food preparation and then be introduced to the cultures and cuisines of China and

Mexico. A variety of delicious traditional recipes will be prepared to increase students' understanding and appreciation of each country's cuisine.

The Art and Science of Baking L3

FCS133 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C or better in Food Foundations L3

Students will complete a brief review of laboratory procedures and foundation skills for food preparation and then focus on the preparation of sweet and savory baked goods. Students will learn about ingredients used for baking, the baking process, and storing baked products and will prepare a variety of quick and yeast breads, cakes, cookies, pies, and tarts.

The Art and Science of Cooking L3

FCS134 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C or better in Food Foundations L3

Students in this course will complete a brief review of laboratory procedures and foundation skills for food preparation and then focus on the preparation of fruits, vegetables, grains, dairy products, eggs, and meat using a variety of cooking methods and creative additions to add nutrition and appeal to meals. Students will learn about various methods of heat transfer, moist heat cooking, dry heat cooking, microwave cooking, herbs and spices, and garnishes.

Integrated Cooking (Option for L0)

FCS135 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C or better in Food Foundations or Instructor Permission.

This course is being run in conjunction with the Special Education Department and is designed to bring students with diverse learning abilities and backgrounds together in the kitchen. In addition to learning many cooking techniques and recipes, this course is intended to use the communal experience of cooking together as a way to foster independence and to strengthen social and life skills. Students will work collaboratively in all aspects of the class as we sear, slice, sauté, stir-fry, bake, chop, and boil.

Integrated Cooking II

FCS145 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- B or better in Integrated Cooking and teacher recommendation

This course is being run in conjunction with the Special Education Department and is designed to allow students with diverse learning abilities and backgrounds to continue to work together in the kitchen. In addition to learning many cooking techniques and recipes, this course is intended to use the communal experience of cooking together as a way to foster independence and to strengthen social and life skills. Students will work collaboratively in all aspects of the class as we sear, slice, sauté, stir-fry, bake, chop, and boil.

Cooking a La Carte: A Culinary Independent Study L4

FCS340 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- All of: B or better in Food Foundations L3, B or better in at least two other FACS courses, **AND** recommendation of FACS teacher

This course enables students to delve into self-initiated research and product development relating to culinary topic[s] of personal interest. Through collaborative discussions, independent research, lab work, process reflections, and product evaluations, students will expand and refine their culinary skills as well as numerous skills necessary for professional success in the 21st century. Students are expected to be curious about the subject[s] they are studying and motivated to engage in extensive research and lab work. Students will adhere to all established food and kitchen safety protocols and are expected to present culinary projects and written materials that meet exceptional, professional standards with an emphasis on quality.

Fine Arts Department

Fine Art Department Mission Statement

The mission of the Westborough Public Schools' Fine Arts Department is to provide an integrated arts education through a dynamic K-12 curriculum and engaging aesthetic experiences. We encourage exploration, critical and reflective thinking, as well as hands-on learning, fostering a lifelong relationship with the arts.

The core values of the K-12 Fine Arts Department include:

- Collaboration: Working with students, families, and colleagues to provide unique opportunities and experiences.
- Community: Cultivating a feeling of fellowship with others through shared attitudes, feelings, and goals.
- Creativity: Promoting the use of imagination and original ideas in the production of artistic work.
- Excellence: Setting a high standard of quality for both students and staff.

Learning Expectations

Visual Arts

Visual Arts students are expected to:

- Apply the elements and principles of art in their work
- Apply a broad range of two and three-dimensional media, techniques, and processes
- Apply creative thinking by observing, analyzing, inventing, and expressing ideas
- Apply critical thinking by observing, analyzing, interpreting, and evaluating their artwork and the artwork of others
- Make connections between the visual arts and other disciplines
- Describe the purpose and meaning of art as it relates to cultures and historical periods

Theatre Arts

Theatre Arts students are expected to:

- Apply the dramatic elements to portray characters in scripted and improvised scenes
- Apply creative thinking by reading, analyzing, and writing dramatic works
- Rehearse and stage dramatic works
- Demonstrate skills in the basic tools, media, and techniques of theatrical production

- Describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary
- Describe the purpose and meaning of theatre as it relates to other disciplines.

Music

Music students are expected to:

- Apply the elements of music in performance and/or composition
- Sing and play alone and with others a varied repertoire of music
- Read and notate music
- Listen to, analyze, describe, and evaluate music and musical performances
- Apply creative thinking by analyzing, expressing, inventing, and interpreting ideas.
- Describe the purpose and meaning of music as it relates to cultures and historical periods

Please Note:

- After successful completion of 2D Art Foundations, students may progress on to Mixed-Media Painting or Drawing 1 and Studio Art (Drawing) 2D AP.
- After successful completion of 3D Art Foundations, students may progress to a pottery sequence and 3D Design Portfolio AP.
- Students who elect music courses will have opportunities to develop their abilities in either choral or instrumental music, or both. Students who wish to pursue music at an advanced level can audition for the select ensembles such as Symphonic Band, Chamber Orchestra, Concert Choir, or the Soprano & Alto Chorale.
- Students who wish to participate in after-school musical ensembles, Districts, or All-States must be registered as a member of one of the major in-school performing ensembles.
- Graphic Design, Digital Photography, American Music History, Film & Society, Modernism, Music Theory, 2D Art Foundations, 3D Art Foundations, Theatre Arts I, and Stage Direction and Design are excellent courses for students who wish to include fine arts classes in their schedules. They are open to all students regardless of their backgrounds in the arts. These courses are strongly recommended for students who are contemplating or preparing for arts-related careers.

Fine Arts Courses

Music Ensembles

[Concert Band](#)

[Symphonic Band](#)

[Concert Orchestra](#)

[Chamber Orchestra](#)

[Soprano & Alto Chorale](#)

[Mixed Chorus](#)

[Concert Choir](#)

[Combined Ensembles: Choir & Wind; Choir & Orchestra; Mixed Chorus & Concert Band; Chorale & Orchestra; Symphonic Band & Choir](#)

Theatre Arts

[Producing a Play L3](#)

[Theatre Arts I](#)

[Theatre Arts II L4](#)

[Integrated Theater Arts I L3 \(Option for L0\)](#)

[Integrated Theater Arts II L3 \(Option for L0\)](#)

[Theatrical Ensemble I & II L4](#)

Visual Arts

[2D Art Foundations](#)

[Drawing I L3](#)

[Drawing II L4](#)

[Mixed-Media Painting L3](#)

[AP Drawing](#)

[3D Art Foundations](#)

[3D Sculpture L3](#)

[Pottery I \(L3\), II-IV \(L4\)](#)

[AP 3D Art & Design & Advanced 3D Art & Design L4/L5](#)

[Graphic Design](#)

[Digital Photography I](#)

[Digital Photography II L4](#)

[AP 2D Art & Design L5](#)

Additional Fine Arts Electives

[Modernism L3/L4](#)

[Music Theory I](#)

[Music Theory II L4](#)

[AP Music Theory](#)

[American Music History L3/L4](#)

[Piano Lab](#)

[Film and Society L3/L4](#)

[Journalism I L3/L4](#)

[Journalism II L4](#)

[Advanced Journalism L4](#)

Music Ensembles

Concert Band

FA107 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- None

The Concert Band performs a wide variety of music including marches, light concert music, and standard band music from various time periods in music history. Participation in this course requires attendance at all scheduled concerts including Band-O-Rama, Winter Concert, Spring Concert, Graduation, and adjudication festivals. Daily individual practice and preparation, class participation, and some after-school sectionals are required.

Symphonic Band

FA106 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Audition required

Participation is open to brass, woodwind, and percussion players by audition. The Wind Ensemble will focus on advanced repertoire including class works for wind band and orchestral transcriptions. Participation in this course requires attendance at all concerts including Band-O-Rama, Winter Concert, Spring Concert, Baccalaureate, Graduation, and adjudication festivals. Students in this ensemble are strongly encouraged to take private lessons. Daily individual practice and preparation are required, as well as attendance at a monthly sectional after school.

Concert Orchestra

FA109 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- None

Concert Orchestra is open to all experienced violin, viola, cello, and double bass players. No audition is required for entrance. Students enrolled in Concert Orchestra will study and perform a variety of intermediate string orchestra literature, encompassing a wide range of styles and periods in music history. Participation in this course requires attendance at all concerts including a Winter Concert, String Fest, Spring Concert, and adjudicated festivals. Students are expected to practice regularly outside of school.

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Chamber Orchestra

FA108 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Audition required

Chamber Orchestra is a select ensemble and an audition is required for entrance. Students enrolled in Chamber Orchestra will study and perform a variety of advanced string and full orchestra literature, encompassing a wide range of styles and periods in music history. Participation in this course requires attendance at all concerts including a Winter Concert, String Fest, Spring Concert, and adjudicated festivals. Students are expected to practice regularly outside of school and are strongly encouraged to study privately.

Soprano & Alto Chorale

FA1010 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Audition required

The Soprano & Alto Chorale is a select vocal performance ensemble. Audition is required for entrance. The course stresses the fundamentals of vocal technique and the study and performance of music composed for treble voices. Students study and perform music from a wide range of musical styles, encompassing all periods of music history and many cultures from around the globe. Previous participation in Mixed Chorus does not guarantee that a student is admitted to Soprano & Alto Chorale. The Soprano & Alto Chorale performs at the October Choral Concert, the Winter Concert, the Chorale Collage Concert, and the Spring Concert. Often the ensemble will perform at other venues, including competitions and festivals.

Mixed Chorus

FA1011 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- None

The Mixed Chorus is a non-selective vocal performance ensemble. No audition is required for entrance. The course stresses the fundamentals of vocal technique and the study and performance of music composed for four-part music for mixed voices (soprano, alto, tenor, and bass). Students study and perform music from a wide range of musical styles, encompassing all periods of music history and many cultures from around the globe in a large group situation. Previous singing experience is helpful, but not necessary. The Mixed Chorus performs at the October Concert, the December Winter Concert, the Choral Collage, and the Spring Concert as well as other venues, including competitions and festivals.

Concert Choir

FA1012 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Audition required

The Concert Choir is a select group of students who have shown an outstanding vocal and musical ability through participation in other vocal performance ensembles. The group will study advanced choral works both with accompaniment and a cappella. Students should be able to read music and should have a solid background in vocal technique. Entrance into Concert Choir is by audition only. The auditions take place as students are selecting courses for the following academic full year. Previous participation in either the Women's Chorale or Mixed Chorus does not guarantee that a student is admitted to Concert Choir. Concert Choir performs at the October Concert, the December Winter Concert, the Choral Collage, and the Spring Concert as well as other venues, including competitions and festivals.

Combined Ensembles: Choir & Wind; Choir & Orchestra; Mixed Chorus & Concert Band; Chorale & Orchestra; Symphonic Band & Choir

FA1013/1015/1014/1016/1022 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Audition and approval from the Director of Fine Arts required

Students are allowed to join no more than two ensembles that rehearse during the same period. Students wishing to enroll in two ensembles should consult their ensemble director for a list of expectations and to schedule an audition.

Theatre Arts

Producing a Play L3

FA139 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

As an introduction to the theatrical process, Producing a Play provides the student with an opportunity to partake in a short, but fully realized play, without the extracurricular component. This class explores a broad range of theater skills: performing, producing, costume design, lighting design, sound design, scenic design, and set construction. Students explore the myriad aspects of production and performance, from conception of ideas to completion of production.

Theatre Arts I

FA1018 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

Theatre Arts I is a performance-based course designed to introduce students to the basic elements of Theatre. Students will develop basic acting skills such as improvisation, physical character building, voice work, script analysis, and emotional connection. Students will be expected to memorize and perform contemporary monologues and scenes and develop believable characters, physically and emotionally. Projects include performing scripted scenes and monologues, keeping a journal to reflect upon their own work, and reviewing peer performances.

Theatre Arts II L4

FA1419 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- B- or better in Theatre Arts I **OR** recommendation of Theatre Arts I teacher

Theatre Arts II is a performance-based class that builds on Theatre Arts I to further students' understanding of acting principles, theatrical conventions, and the role of a director. Students will develop an understanding of audition techniques, performance of classical and Shakespearean texts, scene study skills, and introductory playwriting and directing concepts. Students will focus on creating their own acting "method" using exercises from Stanislavsky, Meisner, Hagen, Spolin, Boal, and other acting greats. Projects include performing scripted monologues and scenes, self-scripting and performing monologues, keeping a journal to reflect upon their own work, and reviewing peer and professional performances.

Integrated Theater Arts I L3 (Option for L0)

FA136 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

Designed in conjunction with the Special Education department, Integrated Theater Arts is an introductory theater arts course designed to connect students with diverse learning abilities and backgrounds. The course utilizes Theater to practice and strengthen independence in life skills, such as self-advocacy, collaboration, and social skills. Students will work collaboratively to stage a theater performance, developing acting, directing, and technical theater skills. Projects will include a class performance at the end of the semester, as well as reflections in and outside of class.

Integrated Theater Arts II L3 (Option for L0)

FA137 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- Successful completion of Integrated Theater Arts I

Designed in conjunction with the Special Education department, Integrated Theater Arts II is a continuation of Integrated Theater Arts I and is designed to connect students with diverse learning abilities and backgrounds. The course utilizes Theater to practice and strengthen independence in life skills, such as self-advocacy, collaboration, and social skills. Students will work collaboratively to stage a theater performance, developing acting, directing, and technical theater skills. Students taking Integrated Theater Arts II will take on leadership and mentor roles to complete a class performance at the end of the semester, as well as reflections in and outside of class.

Theatrical Ensemble I & II L4

FA243/341 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- Theatrical Ensemble I L4 - Limited by audition to students who have earned a B- or better in Theatre Arts II L4 or by permission of the instructor
- Theatrical Ensemble II L4 - Limited by audition to students who have earned a B- or better in Theatrical Arts I L4 or by permission of the instructor

This class aims to provide students with an opportunity to create and explore their own work and its relevance to the world around them. This is the third and concluding course in the Theatre Arts sequence.

Students will create an original piece of material in a process-driven environment. Students will explore how to properly use their bodies to express the emotional and concrete actions of characters, how to construct effective scenes, and how to strengthen their overall craft as theatrical artists. The class will culminate in a performance of these materials in front of a live audience.

Visual Arts

2D Art Foundations

FA102 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course provides students with essential skills for a solid foundation in 2 Dimensional Arts. Students will develop competency and confidence in drawing and painting through the use of graphite, charcoal, watercolor, and acrylic paints. Students will develop an in-depth understanding of the elements of art and the principles of

design, applying their learning imaginatively and skillfully through their work. Additionally, students are exposed to the work of major artists and diverse cultures, developing an understanding of how others have used art concepts and techniques to creatively communicate ideas and convey meaning through visual art. Students can expect to receive occasional sketchbook-style homework assignments in this course.

Drawing I L3

FA131 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C+ or better in 2D Art Foundations; **OR**
- Permission of instructor

Drawing I is a course designed to investigate the processes of creating a visual statement. Major components of the course include the development of the student's ability to "see" and observe, the mechanics of rendering an image, and the production of visual statements through the context of art history. These components are developed through a sequence of drawing exercises using various media. Major themes include observational drawing, understanding and drawing the figure, self-portraiture, studying contrasts of light and dark, asymmetrical compositions, and creating textures and patterns through mark-making.

Drawing II L4

FA240 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- C+ or better in Drawing I L3; **OR**
- Permission of instructor

Building off the skills of Drawing I, Drawing II is an advanced course in the study of the drawn image. The class is focused on intensified activities that are focused on observational drawing in a variety of media, including graphite, pen and ink, and oil paint. Students will develop their mark making abilities, understanding of color theory, and improve upon their ability to render subjects from life. The class culminates in a student driven project that incorporates their artistic and conceptual goals.

Mixed-Media Painting L3

FA230 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- C or better in 2D Art Foundations; **OR**
- Permission of instructor

Students electing Mixed-Media Painting will have an opportunity to further explore various paint and printmaking media. Areas of focus include: Watercolor, acrylic painting, collagraph printmaking, and relief printing. Building on skills learned in 2D

Foundations, students will enhance their knowledge and understanding of painting techniques, materials, and supports. Students will also explore various reductive and additive printmaking strategies, while producing a cohesive body of work.

AP Drawing

FA453 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- B- or better in Drawing I L3. Admission is subject to a portfolio review by the instructor.

AP Drawing is designed by The College Board based on a set of national standards for performance in visual arts. It is designed for those students who are seriously interested in the practical experiences of art-making regarding issues in two-dimensional design. This 2D course involves purposeful decision-making, applying the elements and principles of art and design in an integrative way. Students are guided through a rigorously organized curriculum where they can demonstrate their knowledge and skills in design principles articulated through visual elements.

For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium and/or process. Students will assemble a cohesive body of work, exploring a central theme/inquiry of their choice. The completed portfolio is submitted to the College Board for assessment at the end of the full year.

Summer assignments are a vital part of AP Drawing. Students must prepare several works before returning to school in September. It is expected that all students signed up for this course submit their portfolio to the College Board AP evaluation committee for review.

3D Art Foundations

FA103 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course provides students with essential skills for working with clay and making three-dimensional art. Students explore a range of hand-building techniques while learning elements and principles of 3D Art. Students will also challenge themselves to apply newly learned techniques and create expressive works of personal art. Students will maintain a virtual portfolio cataloging research, sketches, process images, reflection, and final work. This class is a prerequisite course for Pottery I, II, III, Sculpture, and AP 3D Art and Design.

3D Sculpture L3

FA233 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- C or higher in 3D Art Foundations

This course engages students in critical thinking about three-dimensional art, artists, and building techniques. By observing artists from around the world and experimenting with a range of materials from clay, found materials, fibers, wood, and metal, students will engage with the elements and principles of 3D Art while developing rich, conceptually driven artworks. Students will maintain a virtual portfolio cataloging research, sketches, process images, reflection, and final work.

Pottery I (L3), II-IV (L4)

FA132/141/242/250 - 0.5 Credit - Semester Long - Grades 9-12 (Pottery I), 10-12 (Pottery II-IV)

Pottery I

- **Prerequisite:** C or better in 3D Art Foundations

This course provides an in-depth and progressive study of wheel-thrown pottery. Students learn how to use the potter's wheel and decorate pottery using a variety of techniques. Students will maintain a virtual portfolio cataloging research, sketches, process images, reflection, and final work. This is a skill-based class where there are fundamental throwing techniques that students master as they progress. Special attention is given to individual development and artistic expression.

Pottery II:

- **Prerequisite:** B or higher in Pottery I L3

Pottery II continues the in-depth and progressive study of wheel-thrown pottery. Students will continue to learn how to use the potter's wheel and decorate ceramics using a variety of techniques. Students will maintain a virtual portfolio cataloging research, sketches, process images, reflection, and final work. This course is a continuation of Pottery I: building on skills, students will create increasingly complex forms focusing on attachments, alterations, and combinations. Special attention is given to individual student skill development and artistic expression.

Pottery III:

- **Prerequisite:** B or better in Pottery II L4

Pottery III provides an in-depth and progressive study of ceramics. With an emphasis on contemporary artists and sustained, inquiry-based making, students will develop a body of work driven by personal investigation, critique feedback, and artist inspiration. Attention is paid to individual skill/technique development and artistic expression. Students will maintain a virtual portfolio cataloging research, sketches, process images,

reflection, and final work. Pottery III is designed to prepare students for the rigorous ideation and making required for AP Art.

Pottery IV:

- **Prerequisite:** B or higher in Pottery III L4 (Independent Study, per permission of the instructor)

Pottery IV continues the in-depth and progressive study of ceramics begun in Pottery III. Students will analyze contemporary artists and create a unified body of work guided by sustained, inquiry-based making. Personal investigation, critique feedback, artist inspiration, and reflection are required in this advanced ceramics course. Attention is paid to individual skill/technique development and artistic expression. Students will maintain a virtual portfolio cataloging research, sketches, process images, reflection, and final work. Both Pottery III and IV are designed to prepare students for the rigorous ideation and making required for AP Art.

AP 3D Art & Design & Advanced 3D Art & Design L4/L5

FA454/4401/457 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- B or higher in Pottery III L4 or 3D Sculpture L3. Admission is subject to a portfolio review by the instructor.

AP 3D Art & Design (L5) and Advanced 3D Art and Design (L4) follow the College Board set of national standards for performance in the visual arts. Students will analyze contemporary artists and create a unified body of work guided by a sustained inquiry question. Personal investigation, critique feedback, and artist inspiration, and writing are required. Attention is paid to individual voice and artistic expression guided by inquiry question. Students will maintain a virtual portfolio cataloging research, sketches, process, writing, and final work. Students enrolled in AP 3D Art & Design will submit a portfolio of work to College Board. Students who elect to submit an independent Advanced Placement Portfolio in 3D Art & Design to receive L5 course credit. If a student wishes to take the course without portfolio submission, they will receive L4 credit.

Graphic Design

FA100 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course guides and supports students as they develop their design skills and engage in design challenges. Students will be introduced to the Adobe Creative Cloud: specifically focusing on Photoshop, Illustrator, and InDesign. By exploring color theory, typography theory, photography theory, and layout theory, students will be able to create design-based projects such as print advertisements, illustrations, editorial layouts, etc.

Final designs, planning, and written reflections will be presented on a personal portfolio site. Students will leave this class with a fundamental understanding of the technical and conceptual skills involved in the field of graphic design.

Digital Photography I

FA101 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course leads students through the artistic and technical processes of digital photography. Students will explore the DSLR camera and the main controls affecting exposure: aperture, shutter speed, and ISO. By steadily building upon their knowledge of the camera functions, students will culminate the course by shooting entirely in manual mode. Images will be edited using Adobe Photoshop and students will have access to the entire Adobe Creative Cloud to create contact sheets and experiment with layout. In addition to developing their technical photography skills, students will acquire and practice using photography as an artistic medium used to document, communicate, and express. Finished photos, planning, and written reflections will be presented on a personal portfolio site. By the end of the class, students will be able to take properly-exposed photographs manually with the ultimate goal of communicating their own personal message or ideas through their images. Students wishing to further their photography experience and skills may enroll in Digital Photography II upon successful completion of this course.

Digital Photography II L4

FA200 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- C+ or better in Digital Photography I

This advanced course will help students strengthen their skills as photographers as they build upon what was learned in Digital Photography I. Students will begin the course with a brief recap of the manual settings before diving into some advanced photography challenges designed to encourage research, planning, experimentation, and problem-solving. Bookbinding will be introduced as a method of photo presentation and students will learn about the principles of design to hone their ability to compose and analyze photographs. The final portion of the class will run as an independent studio where students drive their work both technically and conceptually. Finished images, planning, and written reflections will be presented on a personal portfolio site. Students will leave this class adept at using a DSLR camera and with a rich portfolio of work that showcases their skills, ideas, and personal interests. Students wishing to further their photography experience are encouraged to consider enrolling in AP 2D Art & Design (Photography) during their senior year.

AP 2D Art & Design

FA455 - 1.0 Credit - Year Long - Grades 11 & 12

Prerequisite:

- B- or better in Digital Photography II L4 or Drawing 1 L3. Admission is subject to a portfolio review by the instructor.

The AP 2D Art & Design course is designed by The College Board and based on a set of national standards for performance in the visual arts. Students have the opportunity to develop their 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. They will create artwork that reflects their own ideas and skills. Skills that students will learn and develop include: a) investigating the materials, processes, and ideas that artists and designers use; b) practicing, experimenting, and revising as they create their own work; and c) communicating their ideas about works of art and design. Students are challenged to engage in inquiry-guided artmaking to explore a question or series of related questions throughout the year. Finished images, planning, and written reflections will be routinely presented on a personal portfolio site. Summer coursework is required and is a vital element of completing the portfolio. Students should expect to have work prepared to present upon returning to school in September. The portfolio-based “exam” is divided into two parts: the Sustained Investigation Portfolio and the Selected Works Portfolio. These portfolios are submitted electronically. Submission to the AP College Board evaluation committee is a requirement of the course. Students will leave this course having demonstrated advanced artistic skills and with a body of thoughtful, personal, and conceptual work.

Additional Fine Arts Electives

Modernism L3/L4

FA330/340 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- None

This interdisciplinary, team-taught course focuses on the art, music, literature, and theater of the twentieth century. Beginning with an analysis of contemporary cultural trends, the course then explores the roots of these trends by turning to the Modernist period. After some training in “aesthetic scanning,” an approach to analyzing art, music, and literature, students will have the opportunity to study the connections between modern poetry, fiction, and theater; jazz, classical, and popular music; and artistic movements from impressionism to performance art. The course involves reading, discussion; slide lectures, listening to music, field trips, written assignments, and creative projects.

*Students taking this course for honors (L4) credit are required to do an extended research project.

Music Theory I

FA105 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course is an in-depth study of the basic elements of music including rhythm, melody, harmony, expressive elements, tone color, and form. The ability to sing or play an instrument is helpful, but not required to take the course.

The main goal of the course is to give students a solid foundation in the basics of music theory and to develop skills in sight singing and rhythmic and melodic dictation. Selected examples of music from various periods of music history as well as music from modern idioms including Jazz and Rock are used for purposes of illustrating the treatment of musical elements, and to broaden the musical background of the students.

Music Theory II L4

FA241 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- B- or better in Music Theory I; **OR**
- Permission of the instructor

This course is an in-depth study of harmony beginning with seventh chords and progressing to atonality. Topics include orchestration, 18th-century harmony, 20th-century harmony, ear training, dictation, and solfege.

AP Music Theory

FA350 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- B- or better in Music Theory II L4; **OR**
- Permission of the instructor

The goals of this course are to prepare students for the Advanced Placement music theory exam and develop advanced skills in music theory, music composition, analysis, and MIDI technology. Heavy emphasis is placed on developing skills in sight singing, as well as melodic, rhythmic, and harmonic dictation. Students will be expected to compose at least four original pieces during the course.

American Music History L3/L4

FA232/244 - 0.5 Credit - Semester Long - Grades 10-12

Prerequisite:

- None

This course focuses on how the development of Western music through the colonization of America and the influence of immigrants from around the world led to the birth and development of American Music. Throughout this course, students will carefully examine the various styles that were indigenous to America such as vaudeville, spirituals, ragtime, gospel, jazz, blues, and rock and roll. This course involves reading, discussion, slide lectures, listening to music, written assignments, and creative projects. Students wishing to take this class for Level IV Honors credit will be required to do an extended research project. This course may be taken to fulfill a senior history elective requirement.

Piano Lab

FA1021 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course is designed for students with little or no experience with piano. The concepts of reading and performing standard notation, basic level piano repertoire, piano technique, sight-reading, improvisation, and MIDI will be presented. This course is offered to all students. No experience in choral or instrumental music is necessary. Students need not know how to read music.

Film and Society L3/L4

FA135/143 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

This course will examine the art of motion pictures using examples from a variety of genres and eras. The course will cover film genres such as Silent Film, Propaganda Film, Film Noir, and Animation, as well as feature works of master storytellers working in and outside these genres and styles. Students will learn about directing, editing, screenwriting, actor choices, character development, and cinematography. Students will also closely examine the effects that our society has had on American Cinema and how filmmakers have reflected and affected our world socially, financially, and artistically. This course will involve film viewing, script reading, lectures, discussions, written work, and creative projects.

*Students taking this course for honors (L4) credit are required to do an extended research project.

Journalism I L3/L4

EN131/141 - 0.5 Credit - Semester Long - Grades 9-11

Prerequisite:

- None (**PLEASE NOTE:** This course is only available in grades 9-11)

Journalism I is a communication heavy course (both verbal and written) that introduces students to the basics of journalism. Students will learn how to assess source credibility and media biases, while identifying different types of news stories. Straight news, feature stories, profiles, opinion pieces, review articles, and other types of writing will be explored. As writers, the ethics of journalism drive students' practice. A goal of the course is for students to be published in the online school newspaper, The Lobby Observer.

Journalism II L4

EN241 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- B or better in Journalism I **AND** recommendation of Journalism I teacher
- Note: This course requires permission to work off campus.

This course builds off of Journalism I, providing students with the opportunity to learn the video production side of journalism in addition to writing for our online school newspaper. The course offers instruction in the basics of producing broadcast news stories. Students will learn how to use professional editing software and equipment. We will work off campus with Westborough TV staff in a professional studio. Similar to a real newsroom environment, students will develop the teamwork and communication skills they will need to meet the responsibilities of producing news media.

Advanced Journalism L4

EN342 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- B+ or better in Journalism II L4 **AND** recommendation of Journalism II L4 teacher
- Note: This course requires permission to work off campus.

This course offers a continuation of study, focusing on advanced journalistic practices. Our class is student-centered and functions like an actual newsroom, requiring teamwork and collaboration. In addition to managing the online school newspaper, students enrolled in this course will continue to work with Westborough TV staff, mentor Journalism II students, explore new media technologies, and study current events. Students will also explore the ways in which journalists build their audience using social media. Emphasis will be placed on students' communication skills as working professionals both in the classroom and in the greater community.

Mathematics Department

Mathematics Department Mission Statement

The mission of the mathematics department is to facilitate all students to obtain mathematical content and skills that will empower them to:

- Enroll in the highest level course in which they can succeed
- Think critically and creatively
- Solve rigorous and authentic problems
- Collaborate and communicate effectively
- Identify and use appropriate tools and technology

Learning Expectations

Mathematics students are expected to be:

Effective communicators who organize and consolidate their mathematical thinking through communication:

- Express mathematical ideas coherently to diverse audiences
- Use appropriate and accurate mathematical language
- Develop, evaluate, and defend persuasive mathematical arguments
- Analyze, evaluate, and discuss the mathematical reasoning and strategies of others

Critical thinkers and problem solvers who solve problems that arise in mathematics and in other contexts:

- Identify and describe the problem
- Collect and organize information
- Formulate relevant questions and develop an appropriate model
- Choose appropriate strategies and implement a plan of action
- Draw logical conclusions and evaluate results
- Participate actively as members of a team

Efficient users of technology who recognize its role in mathematics:

- Use technology as a learning tool
- Select appropriate technology
- Acknowledge the limitations of technology

Each student should purchase a scientific calculator as these will be used frequently in class and are allowed on standardized tests (MCAS, SATs & ACTs). Students enrolled in Algebra II, Precalculus, Calculus, and Statistics are encouraged to purchase a TI-84 graphing calculator. Be aware that the minimum requirement in math for admission to Massachusetts state colleges is four years of math, including Algebra I, Geometry, and Algebra II.

Suggested Math Course Sequences

	Accelerated Track	Honors Track Option 1	Honors Track Option 2	College Prep Option 1	College Prep Option 2	College Prep Option 3
Freshman	Geometry L5	Geometry L4	Algebra I L4	Geometry L3	Algebra I L3	Foundation of Algebra L2
Sophomore	Algebra II L5	Algebra II L4	Geometry L4	Algebra II L3	Geometry L3	Intermediate Algebra L2
Junior	Precalculus L5	Precalculus L4	Algebra II L4	Introduction to Precalculus L3	Algebra II L3	Geometry L2/L3
Senior	AP Calculus AB/BC and/or AP Statistics	Calculus L4 /or AP Calculus and/or AP Statistics/Statistics L4	Precalculus L4	Precalculus L4 and/or Statistics L3/L4 and/or Applied Discrete Math L3	Introduction to Precalculus L3 and/or Statistics L3/L4 and/or Applied Discrete Math L3	Algebra II L3 or Fundamentals of Algebra II L2

Note: Students may deviate from the suggested sequence shown above by meeting the prerequisites shown in the course descriptions as well as by obtaining the approval of their current math teacher and the department chair.

Mathematics Courses

Algebra I & II Courses

[Concepts of Algebra 1](#)

[Foundation of Algebra L2](#)

[Intermediate Algebra L2](#)

[Algebra I L3](#)

[Algebra I L4](#)

[Fundamentals of Algebra II L2](#)

[Algebra II L3](#)

[Algebra II L4](#)

[Algebra II L5](#)

Geometry Courses

[Geometry L2](#)

[Geometry L3](#)

[Geometry L4](#)

[Geometry L5](#)

Precalculus & Calculus Courses

[Introduction to Precalculus L3](#)

[Precalculus L4](#)

[Precalculus L5](#)

[Calculus L4](#)

[AP Calculus AB](#)

[AP Calculus BC](#)

Statistics & Applied Discrete Math

[Statistics L3](#)

[Statistics L4](#)

[AP Statistics](#)

[Applied Discrete Mathematics Concepts L3/L4](#)

Algebra I & II Courses

Concepts of Algebra 1

MAC120 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- None

This course is designed to cover the skills and curriculum of Foundations of Algebra (MA120) at a modified pace and rate of instruction. Topics studied in Concepts of Algebra 1 include operations with integers, organizing data, experimental probability, functions & their graphs, solving equations and inequalities in one variable, and

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graphing and writing linear equations. Emphasis is placed on mastery of basic algebra skills and problem solving strategies.

Foundation of Algebra L2

MA120 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- None

Foundation of Algebra covers approximately half of the Algebra I curriculum. Topics studied include operations with integers, and percents, organizing data, probability, functions and their graphs, solving equations and inequalities in one variable, and graphing and writing linear equations. Emphasis will be on mastery of basic algebra skills and problem-solving strategies. Students who complete Foundation of Algebra will be expected to enroll in Intermediate Algebra the following year.

Intermediate Algebra L2

MA221 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- Successful completion of either Foundation of Algebra L2 or Algebra I L3

Intermediate Algebra covers the second half of the Algebra I curriculum. The course focuses on systems of equations and inequalities, quadratic equations, radical expressions, exponents, polynomial operations, factoring, rational expressions, as well as a unit of geometry to introduce students to some of the concepts covered on the grade 10 MCAS test.

Algebra I L3

MA130 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- C- or better in Grade 8 Math; **OR**
- A- or better in Math 8 Key Concepts **AND** the recommendation of Grade 8 teacher

Concepts and skills developed in this course are the foundations for all higher mathematics courses. Topics include equations and inequalities in one and two variables, functions and their graphs, systems of linear equations and inequalities, introductory probability and statistics, exponents and exponential functions, polynomials and factoring, quadratic equations, radical expressions, and rational expressions. Emphasis is on developing mastery of algebraic skills, problem-solving techniques, and applying mathematical concepts to real-life situations.

Algebra I L4

MA141 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- A or better in Grade 8 Math **AND** recommendation of Grade 8 Math teacher; **OR**
- Successful completion of Grade 8 Algebra I Honors

Algebra I Honors is designed for students who possess a strong and consistent work ethic, as well as an ability to learn independently. Students enrolled in this course will require a strong background in all topics taught in Grade 8 Math. The course will cover the same concepts as the Algebra I (level 3) class, but at a faster pace and in greater depth. Modeling with mathematics will also be emphasized in the honors class.

Fundamentals of Algebra II L2

MA320 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Successful completion of either Geometry L2 **OR** Geometry L3

This course will familiarize students with the main topics of the Algebra II curriculum. Students will review and build upon concepts introduced in Algebra I, such as factoring, inequalities, and systems of equations. Students will also focus on the basic Algebra II concepts needed for college-level mathematics.

Algebra II L3

MA231 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- C- or better in Geometry L3; **OR**
- Successful completion of Geometry L4; **OR**
- A- or better in both Geometry L2 **AND** Intermediate Algebra L2; **OR**
- Successful completion of Fundamentals of Algebra II L2

This course builds upon the work done in Algebra I. Topics covered include functions; systems of equations and inequalities; radical expressions, equations, and inequalities; complex numbers; polynomial equations and functions; rational expressions and equations; exponential and logarithmic functions. The class concludes with an introduction to radian measure and circular trigonometry.

Algebra II L4

MA240 - 1.0 Credit - Year Long - Grades 10-11

Prerequisite:

- C- or better in Geometry L4; **OR**
- Recommendation from Math teacher **AND** an A or better in both Geometry L3 **AND** Algebra I L3

Students enrolled in this course are expected to have a strong background in all topics taught in Algebra I. This course builds upon the work done in Algebra I, with a focus on complex numbers, functions, logarithmic, exponential, rational, and polynomial equations; matrices; system of linear and nonlinear equations; radian measure and circular trigonometry. The class concludes with an introduction to sequences and series; probability and statistics.

Algebra II L5

MA251 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- B- or better in Geometry L5; **OR**
- A or better in Geometry L4 **AND** A- or better in Grade 8 Algebra I Honors **AND** recommendation from current Math teacher

This course is for the student who has maintained a high average during his/her prior math courses. Motivation, desire, persistence, and a willingness to work outside of class are prerequisites as important as ability. The content includes a rapid review of topics covered in Algebra I before proceeding to algebra beyond quadratics. By the end of the year, students will have completed most of the algebra requirements for the study of trigonometry, analytic geometry, and mathematical analysis. For this course, all students are required to purchase a TI-84 graphing calculator.

Geometry Courses

Geometry L2

MA222 - 1.0 Credit - Year Long - Grades 10-11

Prerequisite:

- Successful completion of either Intermediate Algebra L2 **OR** Algebra I L3

In this course, students study concepts of both plane and solid geometry and their applications to real-life situations. Similar polygons, parallel and perpendicular lines, perimeter and area of polygons and circles, volume and surface area of solid figures, and congruent triangles are emphasized.

Geometry L3

MA131 - 1.0 Credit - Year Long - Grades 9-11

Prerequisite:

- C- or better in Algebra I L3; **OR**
- Successful completion of Algebra I L4; **OR**
- Successful completion of Grade 8 Algebra I Honors; **OR**

- A- or better in Intermediate Algebra L2 **AND** recommendation of current Math teacher

This course covers topics of both plane and solid geometry as specified by the state standards for Geometry. Emphasis is on lines, angles, polygons, parallel and perpendicular lines, congruence, similarity, and circles. Elementary coordinate geometry, trigonometry, and proofs are introduced. This course relies heavily on solid Algebra I skills.

Geometry L4

MA140 - 1.0 Credit - Year Long - Grades 9-10

Prerequisite:

- B- or better in Algebra I L4; **OR**
- Recommendation of current Algebra I teacher **AND** either: B- or better in Grade 8 Algebra I Honors **OR** A or better in Algebra I L3

This course develops the same topics as those studied in Geometry, but in greater depth. Students are expected to discuss, analyze, and inter-relate geometric concepts. The focus in the Honors class is on deductive reasoning, with specific emphasis placed on writing formal proofs.

Geometry L5

MA151 - 1.0 Credit - Year Long - Grades 9-10

Prerequisite:

- Year average of 95 or better in Algebra I L4; **OR**
- A or better in Grade 8 Algebra I Honors **AND** recommendation of Grade 8 Math teacher

This course develops the same topics as those studied in Geometry Honors. Students explore many of these concepts to a greater depth and are expected to exhibit proficiency in writing proofs. Additional topics covered in the class include mappings and non-Euclidean geometry. A large amount of work will be expected outside of class.

Precalculus & Calculus Courses

Introduction to Precalculus L3

MA334 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- C- or better in Algebra II L3; **OR**
- Successful completion of Algebra II L4

This course aligns with the Algebra, Functions, and Geometry components of the state frameworks for Precalculus. The course is structured around an integration of the units which emphasizes underlying patterns of behaviors in the functions. Topics covered throughout the year include transformations of graphs, logarithmic and exponential functions, polynomial functions, trigonometric functions, conic sections, and series & sequences. Complex numbers and vectors are not addressed in Introduction to Precalculus.

Precalculus L4

MA341 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- C+ or better in Algebra II L4; **OR**
- Successful completion of Algebra II L5; **OR**
- Recommendation of current Math teacher **AND** either: 95% or better in Algebra II L3 **OR** B or better in Introduction to Precalculus L3

This course consists of topics from two major areas: trigonometry and analytic geometry. The course begins with the study of the six trigonometric functions. Topics studied include right triangle trigonometry, graphs of the trigonometric functions, inverse trigonometric functions, fundamental identities, trigonometric equations, and the laws of sines and cosines. The second part of the course includes a study of functions. Exponential and Logarithmic functions will be investigated and graphs of straight lines and conic sections will be developed. Applications and problem-solving involving coordinate geometry will also be included. The course will conclude with an introduction to limits. Students are encouraged to purchase a TI-84 graphing calculator for this course.

Precalculus L5

MA350 - 1.0 Credit - Year Long - Grade 11

Prerequisite:

- B- or better in Algebra II L5; **OR**
- Year average of 95 or better in Algebra II L4

The first part of this course includes a full semester of trigonometry, math induction, and sequences and series. The second part of the course concerns itself with an analysis of elementary functions, an introduction to the theory of equations, and translations of the conic sections. The course will conclude with an introduction to calculus topics, including limits and derivatives. Since an integral component of this course is the use of the graphing calculator, students are encouraged to purchase a TI-84 graphing calculator.

Calculus L4

MA440 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- C or better in Precalculus L4; **OR**
- Successful completion of Precalculus L5

This course will familiarize students with the main topics covered in a first full year college level calculus course. Students will be introduced to the concepts of limits and continuity, as well as the applications of derivatives and integrals. The content of the course will be similar to that of the AP class, although not to the same depth. Whereas AP Calculus prepares students to enter a college-level Calculus II course, Calculus L4 will prepare students to enter a college-level Calculus I course.

AP Calculus AB

MA450 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- C+ or better in Precalculus L5; **OR**
- A- or better in Precalculus L4 **AND** recommendation of current Math teacher

AP Calculus AB is structured around three big ideas: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. It is equivalent to a semester of calculus at most colleges and universities. The syllabus for AP Calculus AB is consistent with the AB level of AP Calculus as recommended by the College Board and this course will prepare students for the Advanced Placement examination in Calculus AB. All students are expected to take the exam. Students are required to purchase a graphing calculator (recommended: TI-84).

AP Calculus BC

MA451 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- A- or better in Precalculus L5 **AND** recommendation of current Math teacher

AP Calculus BC includes all topics in AP Calculus AB, plus other topics such as parametric, polar, and vector functions, and series. It is equivalent to one year of calculus at most colleges and universities. The syllabus for AP Calculus BC is consistent with the BC level of AP Calculus as recommended by the College Board and this course will prepare students for the Advanced Placement Examination in Calculus BC. All students are expected to take the exam. Students are required to purchase a graphing calculator (recommended: TI-84).

Statistics & Applied Discrete Math

Statistics L3

MA333 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Successful completion of Algebra II; **OR**
- Concurrent enrollment in Algebra II **AND** recommendation of current Math teacher

The topics for this course will be divided into three main themes: exploratory analysis of data, planning a study, and probability. Statistics is the science of collecting and analyzing data for making meaningful inferences. Probability is the study of predicting the outcome of events based on known or measurable quantities as well as on elements of chance. Students will be introduced to the basic concepts and procedures of both topics and how these are used to solve problems in probability and statistics as they relate to games of chance, social sciences, physical sciences, etc.

Statistics L4

MA342 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Successful completion of current L5 Math course; **OR**
- Recommendation of current Math teacher **AND** either: C- or better in current L4 Math course **OR** B- or better in Introduction to Precalculus L3

This course covers the same topics as those studied in the Level 3 class but in greater depth. Additional tests and/or projects may be assigned.

AP Statistics

MA250 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

All students must have the recommendation of their current Math teacher **AND** one of the following:

- B+ or better in current L5 Math class **AND** concurrent enrollment in Algebra II L4 or L5; **OR**
- Successful completion of Algebra II L5 **AND** C+ or better in current L5 Math class; **OR**
- Successful completion of Algebra II L4 or L5 **AND** A- or better in current L4 Math class

The topics for this course will be divided into four main themes: exploratory analysis of data, planning a study, probability, and statistical inference. The syllabus is consistent with the AP Statistics course recommended by the College Board. The material covered in the course will prepare students for the Advanced Placement Examination in

Statistics. All students are expected to take the exam. Students are required to purchase a TI-84 plus graphing calculator.

Note: AP Statistics is an elective class; it should NOT replace Algebra II or Precalculus in a “non-senior” student’s schedule.

Applied Discrete Mathematics Concepts L3/L4

L3:

MA430 - 1.0 Credit - Year Long - Grade 12

A: MA430S - 0.5 Credit - Semester Long - Grade 12

B: MA431S - 0.5 Credit - Semester Long - Grade 12

L4:

MA345 - 1.0 Credit - Year Long - Grades 11-12

A: MA345S - 0.5 Credit - Semester Long - Grade 12

B: MA346S - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- Successful completion of Algebra II L3, L4, or L5
- A- or better in previous L2 class

This course offers students the opportunity to study the application of mathematical concepts to real-world issues and problems (ex: urban development or political decision-making). The course will also investigate how mathematics is utilized in the world around us (ex: barcodes and credit card numbers). Students will gain a solid understanding of fundamental mathematical ideas by developing mathematical models and applying technology while using these models for decision-making.

Topics covered in MA430S/MA345S will include Financial math (borrowing, lending, resources), Election math, Fairness, and Game Theory.

Topics covered in MA430S/MA346S will include Logic, Digital Revolution (credit cards, check digits, encoding/decoding), Graph Theory (touring/routes), and Simple probability (combinations/permutations).

Applied Discrete Mathematics L4 will cover the same topics as Applied Discrete Mathematics L3. Projects and assessments will be adjusted for students who enroll in L4.

Note: Since different units will be covered in the fall and spring semesters, students may choose to enroll in one semester or both semesters. Any senior who needs this class to satisfy a college admission requirement must enroll in both semesters.

PE, Health, & Wellness Department

PE, Health & Wellness Department Mission Statement

The Westborough Public Schools PE, Health & Wellness program is an integral part of the educational process. Our mission is to empower students to achieve and maintain lifelong wellness. Through the implementation of a comprehensive curriculum delivered in a positive and challenging environment, students will acquire the knowledge, attitudes, and skills necessary to accomplish this goal.

Learning Expectations

Physical Education, Health, and Wellness students are expected to:

Know:

- What they want relative to Health and Wellness
- How to make healthy decisions (decision-making)
- How to safely exercise and move
- Maintain an appropriate level of health (self-management)
- Core concepts of being healthy

Understand:

- Why lifelong physical activity is important
- How our current decisions and other factors impact our health and wellness (analyzing influences)

Skill (Able to do):

- Able to figure out what they want and how to get there, prioritize and set goals (goal setting)
- Ability to access fitness activities/sports (wellness information to support wellness)
- Fundamental movement and sports skills
- Able to advocate for self and others
- Able to communicate effectively

PE, Health, & Wellness Classes

Grade 9 PE and Health

Grade 9 General Physical Education

Grade 9 Health L3

Unified Physical Education

Unified Physical Education

Grade 10-12 PE (Adventure)

Outdoor Endeavors

Low Adventure Initiatives and Games

High Adventure and Rock Climbing

Grade 10-12 PE (Concepts)

Peak Performance in Sport and Life

Nutrition, Body Image, and Exercise Myths

Current Topics in Health/Advanced Health

Personal Safety and Self Defense

Strategic Wellness

Wellness Life Skills through DBT

Grade 10-12 PE (Fitness)

Introduction to Fitness and Strength

Fitness - Group Exercise

Foundations of Speed and Agility

Functional Movement Training/American Ninja Warrior Skills

Fitness for Sports Performance I

Advanced Strength

Grade 10-12 PE (Movement)

Mind, Body, and Soul

Yoga - Vinyasa Flow and Restorative

Yoga - Power and Yin

Pilates

Dance

Grade 10-12 PE (Sports and Games)

Team Sports and Leadership - Indoor

Team Sports and Leadership - Outdoor

Fitness Through Sport: (Territorial/Invasion Games)

Cultural and Adapted Sports and Games

Net Sports

Target and Individual Sports

Grade 9 PE and Health

Grade 9 General Physical Education

PE101 - 0.5 Credit - Semester Long - Grade 9

Prerequisite:

- None

This course will include a variety of team, individual, fitness, and adventure activities. Students will participate in a variety of activities, concepts, and skills throughout the semester. Typical units will include adventure/team building, soccer, volleyball, floor hockey, pickleball, tennis, and fitness activities. Community CPR instruction will be included as a part of this course. Students will be assessed via rubrics, fitness and skill assessments as well as written quizzes.

Grade 9 Health L3

PE102 - 0.5 Credit - Semester Long - Grade 9

Prerequisite:

- None

During Grade 9 Health, students develop the following skills: Accessing Information, Analyzing Influences, Interpersonal Communication, Decision Making, Goal Setting, Self-Management, and Advocacy. Within the framework of these skills, the following content areas will be addressed: wellness, nutrition, substance abuse, disease prevention, first aid, safety, stress management, violence, abuse, and human sexuality. Students will be actively engaged in class discussions and cooperative group projects. This course will help to increase student awareness of current health issues, promote positive decision-making, and aid in the development of healthy, life-long behaviors.

Unified Physical Education

Unified Physical Education

PE103 - 0.5 Credit - Semester Long - Grades 9-12

Prerequisite:

- None

In this course, students will follow the model of Unified Sports, where regular education students and special education students participate together. Students will work together with other students of varied abilities and limitations, taking part in all activities.

Grade 10-12 PE (Adventure)

Students may not take these courses more than once at WHS. All grade 10-12 courses will include a specific health/wellness unit for a short portion of the course.

Outdoor Endeavors

PE208 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

Orienteering, Archery, Geocaching, Sledding, Snowshoeing, Skiing, Shelter Building, Camping Skills, Hiking, Obstacle Challenges

This class will participate in a range of outdoor experiences from Orienteering, archery, and camping skills to winter sports and obstacle challenges. There will be elements of fitness included throughout the course. Appropriate clothing will be required for the current season. Throughout this experience, students will learn lifetime skills that will help them to enjoy the environment around them and how they can take advantage of the New England beauty first hand. Many of the skills learned in this course will be put to the test in an optional wilderness field trip experience. Students will be graded on their attitude, effort, and knowledge of the units.

Low Adventure Initiatives and Games

PE205 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will have a heavy emphasis on completing challenges cooperatively. With a “Challenge by Choice” mantra, this course will challenge your ability to problem solve, while learning about your strengths and weaknesses and supporting others. Students will be taught how to work together while maintaining a safe environment for all abilities. The initiatives will range from tag games and simple challenges to solving problems both mentally and physically. The course will be a prerequisite for the High Adventure and Rock Climbing course. Students will be assessed via rubrics and on their engagement in the challenges and group discussions. Students will keep a log of their numerous experiences and how they apply to life after school.

High Adventure and Rock Climbing

PE216 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- Successful completion of Low Adventure Initiatives and Games

For this course, students will have had to complete the Low Adventure Initiatives and Games elective. The course will take team building to a whole different level - literally. Students will learn how to tie knots, belay, put on harnesses, and keep others and yourself safe. Students will take advantage of Westborough's new and improved high ropes course and climbing wall. Students will learn how to trust others and push themselves farther than they thought possible. Part of this course is discovering your limitations and pushing past them while learning lifetime skills that will give students an avenue for stress relief and enjoyment. Students will be required to demonstrate proficiency in the high ropes skills listed above. Students will also be required to take some leadership in some of the Low Adventure courses. Students will be graded using formative and summative assessments.

Grade 10-12 PE (Concepts)

Students may not take these courses more than once at WHS. All grade 10-12 courses will include a specific health/wellness unit for a short portion of the course.

Peak Performance in Sport and Life

PE209 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will be primarily classroom-based with some opportunities for skill application in authentic settings. Students will be exposed to basic concepts of sports psychology including attitudes, arousal, anxiety, motivation, confidence, goal setting, relaxation, visualization, self-talk, skill acquisition, flow, and peak performance. Outside presenters will bring real-life applications to the course. Students will research, practice, and implement performance psychology concepts including a final culminating project.

Nutrition, Body Image, and Exercise Myths

PE217 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will incorporate a full class exercise at the beginning of every class. Students will be learning about proper nutrition facts, learning positive self-body talk, and understanding "fad diets" and popular exercise myths. With social media being a huge influence on students, we will look into the health topics about exercise and nutrition to identify the facts and fiction of the popular trends popping up on social media today. We will also be practicing advocating a healthy eating lifestyle and healthy exercise for students to learn to share with their friends and family.

Current Topics in Health/Advanced Health

PE218 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

In this course, students will continue to develop their grasp of the seven national health education skills as they explore contemporary health topics and trends. The focus will be on the issues and challenges today's young adults face. Through the use of selected current events, personal reflection, and group and individual work, students will analyze their personal health choices and risks.

Topics covered will vary based on current events and personal interest but may include areas such as the opioid epidemic, obesity among today's youth, the impact of social media, mental illness, LGBTQ+ issues, and trends in nutrition. Students in this course will be evaluated based on their personal reflection essays, their contributions to class discussions, and their independent guided inquiry project.

Personal Safety and Self Defense

PE219 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will include mental and physical skills for personal safety. Rape Aggression Defense (RAD) course components will be included for females and similar concepts will be taught for males. Internet safety, awareness of surroundings, and de-escalation skills will be taught through real-world scenarios. Additionally, physical self-defense and martial arts skills will be included in the course. Approximately 1/3 of the course time will be dedicated to physical self-defense. We will partner with the Westborough Police Dept. in the delivery of this course.

Strategic Wellness

PE2032 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This quarter-length course will be a hybrid of classroom and independent online work, with opportunities for skill application in authentic settings with differentiated pacing. Students will develop the skills and attitudes necessary for personal and professional success in the 21st century effectively using Social Emotional Learning skills. Students will work toward mastery of various competencies including the 4 C's (Critical Thinking, Communication, Collaboration, Creativity) as defined by the Partnership for 21st Century Learning (www.p21.org) and Social Emotional Learning Competencies (Self Awareness, Self Management, Social Awareness, Relationship Skills, Responsible

Decision Making). The course will focus on building a student's organization, self-management, decision-making, academic endurance, and confidence through assignments with real-life applications. Ultimately, students will: build strength and resiliency within themselves; develop their ability to engage collaboratively and constructively with others; and gain the skills to develop big ideas and carry them out fearlessly.

Wellness Life Skills through DBT

PE220 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

In this course, the concepts of Dialectical Behavioral Therapy (DBT) in schools will be taught. Students will learn and practice the skills of mindfulness, emotional regulation, distress tolerance, and interpersonal effectiveness. Working with the DBT in school (non-therapeutic) curricula, students will work in groups, as well as independently to improve their skills. This course will be offered in conjunction with the staff of the Center for Student Success.

Grade 10-12 PE (Fitness)

Students may not take these courses more than once at WHS. All grade 10-12 courses will include a specific health/wellness unit for a short portion of the course.

Introduction to Fitness and Strength

PE204 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

The main focus of this course will be on strength training with conditioning being a secondary focus. While conditioning will be incorporated into workouts, strength exercises will be done first and take precedence. Students will learn about traditional strength and power exercises as well as Olympic lifting. The focus of this class is learning proper technique and safety to complete the aforementioned lifts. All classes are instructor-led and workouts are predetermined by the teacher including progressions and regressions during the beginning of this course. After this introductory period, students will be expected to create their own plan and work on it after teacher approval. Students will also learn about heart rate and how it relates to exercise. Grading in this course will be based upon effort, attitude, the ability to know and understand the varying components of strength and conditioning, and creating and maintaining a fitness log. If you're looking to learn about strength and conditioning and or increase your current knowledge base, this course is for you!

Fitness - Group Exercise

PE221 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will offer a combination of group fitness exercises (Zumba, Step Aerobics, Spinning, Resistance bands, TRX, Crossfit, PiYo) that are relevant and popular in many gyms. Students will participate in each group exercise as part of their participation in the class. Students will be required to help teach a group fitness class to the class during the course. Students will work in groups to agree and collaborate on exercises for their fitness class performance. Students will also be learning to access valid health information from their local community about fitness programs in their area. Students will be assessed on their daily participation and their presentations via rubrics.

Foundations of Speed and Agility

PE2031 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

The main focus of this course will be on learning to become faster and quicker. Regardless of your current speed, genetic background, or experience in sports, this course is designed to improve your speed and quickness. All students can benefit from this course. The only prerequisites are a positive attitude, a willingness to get outside of your comfort zone, and a willingness to work hard and learn. Students will learn proper warm-ups and cooldowns, how to define speed and agility, the concept of speed reserve, and how certain methods of training can improve one's speed and agility including fully automatic timing of speed and agility. The first few weeks of classes will be instructor-led with predetermined workouts and proper progressions based on each student. After this introductory period, students will be expected to work with the teacher to individualize their own plans. Grading in this course will be based upon effort, attitude, the ability to know and understand the varying components of speed and agility, and creating and maintaining a fitness log. If you are looking to become faster or quicker, this class is a perfect match!

Functional Movement Training/American Ninja Warrior Skills

PE203 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

Functional movements are the basis for all movement activities in both sports and life. Push, pull, squat, lunge, hinge, twist, and walk are examples of functional movements that can be combined to create proper movements that can be applied in virtually any

situation. In this course students will be exposed to functional movement skills, assessed on their strengths and weaknesses, and provided opportunities to improve their own functional movements. Additionally, students will actively participate in obstacle courses and other physical challenges where they can combine and apply their functional movement skills. A variety of games and challenges will be presented throughout the semester to challenge the students physically and mentally. Students will be assessed via rubric on their daily participation, as well as their demonstration of improvement in functional skills along with a small research project.

Fitness for Sports Performance

PE222 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- Successful completion of an Intro to Fitness class

Topics in this course include but are not limited to, power exercises, speed training, injury prevention, nutrition, mobility, strength exercise review, sports conditioning review, as well as implementation of the above topics. It includes instructor-led athletic performance with the eventual goal of students creating their own plan that is made by the student for all of their workouts for the duration of the course or for Fitness for Sports Performance 2. Grading in this course will be based upon effort, attitude, comprehension of the basics of fitness training, application of ideas and concepts to varying training goals, and creating and maintaining a fitness log. You don't have to be an athlete to take this course! You just have to want to train like one.

Advanced Strength

PE223 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- Successful completion of Introduction to Fitness and Strength

This is an instructor-led course with focuses on traditional strength training and Olympic lifting. Students will follow a percentage training schedule for the semester and will periodize their training volume and intensity based on their personal strength levels. Grading in this course will be based upon effort, attitude, comprehension of the more advanced concepts of strength training, application of ideas and concepts to varying training goals, and creating and maintaining a fitness log. If you're looking to get serious about getting strong, this course is for you!

Grade 10-12 PE (Movement)

Students may not take these courses more than once at WHS. All grade 10-12 courses will include a specific health/wellness unit for a short portion of the course.

Mind, Body, and Soul

PE206 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course offers physical activity in combination with mental, emotional, and social wellness. Within this course, students will be introduced to Yoga, Pilates, Tai Chi, and Mindful Meditation. Students will be given the chance to participate in new activities that provide physical benefits along with stress management techniques. Students will be assessed within this class by keeping a daily journal pertaining to their experiences from within the class. Students will discuss within this journal how these activities helped to mediate stress and where in the community could an individual find these types of classes. Our goal is for students to gain some insight into new activities they may have never experienced before while also learning some mindful skills and coping mechanisms.

Yoga - Vinyasa Flow and Restorative

PE228 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

Yoga is an ancient practice from India involving physical exercises, mental meditation, and breathing techniques to strengthen muscles and relieve stress. This course will consist of two styles of yoga: Vinyasa Flow Yoga and Restorative Yoga. Vinyasa Flow Yoga is a style of yoga that synchronizes our breath with our movement. While moving through a series of poses, you will use your inhaling and exhaling breaths to flow through each pose. Restorative Yoga is a very gentle and relaxing form of yoga. With the use of props and calming poses, this style of yoga will help to restore your physical body and mental state. Students will be assessed on their respectful participation, their knowledge of class-specific Yoga content, and an individual or group project researching poses.

Yoga - Power and Yin

PE229 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

Yoga is an ancient practice from India involving physical exercises, mental meditation, and breathing techniques to strengthen muscles and relieve stress. This course will consist of two styles of yoga: Power Yoga and Yin Yoga. Power Yoga is a fitness-based style of yoga consisting of more strength, cardio, and endurance training through yoga movements. Challenging the mind and body, Power Yoga lessons will focus on targeting different muscles and breathing exercises. Yin Yoga is a slow-paced style of yoga

consisting of holding passive poses, seated or lying down for a longer period of time. Releasing the muscles in these longer-held poses benefits the body in a different way than other styles of yoga. Students will be assessed on their respectful participation, their knowledge of class-specific Yoga content, and reflections from their experiences within the class.

Pilates

PE210 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

In this course, students will be learning to use their own body weight and specialized apparatus to strengthen muscles, balance, and posture. Students will participate in multiple variations of Pilates workouts that will incorporate aerobic fitness, muscular strength, muscular endurance, and flexibility. Pilates, similar to Yoga, can help individuals with inner mental awareness and incorporate deep breathing exercises within our exercise routines. Students will leave this course understanding the basic level of a Pilates routine along with a helpful resource for stress meditation. Students will be assessed on participation, attitude, and effort given in class to their own ability, and knowledge of specific Pilates exercises and the 8 principles of Pilates. Students will learn how to increase their ability within a fitness component and practice a version of Pilates that enhances that fitness component.

Dance

PE224 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

A brief introduction to a variety of dances including: Modern, Ballroom, Line, FoxTrot, Square, Hip Hop, Swing, Salsa, Waltz, and Zumba will be incorporated into this course. Within these dance introductions, students will learn how to track an 8-step count for each style of dance. Students will be reflecting on their experience with each dance type and be asked to choose a specific style of dance to research. Students will be responsible for submitting their research assignment along with their dance reflections at the end of the quarter. All students will participate in a dance style and help create a full class routine of a class-selected style of dance. The class routine will be designed by the teacher and students. Students will be assessed on the research of the dance style they chose along with a written 8-step count of the class dance routine.

Grade 10-12 PE (Sports and Games)

Students may not take these courses more than once at WHS. All grade 10-12 courses will include a specific health/wellness unit for a short portion of the course.

Team Sports and Leadership - Indoor

PE214 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

Instruction will be carried out in such a way that each unit is run like a season. There will be a draft behind closed doors at the beginning of the course. Students will have the opportunity to play the role of owner, manager, coach, official, statistician, and other roles associated with running a team. The team will work together to set goals, design practices, and compete as a team for each unit. At the conclusion of each unit, students will give a presentation on the season to reflect on everything that was done. This course will focus on indoor sports such as basketball, team handball, and volleyball among others. Rubrics will be used to assess the fulfillment of job responsibilities and applications of appropriate strategies. There will also be assessments of one's ability to think critically about the sport.

Team Sports and Leadership - Outdoor

PE213 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

Instruction will be carried out in such a way that each unit is run like a season. There will be a draft behind closed doors at the beginning of the course. Students will have the opportunity to play the role of owner, manager, coach, official, statistician, and other roles associated with running a team. The team will work together to set goals, design practices, and compete as a team for each unit. At the conclusion of each unit, students will give a presentation on the season to reflect on everything that was done. This course will focus on outdoor sports such as flag football, soccer, and tennis among others. The day-to-day grade will come from effort and the ability to fulfill one's responsibilities in that given unit. A rubric will be used to assess the team's application of appropriate strategy. There will also be an assessment of one's ability to think critically about the sport.

Fitness Through Sport

PE225 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will combine the fitness demands of athletics and territorial games into a single course. Included in this course will be units that consist of sports, fitness training, and territorial/invasion games that supplement the demands of each individual sport. Students will be training as if they were members of each given unit's sports team. There will be a lot of high-movement gameplay and exercises that support the demands of the support such as the use of agility ladders, sprints, reactionary drills, footwork drills, etc. Territorial and invasion games will be used as they pertain to each sport. Essentially, we will be using games and sports to improve our overall fitness. Units in this course could include but are not limited to, flag football, basketball, and ultimate frisbee. Grading in this class will be based on effort, application of exercise, recognition, and application of differing energy systems as well as the ability to construct a workout based on the exercises learned during the course. If you're looking to learn about many different ways to perform a fun, sports-oriented workout, this course is for you.

Cultural and Adapted Sports and Games

PE226 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will explore the way in which cultures outside of the United States engage in Physical Activity. Students will have the opportunity to learn about different cultures and the significance that different games play in their community. The goal of each student should be to understand other cultures a little more deeply, while also having the opportunity to broaden their own horizons to games that are a little less common in the United States. Additionally, students will experience and reflect upon sports adapted to various disabilities. Students will participate blindfolded, without the ability to speak, and will be put in other situations where they must overcome challenges. Units in this course will depend on facilities and could include, but are not limited to Cricket, Kabaddi, Rugby, Korfball, Bocce, sitting volleyball, goalie ball, and other adapted sports.

Net Sports

PE207 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will provide students with the opportunity to improve their knowledge, skills, and understanding through net sports. Activities can include but are not limited to badminton, pickleball, tennis, table tennis, volleyball, and sepak takraw (kicking volleyball). Students will work to master the physical skills, techniques, tactics, and mental aspects of playing net sports. Themes present among net sports will be focused on and developed. Students will be assessed authentically through gameplay using rubrics as well as in written form.

Target and Individual Sports

PE211 - 0.25 Credit - Quarter Long - Grades 10-12

Prerequisite:

- None

This course will provide students with the opportunity to improve their knowledge, skill, and understanding through individual and target sports. Activities can include but are not limited to archery, golf, frisbee golf, darts, lawn games, juggling, and track and field events. Students will work to master the physical skills, techniques, tactics, and mental aspects of participating in individual and target sports. Students will be assessed authentically through their performance using rubrics as well as in written form.

Science Department

Science Department Mission Statement

The Westborough High School Science Department's mission is to provide an opportunity for all students to pursue excellence in the study of science, using the process of scientific inquiry to learn fundamental concepts of biological and physical science through our varied course offerings that include hands-on experiences. Thus, all science courses are considered lab-based.

Learning Expectations

Science students are expected to be:

Creative and effective problem solvers who apply the scientific method to:

- Demonstrate a curiosity and inquisitiveness of the natural world
- Identify and analyze
- Choose and implement appropriate strategies to solve the problem
- Collect and organize both qualitative and quantitative data
- Interpret data and draw valid conclusions and communicate results

Thoughtful and effective communicators who:

- Construct and interpret graphical data using a variety of techniques
- Write and speak clearly, concisely, and accurately to convey a scientific meaning

Informed and active citizens who:

- Exhibit responsibility, act with integrity and respect
- Demonstrate scientific literacy in the interpretation and evaluation of ideas
- Understand the role of science and technology in the modern world

Suggested Science Course Sequences

	Honors Sequence	College Prep Option 1	College Prep Option 2
Freshman	Natural Science & Engineering L4	Natural Science & Engineering L3	Natural Science & Engineering L2
Sophomore	Biology L4 <i>Optional: Chemistry L4</i>	Biology L3	Biology L2
Junior	Chemistry L4 <i>Optional: AP Chemistry AP Biology Anatomy and Physiology L4 Physics L4 Other Science electives</i>	Chemistry L3 <i>Optional: Anatomy and Physiology L3 Physics L3 Other Science electives</i>	Chemistry L2 <i>Optional: Other Science electives</i>
Senior	<i>Optional: AP Chemistry AP Biology Anatomy and Physiology L4 Physics L4/L5 Other Science electives</i>	<i>Optional: Anatomy and Physiology L3 Physics L3 Other Science electives</i>	<i>Other Science electives</i>

*although the VHS catalog offers lab-based science courses, they are not recommended as they do not successfully replicate the teacher-guided, authentic hands-on student collaboration that is achieved in the classroom.

Science Courses

Natural Science and Engineering Courses

[Natural Science and Engineering L2](#)

[Natural Science and Engineering L3](#)

[Natural Science and Engineering L4](#)

Biology Courses

[Biology L2](#)

[Biology L3](#)

[Biology L4](#)

[AP Biology](#)

Anatomy and Physiology Courses

[Anatomy and Physiology L3](#)

[Anatomy and Physiology L4](#)

Chemistry Courses

[Chemistry L2](#)

[Chemistry L3](#)

[Chemistry L4](#)

[AP Chemistry](#)

Physics Courses

[Physics L3](#)

[Physics L4](#)

[Calculus-Based Physics L5](#)

Science Electives

[Exercise Physiology L3](#)

[Forensics L3](#)

[Oceanography L3](#)

[Scientific Beekeeping: A hands-on study of the Honey Bee \(Apis mellifera\) L4](#)

[Topics in Environmental Science L3](#)

Natural Science and Engineering Courses

Natural Science and Engineering L2

SC121 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- Recommendation of Science 8 teacher
- Successful completion of Science 8

To prepare students for multi-faceted careers in science, technology, and engineering, this course will require students to work collaboratively to solve real-world problems. Through projects, students will learn skills and content grounded in engineering, environmental science, chemistry, and physics. Students will show their proficiency using the designing, building, testing, evaluating, and redesigning of engineering-based solutions; and embrace the non-linear analysis of real-world problems. Coursework will emphasize guided student inquiry and guided student synthesis of course topics, including quantitative analysis, with a heavy emphasis on increasing independent problem-solving throughout the year.

Natural Science and Engineering L3

SC131 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- C+ or better in Science 8
- **and** recommendation of Science 8 teacher
In that NS&E scientific phenomena are described mathematically, it is strongly suggested that students have alignment with math and science levels.

To prepare students for multi-faceted careers in science, technology, and engineering, this course will require students to work collaboratively to solve real-world problems. Through projects, students will learn skills and content grounded in engineering, environmental science, chemistry, and physics. Students will show their proficiency using the designing, building, testing, evaluating, and redesigning of engineering-based solutions; embracing the non-linear analysis of real-world problems. Coursework will emphasize independent student inquiry and guided synthesis of course topics, including quantitative analysis, with a heavy emphasis on increasing independent problem-solving throughout the year.

Natural Science and Engineering L4

SC142 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- A- or better in Science 8
- **AND** recommendation of Science 8 teacher
In that NS&E scientific phenomena are described mathematically, it is strongly suggested that students have alignment with math and science levels.

To prepare students for multi-faceted careers in science, technology, and engineering, this course will require students to work collaboratively to solve real-world problems. Through projects, students will learn skills and content grounded in engineering, environmental science, chemistry, and physics. Students will show their proficiency using the designing, building, testing, evaluating, and redesigning of engineering-based solutions; embracing the non-linear analysis of real-world problems. Coursework will emphasize independent student inquiry and student-driven synthesis of course topics, including quantitative analysis, laying the foundation for students to be prepared for more advanced science courses and supporting the engineering program.

Biology Courses

Biology L2

SC220 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- Completion of Natural Science and Engineering and recommendation of Natural Science and Engineering teacher

Students will gain an appreciation for the biological sciences based on curriculum units that align with the *Massachusetts State Frameworks* and the *Next Generation Science Standards*. This course is designed to give students an integrated approach to biology using real-world data. The instructional strategies and pacing in this course are designed to accommodate the needs and abilities of all students to ensure their success. Various modes of instruction will be used, along with many options to review and reinforce the material.

Biology L3

SC230 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- Recommendation of current science teacher
- **AND** C or better in Natural Science and Engineering L3, **OR** successful completion of Natural Science and Engineering L4, **OR** A or better in Natural Science and Engineering L2

This course invites students to explore life from a molecular, organismal, and ecological perspective. Topics of discussion include the chemistry of life, life processes, the genetic basis of inheritance, basic anatomy and physiology, ecological studies, and the origin, evolution, and diversity of life. Each unit includes laboratory investigation to reinforce concepts.

Biology L4

SC141 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- Recommendation of current science teacher
- **AND:** B or better in Natural Science and Engineering L4, **OR** A or better in Natural Science and Engineering L3

This course is designed for students who have a natural intellectual curiosity for the sciences. It requires a high level of reading comprehension, writing, critical thinking, and interpretation skills, and is designed for students who are self-directed. This course provides a molecular-based curriculum that emphasizes the conceptualization and application of concepts to large biological themes such as cell structure and function, energy utilization, genetic continuity, evolution, interdependence, and diversity of life. Concepts are investigated in several laboratory experiments and projects, requiring students to employ basic research skills as they follow the Scientific Method.

AP Biology

SC350 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Recommendation of current science teacher
- **AND** B- or better in Biology L4 **OR** A- or better in Biology L3
- **AND** completion of a full year of chemistry with a B or better (L3 or L4) **OR** concurrently enrolled in L4 Chemistry.

This rigorous course is equivalent to a college-level freshman biology course. Instruction in AP biology presumes students' mastery of foundational topics in biology. The expectation is that students who require review in these areas will do so independently or meet with the instructor outside of class. Students who are successful in AP biology are highly motivated independent learners, able to work at a fast pace, demonstrate skillful writing and numeric analysis, and can complete extensive work outside of class. A summer assignment is part of the course and must be completed in the first week of school. Topics and labs covered are determined by the College Board. Areas of emphasis are biochemistry, cellular biology, genetics, evolution, ecology, and 13 labs plus more that are student-designed.

Anatomy and Physiology Courses

Anatomy and Physiology L3

SC331 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Recommendation of current science teacher
- **AND:** C- or better in Biology L4 **OR** C or better in Biology L3

This course involves a fascinating exploration of human anatomy and physiology in which students discover how the human body is organized and how it functions. Laboratory investigations include cat dissection and hands-on physiological studies of the fundamental systems of the body.

Anatomy and Physiology L4

SC341 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Recommendation of current science teacher
- **AND:** C+ or better in Biology L4 **OR** B- or better in Biology L3

This is an accelerated course designed for students considering careers in the allied health professions, biology, or biotechnology. Topics include organization of the human body, histology, as well as an in-depth investigation of the body's systems. Laboratory investigations include cat dissection as well as the use of biotechnology instrumentation.

Chemistry Courses

Chemistry L2

SC321 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Recommendation of current science teacher

Chemistry Level 2 presents a hands-on, interactive approach to learning chemistry. Students will work individually and cooperatively to solve problems, observe demonstrations, experiment, whiteboard, build models, and create particle diagrams. Basic chemistry topics in this course include: measurements, calculations, properties and changes, states and types of matter, gas relationships and movement, early atomic theory, moles, periodic table of elements, chemical reactions, nomenclature, bonding, balancing equations, stoichiometry, solutions, and acids and bases.

Chemistry L3

SC231 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- Recommendation of current science teacher; **AND**
- Completion of Algebra I with a C or better **OR** completion of Intermediate Algebra L2 with an A or better.

Students in this course will study the basic principles of chemistry. Specific areas of study will include the laws and theories of chemistry, stoichiometry, atomic and

molecular structure, chemical bonding, properties of solutions, kinetic-molecular theory, periodicity of the elements, and acids and bases. Through this laboratory-based course, students will gain a better appreciation for chemistry in their everyday lives.

Chemistry L4

SC240 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- Recommendation of current science teacher; **AND**
- A grade of A- or better in Biology L3 **OR** a grade of C or better in Biology L4*; **AND**
- If currently in L3 math, a grade of A- or better **OR** if currently in L4 math, a grade of C or better.

*Note: rising 10th-grade students with an A or better in Natural Science and Engineering L4 **AND** who meet the math prerequisite **AND** with recommendation of the teacher for this course will be concurrently taking Biology L4.

After the start of the school year, any change to a lower math level so that prerequisites are no longer met may also impact science placement.

This course is designed for students who are considering studying science beyond high school. Students will apply problem-solving skills in a variety of situations including collecting and analyzing laboratory data. Topics covered will include the laws and theories of chemistry, stoichiometry, atomic and molecular structure, chemical bonding, properties of solutions, kinetic-molecular theory, periodicity of the elements, and acids and bases. Students will use web-based learning and cooperative learning as well as computer interfaces to collect and analyze data.

AP Chemistry

SC351 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Recommendation of current science teacher
- **AND** B- or better in Chemistry L4; **OR** Permission of AP Chemistry teacher

The AP Chemistry class moves at a very fast pace in order to complete all of the curriculum as established by the College Board and has a major laboratory component that includes approximately twenty experiments in almost all of the topic areas. The course covers the topics and laboratory experiments typical of a first full-year college course. Topics to be studied include: stoichiometry, periodicity, gas laws, solutions, electrochemistry, thermochemistry and thermodynamics, equilibrium, acid-base, kinetics, bonding, and interparticle forces. Students taking AP Chemistry may receive college credit upon successful completion of the course and the AP examination. There is an expectation that the summer assignment will be completed before the school year begins.

Physics Courses

Physics L3

SC330 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Recommendation of current science teacher
- **AND** concurrent enrollment in Algebra II L3, **OR** C+ or better in Algebra II L3, or C or better in Algebra II L4 **OR** successful completion of L5

After the start of the school year, any change to a lower math level so that prerequisites are no longer met may also impact science placement.

Students will study the basic principles of physics and their application to everyday life. Hands-on laboratory investigations as well as real-time computer-based experiments, are an integral part of this course. Students concentrate on the topics of kinematics, dynamics, momentum, work and energy. A primary component of this course is learning to approach and solve problems and communicate findings in a variety of formats.

Physics L4

SC340 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- Recommendation of current science teacher; **AND**
- Concurrent enrollment in or B- or better in Precalculus L4 or L5

After the start of the school year, any change to a lower math level so that prerequisites are no longer met may also impact science placement.

This is an accelerated course designed for students considering careers in science or engineering. Topics studied include vector mathematics, kinematics, dynamics, waves and sound, momentum, work and energy, electricity, and magnetism. Hands-on laboratory investigations, including real-time computer-based experiments, are an integral part of this course. Honors Physics places particular emphasis on problem-solving skills, conceptual understanding, construction and interpretation of graphical data, and critical analysis of quantitative laboratory results.

Calculus-Based Physics L5

SC451 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- Recommendation of current science teacher
- **AND** concurrent enrollment in AP Calculus or Calculus L4 **OR** approval by physics teachers
- **AND** either: B+ or better in Physics L4, **OR** A or better in Physics L3

After the start of the school year, any change to a lower math level so that prerequisites are no longer met may also impact science placement.

This is a calculus-based course in physics that emphasizes the study of kinematics, dynamics, heat, electricity, magnetism, and light.

Science Electives

Exercise Physiology L3

SC332 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- Successful completion of Biology L3 or L4, OR C or better in Biology L2

This course will integrate chemistry, physics, human anatomy and physiology, health, and nutrition and apply them to the human machine in exercise and sports. Course topics include the energy systems, physiological adaptations to exercise, biomechanics of exercise and sports, sports nutrition, ergogenic aids in sports, common sports-related injuries, and fitness testing. This course will appeal to students considering careers in medical fields (physical/occupational therapy, nursing, and sports medicine), health and fitness, coaching/sports management, or physical education.

Forensics L3

SC334 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- Recommendation of current science teacher **AND** one of the following: successful completion of Biology L4, **OR** C+ or better in Biology L3, **OR** A- or better in Biology L2

Forensic science is the application of science as inquiry. The application of the scientific method is central to this course – observation, collection, and classification of data, examining relationships, forming and testing hypotheses, and making conclusions based on evidence. In this course, you will use scientific techniques and learn about various types of evidence used in forensic investigations. Classroom activities include experiments, projects, case studies and simulated crime scenes. The ultimate goal is to provide an overall view of this field of science which has been subject to increased interest and popularity in recent years.

Oceanography L3

SC333 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- Successful completion of Biology L2, L3, or L4

Oceanography encompasses and integrates many sciences including biology, chemistry, geology, physics, and environmental science. It is the study of anything about the oceans: the variety of organisms that live in them; the chemical/physical aspects of the various ecosystems; and most importantly, the major factors currently impacting our oceans, and possible solutions to these problems. A field trip to the rocky shore to conduct investigations is a mandatory requirement for this course.

Scientific Beekeeping: A hands-on study of the Honey Bee (*Apis mellifera*) L4

SC345 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- A- or Better in L3 Biology or B or Better in L4 Biology

This course will examine the biology of honey bees and the science and art of apiculture by exploring the life history, ecology, and management of honey bees. Course topics will include: honey bee anatomy, physiology, social structure, pests/diseases, management, breeding, and current topics in beekeeping. The lab portion of the course will involve field exercises and hands-on experience including Honey Bee Dissection (Queen, Worker, Drone), Researching Honey Bee Drone Drift, Queen Grafting, Queen Mating, Evaluating Colonies for Parasitic Mites Infestation, Testing Colonies for Hygienic Traits, Drone Semen Collection, Introduction to Instrumental Insemination of Honey Bee Queens. A summer assignment is part of the course and must be completed by the end of the first week of school.

Note: Students who are allergic to bee stings should NOT enroll in this course. Students should supply their own personal protective equipment and can see the instructor for recommendations if needed.

Topics in Environmental Science L3

SC432 - 0.5 Credit - Semester - Grade 12

Prerequisite:

- Successful completion of L2, L3, or L4 Chemistry

This semester-long course will study some major environmental issues facing the world, the United States, and specifically Westborough. This includes impacts of environmental issues on the non-living and living parts of the environment, including us, as well as what can be done about these issues. Topics may include: pollution (air, water, plastic, among others), deforestation, ocean acidification, invasive species and native species, water shortages, wildfires, food production (pesticides, factory farming, production and packaging of food), and food waste, climate change, and energy production. Emphasis will be given to issues of environmental justice and exploring how marginalized groups are disproportionately impacted by environmental issues drawing on sources by some of the early environmentalism movement advocates like Rachel

Carson, as well as sources and social media campaigns by contemporary voices, especially the voices of members of indigenous and LatinX communities.

Social Studies Department

Social Studies Department Mission Statement

Social Studies promotes the pursuit of truth regarding human nature and behavior while developing responsible, well-informed independent decision-makers capable of perpetuating, and participating in a democratic society.

Learning Expectations

Social Studies students are expected to be:

Effective communicators who:

- Write with clarity and purpose
- Express well-informed opinions
- Actively participate in group discussion and debate
- Practice deliberate introspection and reflection
- Determine the reliability of historical sources
- Identify viewpoint and bias

Creative problem solvers who:

- Work cooperatively with others
- Draw inferential meaning from historic events and data
- Develop individual group hypotheses and conjecture
- Identify causal relationships

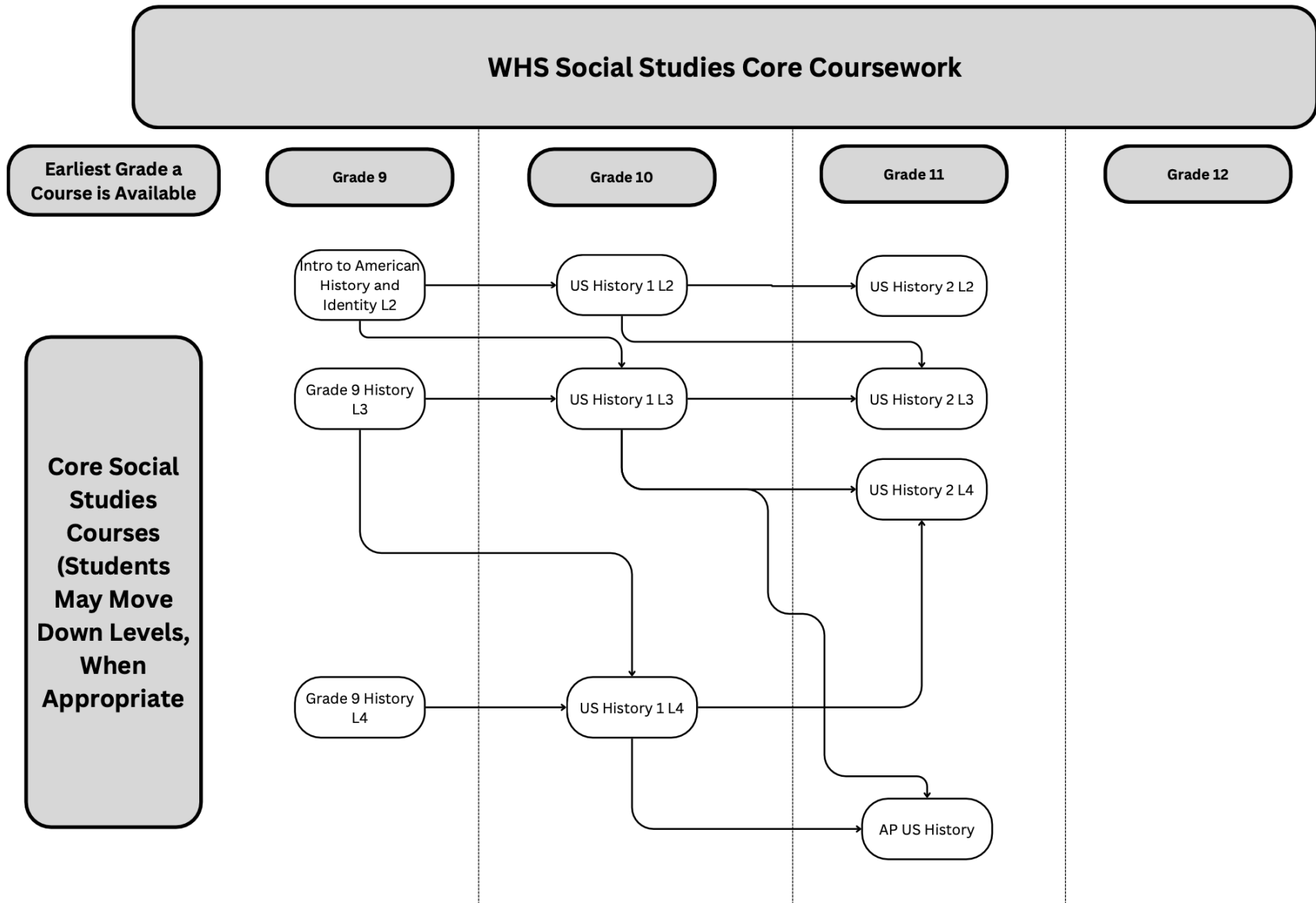
Responsible citizens who:

- Are aware of and understand the dynamics of current events and issues
- Are aware of and understand the complexity of democratic decision-making
- Engage in community activity and service
- Demonstrate objectivity and awareness of viewpoint
- Participate in cooperative decision-making
- Exhibit pride and effort in their work

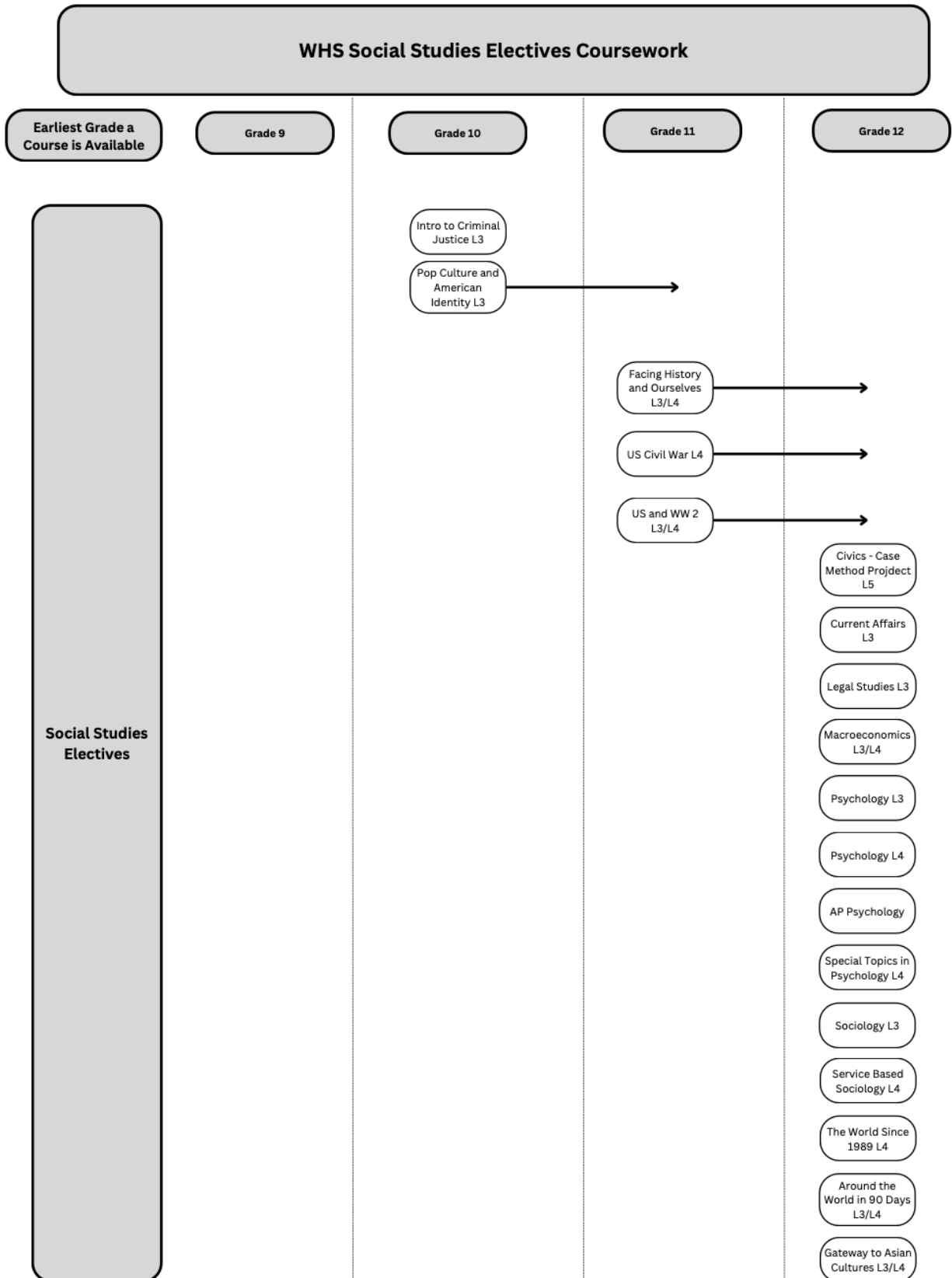
Proficient users of technology who:

- Determine the validity and value of informational sources
- Practice effective research technique

Suggested Core Social Studies Course Sequences



Suggested Elective Social Studies Course Sequences



Social Studies Courses

Social Studies Courses

[Introduction to American History and Identity L2](#)

[Grade 9 History L3](#)

[Grade 9 History L4](#)

[19th and 20th Century US History I L2](#)

[19th and 20th Century US History I L3](#)

[19th and 20th Century US History I L4](#)

[Modern US History II and the World L2](#)

[Modern US History II and the World L3](#)

[Modern US History II and the World L4](#)

[Advanced Placement United States History](#)

Social Studies Electives

[Introduction to Criminal Justice L3](#)

[Pop Culture and American Identity L3](#)

[Facing History and Ourselves L3/L4](#)

[United States Civil War L4](#)

[The United States and World War II L3/L4](#)

[Civics - Case Method Project L5](#)

[Current Affairs L3](#)

[Legal Studies L3](#)

[Macroeconomics L3/L4](#)

[Psychology L3](#)

[Psychology L4](#)

[AP Psychology](#)

[Special Topics in Psychology L4](#)

[Sociology L3](#)

[Service Based Sociology L4](#)

[The World Since 1989 L4](#)

[Around the World in 90 Days L3/L4](#)

[Gateway to Asian Cultures L3/L4](#)

Introduction to American History and Identity L2

SS1300 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- C- or below in Grade 8 Social Studies; **AND/OR**
- Recommendation of Grade 8 Social Studies teacher

This course will help students gain a conceptual understanding of the fundamental events, topics, and themes of various periods in American history, enabling them to

delve deeper into the study of United States history over the course of the curriculum at our high school. Topics to be covered include the origins of the United States and the evolution of the American identity from colonial beginnings to the 19th century. Through the study of these American history topics, students will learn core skills of analysis, interpretation, and critical thinking.

Grade 9 History L3

SS1301 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- C or better in Grade 8 Social Studies; **AND/OR**
- Recommendation of Grade 8 Social Studies teacher

This course will address skills and standards mandated by the Massachusetts Curriculum and Frameworks. In this course, students will grapple with the notions of individual and group identity while exploring six to seven historical concepts organized thematically. Students will wrestle with each concept using historical case studies from around the world within the time frame of 500 A.D. to the present. Additionally, students will be encouraged to challenge traditional interpretations of historical events and to develop theories of their own. Emphasis will be placed on the development of historical skills and the growth of cultural literacy.

Grade 9 History L4

SS1302 - 1.0 Credit - Year Long - Grade 9

Prerequisite:

- A- or better in Grade 8 Social Studies; **AND/OR**
- Recommendation of Grade 8 Social Studies teacher

This course will address skills and standards mandated by the Massachusetts Curriculum and Frameworks. In this course, students will grapple with the notions of individual and group identity while exploring six to seven historical concepts organized thematically. Students will wrestle with each concept using historical case studies from around the world within the time frame of 500 A.D. to the present. Additionally, students will be encouraged to challenge traditional interpretations of historical events and to develop theories of their own. Emphasis will be placed on the development of historical skills and the growth of cultural literacy. This course is specifically designed for students who would most profit from a more rigorous investigation of course content.

19th and 20th Century US History I L2

SS220 - 1.0 Credit - Year Long - Grade 10

Prerequisite

- Recommendation of Grade 9 History teacher

Continuing to build on the skills and standards introduced in Grade 9, this course will examine the historical origin and developments in United States History from the early foundations of American government through World War 1 . as outlined by the Massachusetts Curriculum Frameworks. Through strategic pacing, scaffolding and increased opportunities for individualized instruction, students will continue to develop and foster their analytical, critical thinking and writing skills. This study will be supplemented with a focus on significant themes, geography, civics/government, and current event issues as they relate to the material presented.

19th and 20th Century US History I L3

SS230 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- Recommendation of Grade 9 History teacher

Continuing to build on the skills and standards introduced in Grade 9, this course will examine the historical origin and developments in United States History from the early foundations of American government through World War 1 as outlined by the Massachusetts Curriculum Frameworks. This study will be supplemented with a focus on significant themes, geography, civics/government, and current event issues as they relate to the material presented. Finally, this course will enhance and promote the development of organizational, writing, research, and critical thinking skills.

19th and 20th Century US History I L4

SS240 - 1.0 Credit - Year Long - Grade 10

Prerequisite:

- A- or better in Grade 9 History L3 or B+ or better in Grade 9 History L4; **OR**
- Recommendation of the Grade 9 History L3 or L4 teacher

This course is consistent in purpose and content with US History I L3. However, this course is designed for students who would most profit from a more rigorous investigation of course content. Emphasis will be placed on long and short-term independent study and analysis. Successful performance in a variety of oral reports/discussions and extensive projects, that may include major research and analysis papers, is required. Students can expect a high frequency of independent work.

Modern US History II and the World L2

SS320 - 1.0 Credit - Year Long - Grade 11

Prerequisite:

- Recommendation of US I History teacher

This course is a college preparatory survey of American History from the 1920s to the present in accordance with Massachusetts Curriculum and Frameworks. Emphasis is

placed on how and why the United States has evolved as a leader of the free world and how America might successfully deal with the challenges we face in the future. Through strategic pacing, scaffolding, and increased opportunities for individualized instruction, students will continue to develop and foster their analytical, critical thinking, and writing skills. This course will enhance and promote the development of organizational, writing, research, and critical thinking skills.

Modern US History II and the World L3

SS330 - 1.0 Credit - Year Long - Grade 11

Prerequisite:

- Recommendation of US I History teacher

This course is a college preparatory survey of American History from Reconstruction to the present in accordance with Massachusetts Curriculum and Frameworks. Emphasis is placed on how, and why, the United States has evolved as a leader of the free world and how America might successfully deal with the challenges we face in the future. There will be analysis of conflicting points of view, research assignments, and/or book analyses. This course will enhance and promote the development of organizational, writing, research, and critical thinking skills.

Modern US History II and the World L4

SS340 - 1.0 Credit - Year Long - Grade 11

Prerequisite:

- B or better in US History I L4; **OR**
- A or better in US History I L3; **OR**
- Recommendation of US History I teacher

This course is a college preparatory survey of American History from Reconstruction to the present. It is intended for those students who would most profit from the challenge of intensive investigation of conflicting points of view, the analysis of both secondary and primary sources, independent study, and major research and thesis paper assignments.

Advanced Placement United States History

SS350 - 1.0 Credit - Year Long - Grade 11 (Meets US History Requirement for Grade 11)

Prerequisite:

- A- or better in US History I L4; **OR**
- A or better in US History I L3; **OR**
- Special written recommendation of a previous social studies instructor.

(The Social Studies Department reserves the right to review student success in the student's past English courses and may also require a writing sample for admission to the AP course.)

This is a college-level history course designed to meet the needs of highly motivated students who have a strong interest in history and can profit from an advanced program in American History.

The student should expect daily reading assignments, independent study, and frequent research assignments. The student is expected to read and analyze both primary and secondary source materials and to demonstrate the ability to interpret and evaluate these diverse sources in verbal and essay form. Students are expected to take the AP American History exam in May as preparation for the exam is the primary goal of the course. Therefore, the course is content-driven and places heavy emphasis on written critical analysis. Extensive writing and discussion are integral components of the program. Students should expect extensive independent work outside of classroom time.

Social Studies Electives

Introduction to Criminal Justice L3

SS333 - 0.5 Credit - Semester Long - Grades 10-11

Prerequisite:

- None

In this course, students will engage in an overview of the American system of criminal justice, covering criminal law, policing, courts, the punishment and corrections systems, and juvenile justice. Issues will be explored at the local, state, and federal levels with an emphasis on current issues facing all three levels of government.

Pop Culture and American Identity L3

SS232 - 0.5 Credit - Semester Long - Grades 10-11

Prerequisite:

- None

In this course, students will explore the role of pop culture in the formation of how Americans perceive themselves. Investigations into the role of music, art, film, television, radio, sports, and other elements of popular culture will allow students to ask significant questions about the role of popular culture in reflecting and shaping American identity.

Facing History and Ourselves L3/L4

SS331/341 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- Recommendation of previous instructor in United States history

This semester-long course is open to grades 11 and 12. Any junior requesting this course will need to be recommended for it by their current History teacher. This course examines bias, racism, and prejudice in a historical context. Through their study of intolerance and genocides such as the Holocaust, students will be able to make the correlation between history and the moral and ethical choices they are forced to make daily in their own lives. The course will use a wide range of academic research, film, guest speakers, projects, and class discussions to achieve the goals of the course.

United States Civil War L4

SS440 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- None

This course is open to any junior or senior who has a keen interest in US History and who wants to challenge themselves with an in-depth study of the watershed event of the nation. Instruction will focus on the underlying causes of the war, the war itself, and local involvement in the war. Instruction will routinely be student-centered emphasizing significant examination of both primary and secondary documents. With extensive guidance and support, students will engage in one significant independent research project per quarter.

The United States and World War II L3/L4

SS332/342 - 0.5 Credit - Semester Long - Grades 11-12

Prerequisite:

- Successful completion of US History I (Level 4 credit per the recommendation of course instructor)

This course is designed for students who wish to examine the United States' role in the origins, execution, and aftermath of World War II. The course will employ extensive use of film, primary and secondary documents, and artifacts. Students who wish to receive level 4 credit will engage in independent work that will include 2 books of the student's choosing.

Civics - Case Method Project L5

SS450 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- None

The Case Method originated at Harvard Business School over a hundred years ago. This course builds on this successful methodology by incorporating multiple civic lessons in American History to give students access to high-level readings and in-depth discussions of the formation and preservation of our democratic system and the ideals that support them.

Current Affairs L3

SS434 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- None

This course will provide interested and motivated students with an opportunity to increase their knowledge of local, state, federal, and international affairs through in-depth investigation. Students will select and investigate 4 to 6 significant current political topics with the guidance of the instructor to become more active and well-informed citizens. The course will require significant research-based group work and authentic community-based learning activities.

Legal Studies L3

SS432 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- None

Legal Studies is a semester-long course designed to familiarize students with the philosophy and practice of civil, criminal, and constitutional law. While highlighting the use of debate, research, case studies, a mock trial, and speakers from the legal and law enforcement community, this course will acquaint students with the ethics, language, and culture of law in the United States. The Mock Trial is the culmination of this course and all students participate in its planning and execution. Students who enter this class after the first day of class are expected to make up for all missed work.

Macroeconomics L3/L4

SS431/441 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- None

This semester-long course consists of a study of macroeconomic concepts and the language of economics. Concepts presented include such topics as supply and demand, economic markets, inflation, deflation, business cycles, and the role of organized labor and government in a market economy as well as an explanation of the principles of consumer economics. Students who enter this class after the first day of class are expected to make up for all missed work.

Psychology L3

SS430 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- None

Psychology is the study of the behavior of individuals. It explores what people do, how they think, and why they act as they do. Some of the topics studied include personality, motivation, abnormal psychology, growth and development, and learning theories. Heavy emphasis is placed on classroom discussion and the reading of relevant articles on assigned topics. Students who enter this class after the first day are expected to make up for all missed work.

Psychology L4

SS444 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- B or better in US History II L4; **OR**
- A- or better in US History II L3; **OR**
- Successful completion of AP United States History; **OR**
- Recommendation of US History II teacher

In this course, students will explore the science of human behavior through multiple lenses which include but are not limited to biology, cognition, and societal influences. This in-depth study employs textbooks, journal articles, and outside readings to offer students the most up-to-date research in the field while allowing students an opportunity to research a topic of interest as a capstone project.

AP Psychology

AD350 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- Final grade no lower than a B+ in junior level 4 history or no lower than an A in junior level 3 history or specific teacher recommendation

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will learn about the ethics and methods psychologists use in their science and practice. This course is designed to mirror an entry-level college course; therefore, students must be willing to accept the challenge of a rigorous curriculum. Students will take the AP Psychology Exam in May.

Special Topics in Psychology L4

SS442 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- None

This course is designed for self-motivated students with a keen interest in Psychology and will serve dual objectives. The first half of the course will engage students in an in-depth study of topics determined by the instructor consistent with the canon of Psychology. The second half of the course will be reserved for student-initiated concentrated research on a topic of individual choice. With their instructor students will determine and create a product intended for multiple audiences.

Sociology L3

SS433 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- None

The study of sociology examines human group behavior and current social issues. This course stresses the use of research and analysis in examining patterns of human group behavior. Independent work as well as group projects and extensive class discussion are stressed. Students who enter this class after the first day of class are expected to make up for all missed work.

Service Based Sociology L4

SS445 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- None

Sociology examines human group behavior and current social issues and this course provides students with a school-based service learning experience that supports the academic content of the course. Students will be required to have a regularly scheduled individual service commitment and complete 20 hours of community service per quarter. In addition to individual commitments, hours will be applied from group or whole-class service projects. The instructor will act as the facilitator and will assist in individual as well as school and community-wide projects. The instructor will determine the use of class meeting time for academic work, individual/group conferencing, or research to enhance and enable service commitments.

The World Since 1989 L4

SS441 - 0.5 Credit - Semester Long - Grade 12

Prerequisite:

- None

This course is open to any senior who has a keen interest in modern world history and who wants to challenge themselves with an in-depth study of the contemporary world. The course will include a survey of world history since 1989 and will examine specific situations in great detail. This is a student-driven research and presentation-based course that explores issues outside the United States in depth. Topics center on issues such as economic globalization, religious fundamentalism, and nationalism in Asia, Africa, and Latin America. Instruction will be student centered emphasizing research in and out of the classroom.

Around the World in 90 Days L3/L4

SS338/348 - 0.5 Credit - Semester Long - Grades 11 & 12

Prerequisite:

- None

Through a series of Project-Based Learning Opportunities, students will research, plan & design a series of international trips. Students will research the history, geography & culture of a country and then create a trip around a particular theme and budget. In addition, together we will also explore the culture, food, and traditions of selected places. This course is designed to introduce students to new and unfamiliar parts of the world and to encourage curiosity in diverse cultures. Students who elect to take this course must be prepared to conduct extensive research and create detailed itineraries and tours for their international adventures.

Gateway to Asian Cultures L3/L4

SS334/344 0.5 Credit - Semester Long - Grades 11 & 12

Prerequisite:

- None

This is an interdisciplinary, team-taught class with the World Language and Social Studies Departments. Highlighting the strengths of each department and its curriculum, teachers will facilitate student learning of the various aspects and attributes of Asian cultures.

Through a series of project-based learning opportunities, students will develop a deeper understanding of Asian culture. Students will be introduced to concepts such as modernity, the difference between East and West mindsets as well as historical topics such as the Silk Road. Throughout the process, students will engage in collaborative group research on themes - religion/social structure, international connections, economic development, and exploration of East and West. This course is designed to allow curious students to engage with Asian culture regardless of background and experience. Students who elect to take this course must be prepared to conduct extensive research, present information, and engage with multiple source formats.

Special Education Department

Special Education Department Mission Statement

The Special Education Department provides specially designed instruction and services to assist students with their identified needs in the areas of education, vocation, and community access. All courses utilize grade-level, MA State standards which are differentiated or modified to each student's ability level as needed. Placement in each course is determined via the special education team meeting process.

Academic Support Courses

Academic Support Courses

[Academic Support and Academic Connections](#)

[Foundations of English Language Arts](#)

[Essentials of Algebra 1 Part 1](#)

[Essentials of Algebra 1 Part 2](#)

[English Essentials](#)

[Consumer Math](#)

[Science 1-4](#)

[History Essentials](#)

STRIDE Program Classes

[Life Skills](#)

[School to Work Internship](#)

[School to Work Externship](#)

Academic Support and Academic Connections

Course Number Varies by Section & Grade Level - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Permission of Student Services Coordinator

Academic Support: The primary goal of this special education service is to provide our students to become a more independent learner. Students will learn strategies in the area(s) of self-determination, self-advocacy, and other executive functioning skills (such as planning and organization). The goals, objectives, and accommodations identified in each student's IEP will be used to assist in the internalizing of these skills. Additionally, while homework and coursework are often used to guide the learning/reinforcing of these skills, assignment completion is not the purpose of this class. Academic support is curriculum-based and students earn 1.0 credit for this year-long class.

Post-Secondary Support: The primary goal of this special education service is for upper-class students (11-12) to develop a pathway toward life after high school. Students will focus on creating a vision and identifying steps on how to achieve such a vision with greater independence. Students will work on job-related skills, developing social awareness, and exploring career options. Students will also explore their post-secondary options as it relates to their vision. Other skills that will be explored include time management, self-determination, and decision-making (independent living skills and financial literacy).

Foundations of English Language Arts

SPE103/203/303/403 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Permission of Student Services Coordinator

This course is designed to strengthen reading comprehension, written expression, language, vocabulary, and critical thinking skills. Students will read a variety of literary works that will include novels, short stories, nonfiction writing, plays, and poetry, and will culminate in the writing of essays, project work, and written assessments.

Essentials of Algebra 1 Part 1

SPE120 - 1.0 Credit - Year Long - Grades 9-10

Prerequisite:

- Permission of Student Services Coordinator

This course and Essentials of Algebra 1 Part 2 are designed to cover the skills and curriculum of an Algebra 1 course (313) at a modified pace and rate of instruction. Topics studied in Part 1 include operations with integers, organizing data, experimental probability, functions & their graphs, solving equations and inequalities in one variable, and graphing and writing linear equations. Emphasis is placed on mastery of basic algebra skills and problem-solving strategies.

Essentials of Algebra 1 Part 2

SPE121 - 1.0 Credit - Year Long - Grades 9-10

Prerequisite:

- Permission of Student Services Coordinator

This course is the second part of the Essentials of Algebra curriculum. Topics of study include systems of equations and inequalities, quadratic equations, radical expressions, exponents, polynomial operations, factoring, rational expressions, as well as a unit of geometry to introduce students to some of the concepts covered on the grade ten MCAS test.

English Essentials

SPE515/516/517/518 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Permission of Student Services Coordinator

This is a modified ELA course that will emphasize the development of functional reading and writing skills. This course will utilize both specific reading programs and an individualized curriculum to enhance reading comprehension, vocabulary development, critical thinking, and written expression skills.

Consumer Math

SPE507/508/509/510 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Permission of Student Services Coordinator

This is a modified math course, designed to provide individualized instruction and intervention in functional and consumer math skills. The individualized curriculum will be specific to identified goals.

Science 1- 4

SPE511/512/513/514 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Permission of Student Services Coordinator

This is a modified course, designed to expose students to the major components and skills presented in the physical science, chemistry, physics, biology, and technology science curriculum.

History Essentials

SPE519/520/521/522 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Permission of Student Services Coordinator

This is a modified social studies course, designed to expose students to current and historical issues and events. Through multi-media presentations the students will demonstrate knowledge and understanding of their school, town, community, and the world.

STRIDE Program Classes

Lifeskills

SPE503/504/505/506 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Permission of Student Services Coordinator

This course is designed to strengthen independence in functional/life skills to include the areas of independent living, self-advocacy, social skills, self-care, money management, and navigating public transportation. Students in this course also may enroll in the following: School to Work Internship and School to Work Externship.

School to Work Internship

SPE601 - 1.0 Credit - Year Long - Grades 11-12 & PG

Prerequisite:

- Permission of Student Services Coordinator

This course provides students taking part in the WHS Lifeskills/Pre-Vocational program with continued instruction in basic job-related skills and tasks that can occur within the high school setting. Such skills include clerical and office tasks, food-industry skills, or retail skills. Students will learn how to independently follow and complete checklists for various job-related tasks. In addition, all students will gain important social skills in relation to working collaboratively as a team and the importance of clear communication when in a workplace.

School to Work Externship

SPE405 - 1.0 Credit - Year Long - Grades 12 & PG

Prerequisite:

- Permission of Student Services Coordinator

This course provides students taking part in the WHS Lifeskills/Pre-Vocational program with an understanding of basic job-related skills and tasks that can occur both at high school and in the community. Such skills include those needed to be successful in potential job sites including retail, office, food, or hospitality settings. Students will learn to independently follow and complete a checklist for various job-related tasks via daily hands-on, supervised training. In addition, all students will gain important social skills in relation to working collaboratively as a team and the importance of clear communication in the workplace.

World Language Department

World Language Department Mission Statement

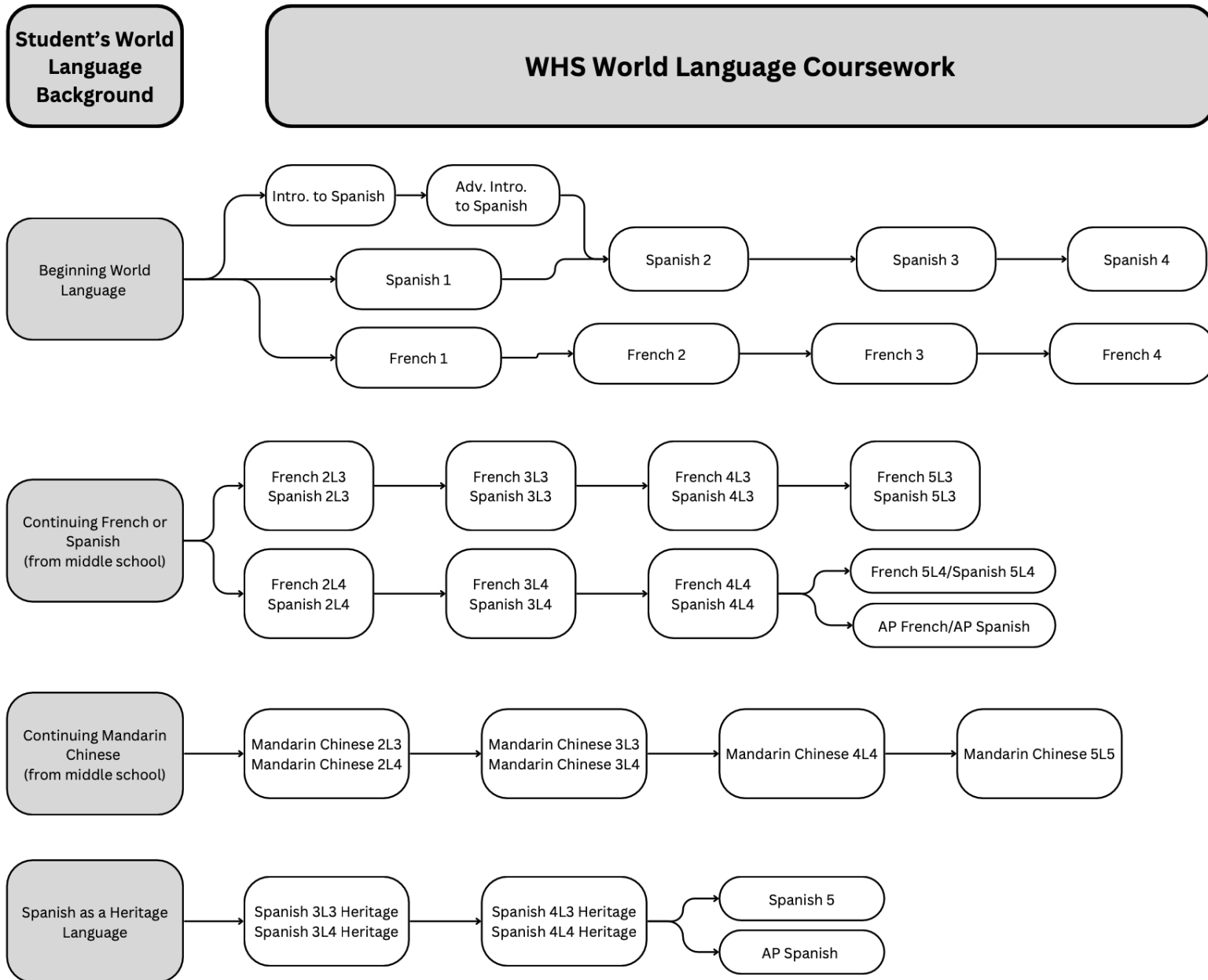
Our goals are aligned with the [ACTFL Proficiency Guidelines](#) (2024) and the [Massachusetts Curriculum Framework for World Languages](#) (2021):

- Understand, interpret, and analyze what is heard, read, or viewed,
- Interact and negotiate meaning in spontaneous spoken, or written conversations,
- Present information, concepts, and ideas,
- Interact appropriately with others in and from another culture,
- Gain cultural competence and understanding,
- Develop insight into the nature of language and culture,
- Connect with other disciplines and acquire information and diverse perspectives,
- Engage and responsibly collaborate with a variety of multilingual communities,
- Develop and employ social and emotional skills,
- Serve and lead in the community.

Modern language courses stress a communicative, proficiency-oriented approach in which interpretive, presentational, and interpersonal communication are the primary goals. Courses are therefore designed around cultural themes rather than around grammatical structures. While English may be necessary on occasion, the target language is the language of instruction in these courses.

Middle school students who successfully complete a language course in seventh and eighth grade continue with year two at the high school. Students starting a new language in high school should enroll in a first-year course in their desired language. All students who transfer from another school or wish to take their heritage language will be required to take a placement test.

Suggested World Language Course Sequences



World Language Courses

French

[French I L3](#)

[French II L3](#)

[French II L4](#)

[French III L3](#)

[French III L4](#)

[French IV L3](#)

[French IV L4](#)

[French V L3/L4](#)

[AP French Language & Culture](#)

Mandarin Chinese

[Mandarin Chinese II L3](#)

[Mandarin Chinese II L4](#)

[Mandarin Chinese III L3](#)

[Mandarin Chinese III L4](#)

[Mandarin Chinese IV L4](#)

[Mandarin Chinese V L5](#)

Spanish

[Spanish I L3](#)

[Introduction to Spanish L3](#)

[Advanced Introduction to Spanish L3](#)

[Spanish II L3](#)

[Spanish II L4](#)

[Spanish III L3](#)

[Spanish III L4](#)

[Spanish III for Heritage Speakers L3/L4](#)

[Spanish IV L3](#)

[Spanish IV L4](#)

[Spanish IV for Heritage Speakers L3/L4](#)

[Spanish V A L3/L4](#)

[Spanish V B L3/L4](#)

[AP Spanish Language and Culture](#)

French

French I L3

WL130 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

[Table of Contents](#)

- Teacher recommendation or approval of the World Language Director

This is an introductory course designed for first-year students who begin the study of French in high school. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening, speaking, reading, and writing of language, as well as to develop an understanding of the cultures of French-speaking countries. The proficiency target for the end of this course is Novice High (beginning): participating in direct conversations with simple sentences and satisfying some basic needs.

French II L3

WL131 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- C or better in French I L3; **OR**
- C or better in French 8 **AND** recommendation of French 8 teacher

This course builds upon and expands students' proficiency at the novice level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing French, and deepens understanding of cultures of French-speaking countries. The proficiency target for the end of this course is Intermediate Low (beginning): handling uncomplicated communication needed in daily life, starting to combine language to express their thoughts, and using sentences and strings of sentences.

French II L4

WL140 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- A- or better in French I L3 **AND** recommendation of French I teacher; **OR**
- A- in French 8 **AND** recommendation of French 8 teacher

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of the cultures of French-speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): able to understand the main ideas and supporting facts in texts about familiar topics. maintain a conversation about themselves and their lives, and link several sentences to express their thoughts.

French III L3

WL230 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- C- or better in French II L3 **AND** recommendation of French II teacher; **OR**

- Successful completion of French II L4

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing French, and deepens understanding of the cultures of French-speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): able to understand the main ideas and supporting facts in texts about familiar topics, maintain a conversation about themselves and their lives, and link several sentences to express their thoughts.

French III L4

WL240 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- B+ or better in French II L4 **AND** recommendation of French II teacher; **OR**
- A- or better in French II L3 **AND** recommendation of French II teacher

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing French, and deepens understanding of the cultures of French-speaking countries. The proficiency target for the end of this course is Intermediate Mid: handling uncomplicated communication needed in daily life, asking and answering original questions, creating language to express their thoughts, and using strings of more complex sentences.

French IV L3

WL330 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- C- or better in French III L3 **AND** recommendation of French III teacher; **OR**
- Successful completion of French III L4

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing French, and deepening understanding of the cultures of French-speaking countries. The proficiency target for the end of this course is Intermediate Mid: handling uncomplicated communication needed in daily life, asking and answering original questions, expressing thoughts on an increasingly broad variety of topics, and using increasingly more complex sentences.

French IV L4

WL343 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- B+ or better in French III L4 **AND** recommendation of French III teacher; **OR**

- A- or better in French III L3 **AND** recommendation of French III teacher

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing French, and deepening understanding of the cultures of French-speaking countries. The proficiency target for the end of this course is Intermediate High (beginning): handling proficient communication, asking and answering original questions, creating language to express their thoughts on an increasingly broad variety of topics, and using strings of more complex sentences.

French V L3/L4

WL433/444 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

L3:

- B- or better in French IV L3 **AND** recommendation of French IV teacher; **OR**
- Successful completion of French IV L4

L4

- B+ or better in French IV L4 **AND** recommendation of French IV teacher; **OR**
- A- or better in French IV L3 **AND** recommendation of French IV teacher

French V serves as an appropriate course for all French IV students who have an interest in the language and culture of the French-speaking world. Students integrate their high school language learning experiences to make connections between the language and culture studied and international affairs, career paths, and other disciplines. Students refine their language skills as they explore current events, history and culture, literature, film, and art in order to gain insights into the culture of various countries. Daily preparation, attention to detail, and effective communication in spoken and written French are emphasized. *When combined by necessity, assessment and independent work expectations will be modified accordingly. The proficiency target of this course is Intermediate Mid (L3) or Intermediate High (L4) on the ACTFL scale.

All French V students are **required to take the AAPPL exam** and may qualify for the state Seal of Biliteracy if their scores on all parts of the exam meet state requirements, and if they meet English MCAS requirements. The score on this exam will be converted to a letter grade and used as the midyear exam for the course.

AP French Language & Culture

WL454 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- A- or better in French IV L4 **AND** recommendation of French IV teacher

This is a college level course in which students will further develop reading, writing, listening, and speaking skills in French. Students will be able to understand and critique

novels, plays, articles, orations, and films orally and in writing using all verb tenses and moods. Students will be exposed to cultural perspectives through analysis and description of literature, historical documents, music, dance, and theatre. Student proficiency will be assessed using the three modes of communication: presentational, interpretive, and interpersonal.

By the end of the course, students should:

- approach an “Advanced Low” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

All students are required to take the College Board’s Advanced Placement exam in May.

AP French Language and Culture students are also **required to take the AAPPL exam** and may qualify for the state Seal of Biliteracy if their scores on all parts of the exam meet state requirements, and if they meet English MCAS requirements. The score on this exam will be converted to a letter grade and used as the midyear exam for the course.

Mandarin Chinese

Mandarin Chinese II L3

WL135 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- C or better in Mandarin 8 **AND** recommendation of Mandarin 8 teacher

The course emphasizes conversation for everyday use, vocabulary building, more advanced grammar concepts, and an introduction to simple readings. Conversation and listening comprehension are stressed within the limits of learned vocabulary and structure. Cultural appreciation will be broadened through discussion and reading about Chinese-speaking countries. The learning experiences introduced in the first and second full year, with an emphasis on helping students develop audio-lingual skills as well as competence in reading and writing, are continued and expanded in the third full year. The proficiency target of this course is Novice-High on the ACTFL scale.

Mandarin Chinese II L4

WL142 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- A- or better in Mandarin 8 **AND** recommendation of Mandarin 8 teacher

The course offers a fast-paced rigorous curriculum for highly motivated students who want a challenging course of study. The course emphasizes conversation for everyday use, vocabulary building, more advanced grammar concepts, and an introduction to simple readings. Conversation and listening comprehension are stressed within the

limits of learned vocabulary and structure. Cultural appreciation will be broadened through discussion and reading about Chinese-speaking countries. The learning experiences introduced in the first and second full year, with an emphasis on helping students develop audio-lingual skills as well as competence in reading and writing, are continued and expanded in the third full year. The proficiency target of this course is Intermediate Low on the ACTFL scale.

Mandarin Chinese III L3

WL233 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- C- or better in Mandarin Chinese II L3 **AND** recommendation of Mandarin Chinese II teacher; **OR**
- Successful completion of Mandarin Chinese II L4

This course will tie together and expand the basic knowledge acquired in the previous 2 full years. Additional grammatical structures will be taught. Classroom activities will assist the students in acquiring proficiency in the linguistic skills of listening, speaking, reading, and writing through the use of dialogue, grammar, vocabulary study, and cultural readings. There are regular aural, oral, and written assessments to measure student progress. The culture, civilization, and language of China are studied. The proficiency target of this course is Intermediate-Low on the ACTFL scale.

Mandarin Chinese III L4

WL242 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- B or better in Mandarin Chinese II L4 **AND** recommendation of Mandarin Chinese II teacher; **OR**
- A- or better in Mandarin Chinese II L3 **AND** recommendation of Mandarin Chinese II teacher

This course will tie together and expand the basic knowledge acquired in the previous two full years. Additional grammatical structures will be taught. Classroom activities will assist the students in acquiring proficiency in the linguistic skills of listening, speaking, reading, and writing through the use of dialogue, grammar, vocabulary study, and cultural readings. There are regular aural, oral, and written assessments to measure student progress. The culture, civilization, and language of China are studied. The proficiency target of this course is Intermediate-Low on the ACTFL scale.

Mandarin Chinese IV L4

WL346 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- B+ or better in Mandarin Chinese III L4 **AND** recommendation of Mandarin Chinese III L4 teacher

This is an advanced course for students who have taken a Chinese class for three years at the honors level. This is a rigorous curriculum for highly motivated students who want a challenging course of study. Classroom activities will assist the students in acquiring proficiency in the linguistic skills of listening, speaking, reading, and writing through the use of dialogue, grammar, vocabulary study, and cultural readings. Regular aural, oral, and written assessments will be performed to measure student progress. The culture, civilization, and language of China are studied. The proficiency target of this course is Intermediate-Mid (beginning) on the ACTFL scale.

Mandarin Chinese V L5

WL455 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- B+ or better in Mandarin Chinese IV L4 **AND** recommendation of Mandarin Chinese IV L4 teacher

This course is designed for students who wish to continue their study of Chinese at more advanced levels. Students explore more formal spoken and written language. Focusing on important linguistic structures, students build and refine their understanding of Chinese grammar and vocabulary. Course topics include high school, future plans, and the culture, civilization, and geography of China. The proficiency target of this course is Intermediate-Mid (continuing) on the ACTFL scale.

All Mandarin Chinese V students are **required to take the AAPPL exam** and may qualify for the state Seal of Biliteracy if their scores on all parts of the exam meet state requirements, and if they meet English MCAS requirements. The score on this exam will be converted to a letter grade and used as the midyear exam for the course.

Spanish

Spanish I L3

WL132 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- Teacher recommendation or approval of the World Language Director

This is an introductory course designed for first-year students who begin the study of Spanish in high school. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing of language, as well as to develop an understanding of the cultures of Spanish-speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and satisfy some basic needs.

Introduction to Spanish L3

WL1303 - 1.0 Credit - Year Long - Grades 9-11

Prerequisite:

- Approval of World Language Director

This is an introductory course in Spanish designed to develop language skills in reading, writing, speaking, and listening at a slower pace. Like all courses in the department, the course stresses a proficiency approach, primarily emphasizing communication through three modes: interpersonal, interpretive, and presentational language. After completing Introduction to Spanish L3, students continue with Advanced Introduction to Spanish L3. The proficiency target of this course is Novice-Mid on the ACTFL scale.

Advanced Introduction to Spanish L3

WL1304 - 1.0 Credit - Year Long - Grades 9-11

Prerequisite:

- Successful completion of Introduction to Spanish L3; **OR**
- Recommendation of current Spanish teacher

After successful completion of Introduction to Spanish L3, students continue their study of Spanish. The course is designed to develop language skills in reading, writing, speaking, and listening at a slower pace. The course stresses a proficiency approach, with primary emphasis on the context and purpose of communication through the three modes: interpersonal, interpretive, and presentational language. After completing Introduction to Spanish L3 and Advanced Introduction to Spanish L3 over a two-year sequence, students may continue to Spanish II L3 the following year. The proficiency target of this course is Novice-High on the ACTFL scale.

Spanish II L3

WL133 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- C or better in Spanish I L3 **AND** recommendation of Spanish I teacher; **OR**
- C or better in Spanish 8 **AND** recommendation of Spanish 8 teacher; **OR**
- B+ or better in Advanced Introduction to Spanish L3 and recommendation of Advanced Introduction to Spanish teacher

This course builds upon and expands students' proficiency at the novice level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening, speaking, reading, and writing Spanish, and deepening their understanding of the cultures of Spanish-speaking countries. The proficiency target for the end of this course is Intermediate Low (beginning): handling uncomplicated communication needed in daily life, starting to combine language to express their thoughts, using sentences and strings of sentences.

Spanish II L4

WL141 - 1.0 Credit - Year Long - Grades 9-12

Prerequisite:

- A- or better in Spanish I L3 **AND** recommendation of Spanish I teacher; **OR**
- A- or better in Spanish 8 **AND** recommendation of Spanish 8 teacher

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of the cultures of Spanish-speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): able to understand the main ideas and supporting facts in texts about familiar topics. maintain a conversation about themselves and their lives, and link several sentences to express their thoughts.

Spanish III L3

WL134 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- C- or better in Spanish II L3 **AND** recommendation of Spanish II teacher; **OR**
- Successful completion of Spanish II L4

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing Spanish, and deepens understanding of cultures of Spanish-speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): able to understand the main ideas and supporting facts in texts about familiar topics. maintain a conversation about themselves and their lives, and link several sentences to express their thoughts.

Spanish III L4

WL241 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

- B+ or better in Spanish II L4 **AND** recommendation of Spanish II teacher; **OR**
- A- or better in Spanish II L3 **AND** recommendation of Spanish II teacher

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing Spanish, and deepens understanding of the cultures of Spanish-speaking countries. The proficiency target for the end of this course is Intermediate Mid: handling uncomplicated communication needed in daily life, asking and answering original questions, creating language to express their own thoughts, and using strings of more complex sentences.

Spanish III for Heritage Speakers L3/L4

WL1307/WL146 - 1.0 Credit - Year Long - Grades 9-11

Prerequisite:

- Placement test and approval of World Language Director

This course aims to support heritage speakers of Spanish (or Portuguese speakers with a solid grasp of Spanish) to develop literacy skills in the three modes of communication (interpretive, interpersonal, and presentational) by listening to, speaking, reading, and writing Spanish. Students will use their language skills to expand their understanding of the cultures of the Spanish-speaking world. This course covers the same thematic units as Spanish 3 L3/L4. After completing Spanish III for Heritage Speakers, students will continue to Spanish IV for Heritage Speakers.

Spanish IV L3

WL331 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- C- or better in Spanish III L3 **AND** recommendation of Spanish III teacher; **OR**
- Successful completion of Spanish III L4

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing Spanish, and deepens understanding of the cultures of Spanish-speaking countries. The proficiency target for the end of this course is Intermediate Mid: handling uncomplicated communication, asking and answering original questions, expressing thoughts on an increasingly broad variety of topics, and using increasingly more complex sentences.

Spanish IV L4

WL344 - 1.0 Credit - Year Long - Grades 11-12

Prerequisite:

- B+ or better in Spanish III L4 **AND** recommendation of Spanish III teacher; **OR**
- A- or better in Spanish III L3 **AND** recommendation of Spanish III teacher

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal, and presentational) via the skills of listening to, speaking, reading, and writing Spanish, and deepening understanding of the cultures of Spanish-speaking countries. The proficiency target for the end of this course is Intermediate High (beginning): handling proficient communication, asking and answering original questions, creating language to express their thoughts on an increasingly broad variety of topics, and using strings of more complex sentences.

Spanish IV for Heritage Speakers L3/L4

WL4307/WL4407 - 1.0 Credit - Year Long - Grades 10-12

Prerequisite:

L3:

- B- or better in Spanish III for Heritage Speakers L3 **AND** recommendation of Spanish teacher; **OR**
- Placement test and approval of World Language Director

L4:

- B+ or better in Spanish III for Heritage Speakers L4 **AND** recommendation of Spanish teacher; **OR**
- Placement test and approval of World Language Director

This course aims to support heritage speakers of Spanish (or Portuguese speakers with a solid grasp of Spanish) to develop literacy skills in the three modes of communication (interpretive, interpersonal, and presentational) by listening to, speaking, reading, and writing Spanish. Students will use their language skills to expand their understanding of the cultures of the Spanish-speaking world. This course covers the same thematic units as Spanish 4 L3/L4. After completing Spanish IV for Heritage Speakers, students will continue to Spanish V or AP Spanish Language & Culture.

Spanish V A L3/L4

WL434/446 - 0.5 Credit - Semester Long* - Grade 12

Prerequisite:

L3:

- B- or better in Spanish IV L3 **AND** recommendation of Spanish IV teacher; **OR**
- Successful completion of Spanish IV L4

L4:

- B+ or better in Spanish IV L4 **AND** recommendation of Spanish IV teacher; **OR**
- A- or better in Spanish IV L3 **AND** recommendation of Spanish IV teacher

Spanish V serves as an appropriate course for all Spanish IV students who have an interest in the language and culture of the Spanish-speaking world. Students integrate their high school language learning experiences to make connections between the language and culture studied and international affairs, career paths, and other disciplines. Students refine their language skills as they explore current events, history, and culture in order to gain insights into the culture of various countries. Daily preparation, attention to detail, and effective communication in spoken and written Spanish are emphasized. The proficiency target of this course is Intermediate Mid (L3) or Intermediate High (L4) on the ACTFL scale.

All Spanish V A students are **required to take the AAPPL exam** and may qualify for the state Seal of Biliteracy if their scores on all parts of the exam meet state requirements, and if they meet English MCAS requirements. The score on this exam will be converted to a letter grade and used in PowerSchool.

*This course may run Semester 1 or Semester 2. There is no order in which Spanish V A or B will run.

Spanish V B L3/L4

WL435/447 - 0.5 Credit - Semester Long* - Grade 12

Prerequisite:

L3:

- B- or better in Spanish IV L3 **AND** recommendation of Spanish IV teacher; **OR**
- Successful completion of Spanish IV L4

L4:

- B+ or better in Spanish IV L4 **AND** recommendation of Spanish IV teacher; **OR**
- A- or better in Spanish IV L3 **AND** recommendation of Spanish IV teacher

Spanish V serves as an appropriate course for all Spanish IV students who have an interest in the language and culture of the Spanish-speaking world. Students integrate their high school language learning experiences to make connections between the language and culture studied and international affairs, career paths, and other disciplines. Students refine their language skills as they explore literature, film, and art in order to gain insights into the culture of various countries. Daily preparation, attention to detail, and effective communication in spoken and written Spanish are emphasized. The proficiency target of this course is Intermediate Mid (L3) or Intermediate High (L4) on the ACTFL scale.

All Spanish V B students are **required to take the AAPPL exam** and may qualify for the state Seal of Biliteracy if their scores on all parts of the exam meet state requirements, and if they meet English MCAS requirements. The score on this exam will be converted to a letter grade and used in PowerSchool.

*This course may run Semester 1 or Semester 2. There is no order in which Spanish V A or B will run.

AP Spanish Language and Culture

WL451 - 1.0 Credit - Year Long - Grade 12

Prerequisite:

- A- or better in Spanish IV L4 **AND** recommendation of Spanish IV teacher

This is a college level course in which students will further develop reading, writing, listening, and speaking skills in Spanish. Students will be able to understand and critique novels, plays, articles, orations, and films orally and in writing using all verb tenses and moods. Students will be exposed to cultural perspectives through analysis and description of literature, historical documents, music, dance, and theatre. Student proficiency will be assessed using the three modes of communication: presentational, interpretive, and interpersonal.

By the end of the course, students should:

- Achieve an “Advanced Low” Level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines.

All students are required to take the College Board’s Advanced Placement exam in May.

AP Spanish Language and Culture students are also **required to take the AAPPL exam** and may qualify for the state Seal of Biliteracy if their scores on all parts of the exam meet state requirements, and if they meet English MCAS requirements. The score on this exam will be converted to a letter grade and used as the midyear exam for the course.