

WEST BRIDGEWATER MIDDLE/SENIOR HIGH SCHOOL



PROGRAM OF STUDIES

2024-2025

*The mission of West Bridgewater Middle-Senior High School is to provide a safe, supportive learning environment in which each student will acquire the knowledge, skills, and values necessary to become a life-long learner and responsible citizen in our diverse and changing society.
The West Bridgewater Public Schools does not discriminate on the basis of race, color, sex, age religion, national origin, sexual orientation, gender, identity, homelessness or disability.*

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**WEST BRIDGEWATER MIDDLE/SENIOR HIGH SCHOOL
155 WEST CENTER STREET
WEST BRIDGEWATER, MASSACHUSETTS 02379-1614
(508) 894-1220
FAX 508-897-0537
www.wbridgewaterschools.org**

**2024-2025
SCHOOL COMMITTEE**

Donna J. Hulme, Chairperson - dhulme@wbridgewater.com

Robyn Dragonetti, Vice-Chairperson - dyeo@wbridgewater.com

Kerri Milton, Clerk - rdragonetti@wbridgewater.com

Christine Myaskovsky - cmyaskovsky@wbridgewater.com

David Schmeer- dschmeer@wbridgewater.com

OFFICE OF THE SUPERINTENDENT

Mr. Mark Bodwell, Superintendent of Schools
Ms. Debora Llanes, Director of Curriculum & Instruction
Kathleen Grant, Business Manager
Mrs. Kathy Marble, Director of Student Services
Mr. John Collins, Director of Instructional Technology

ADMINISTRATION

Mrs. Christine Page, Principal

Mr. James Hanna, Assistant Principal

West Bridgewater Middle/Senior High School

Office Hours: 7:00 AM – 3:30 PM

Superintendent's Office

Office Hours: 8:00 AM - 4:00 PM

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FAX 508-897-0537
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February 2024

Dear Parents, Guardians, and Students:

Although we are just past the halfway point in the school year we are beginning the process of planning for the 2024-2025 school year. For our soon to be seniors this is the last time to choose your courses here at the high school, yet for freshmen it is the first step in becoming a high school student. I cannot emphasize the importance of the material presented in this Program of Studies which contains detailed descriptions of all the course offerings that exist at West Bridgewater Middle/Senior High School. This is your opportunity as a student to plan for your upcoming year, as well as your future. Selecting a course of study is your choice, so challenge yourself to take courses that will prepare you to have a successful and enjoyable school year. Should you need assistance, our guidance department and faculty are always willing to help and answer questions.

As students and parents you must take the first step by reading through the Program of Studies to review everything we have to offer. Make choices as to the level of courses that are the most appropriate for you, College Prep, Honors or Advanced Placement. Please pay careful attention to the graduation requirements as well as your post graduation plans. If you have questions along the way, please do not hesitate to contact the guidance department.

Our plan is for students to receive the schedule in June, prior to the close of the school year. After schedules are posted in Aspen, we will arrange dates for students to explore any schedule changes they would like to make. All changes must be done at that time. Once school begins in September, changes will not be made. Instruction begins on day one, and any changes after that will only negatively impact the student.

Again, I urge every student to read this booklet carefully. Challenge yourself and make appropriate choices and I wish you the best in making your selections. If I can be of any assistance, please do not hesitate to contact me.

Sincerely,

Christine Page

Christine Page
Principal

I. DISTRICT WIDE POLICIES

MISSION AND EXPECTATIONS

The mission of the West Bridgewater Middle/Senior High School is to provide a safe supportive learning environment in which each student will acquire the knowledge, skills, and values necessary to become a life-long learner and responsible citizen in our diverse and changing society.

ACADEMIC EXPECTATIONS AND LEARNER OUTCOMES

The students will be scored in their classes using the rubrics below:

5 = Mastering Expectations

4 = Exceeding Expectations

3 = Meeting Expectations

2 = Partially Meeting Expectations

1 = Not Meeting Expectations

ACADEMIC EXPECTATION #1

Learner Outcome: The graduate is able to read varied materials with both literal and inferential comprehension for a variety of purposes.

THE WBHS GRADUATE READS ACTIVELY AND CRITICALLY:

5	The reader consistently demonstrates great depth of insightful comprehension of both surface themes and underlying ideas through relevant inferences and connections to current events and previous readings or experiences, using both oral and written means to support their understanding with relevant citations from written sources.
4	The reader consistently and effectively demonstrates insightful comprehension of the central and supporting ideas being conveyed in the written work; cites from the text and includes relevant support from other sources
3	The reader effectively conveys literal meaning of the text and adequately states the implied meaning; supports with evidence from both the text and other relevant sources
2	The reader minimally relates the literal meaning of the text and states the implied meaning; supports with some evidence from the text.
1	The reader shows limited understanding of ideas in the work; provides little or inappropriate supporting evidence.

ACADEMIC EXPECTATION #2

Learner Outcome: The graduate is able to write using standard English for a variety of purposes and audiences

THE WBHS GRADUATE WRITES EFFECTIVELY:

5	The writer effectively develops purpose and point of view for a variety of audiences; shows insightful developments in content, format, sentence and word choice; demonstrates coherent and smooth selection, organization, and development of ideas, displays fully developed analytical skills; uses insightful use of detail and language, and is free of grammatical and spelling errors.
4	The writer clearly conveys purpose and point of view for a variety of audiences; shows variety and originality in content, format, sentence and word choice; demonstrates effective selection, organization and development of ideas; is developing an understanding of analysis, demonstrates a highly effective use of detail and language in expressing meaning; contains minimal grammar and spelling errors.
3	The writer conveys purpose and point of view for a variety of audiences; includes appropriate content, format, sentence structure and word choice; shows ability to select, organize and develop ideas coherently; uses correct grammar and spelling most of the time.
2	The writer minimally conveys purpose and point of view for a variety of audiences; includes basic content, format, sentence structure and word choice; minimally selects, organizes and develops ideas, contains grammar and spelling errors.
1	The writer demonstrates limited ability to select, organize and develop ideas; does not convey purpose or point of view; includes inappropriate content, format, sentence structure and/or word choices; incorporates mechanical errors that interfere with meaning.

ACADEMIC EXPECTATION #3

Learner Outcome: The graduate is able to listen to presentations gaining both literal and inferential meaning.

THE WBHS GRADUATE LISTENS EFFECTIVELY AND CRITICALLY:

5	The listener consistently and effectively summarizes the main idea and supporting arguments; distinguishes relevant from irrelevant information in discussion, writing, and class participation; identifies the speaker's purpose and point of view; evaluates the presentation for validity and clarity; makes accurate inferences and comparisons in drawing conclusions based on the presentation, personal knowledge, and other sources including technological sources; consistently and efficiently follows class directions.
4	The listener identifies main ideas and supporting arguments; distinguishes between fact and opinion; usually identifies the speaker's purpose; draws and supports conclusions from the presentation; recognizes differing or challenging viewpoints; is often able to follow class directions.
3	The listener identifies main ideas and supporting arguments a majority of the time; distinguishes between fact and opinion, but has difficulty drawing and supporting conclusions from the presentation; usually recognizes differing or challenging viewpoints, follows class directions with minimal guidance and repetition.
2	The listener identifies main ideas and supporting arguments with guidance; has difficulty either distinguishing between fact and opinion, or drawing conclusions about the presentation; cannot consistently listen to speakers in a responsible manner, follows class directions with much guidance and repetition.
1	The listener seldom identifies main ideas and consistently does not follow class directions.

ACADEMIC EXPECTATION #4

Learner Outcome: The graduate is able to communicate ideas and information coherently for a variety of purposes.

THE WBHS GRADUATE COMMUNICATES CLEARLY IN SPEECH:

5	The speaker effectively engages and maintains the listeners' attention, focus is consistently maintained with a positive; confident presence, appropriate eye contact, tone, style and speech etiquette, speech is fluent without pausing or halting; speaker's ideas are organized and supported with interesting examples, citations and illustrations, and appropriate technology so that the listener can easily follow; asks and answers questions clearly with elaboration as necessary; shows a mastery of target language.
4	The speaker engages the listener(s), establishes focus, uses appropriate tone and style, organizes thoughts to connect ideas and/or makes convincing arguments; includes examples and illustrations; asks/answers questions clearly with elaboration; shows a command of target language.
3	The speaker organizes thoughts, establishes focus, conveys ideas and views with detail, uses suitable tone, and asks/answers questions appropriately.
2	The speaker demonstrates minimal ability in conveying ideas and views with adequate detail and development.
1	The speaker is unable to convey ideas and views with adequate detail and development, has difficulty asking/answering questions clearly, and cannot organize material to insure understanding.

ACADEMIC EXPECTATION #5

Learner Outcome: The graduate is able to locate, analyze, and Synthesize appropriate materials for a variety of purposes

THE WBHS GRADUATE IDENTIFIES AND UTILIZES A VARIETY OF RESOURCES FOR OBTAINING AND PRESENTING INFORMATION:

5	The student strongly demonstrates the ability to use various resources depending on the purpose and intended audience for this information; distinguishes between critical, relevant, published sources and subjective, irrelevant or misleading, and unpublished sources; uses both traditional and technological resources, summarizes information, records quotes accurately, and cites sources both internally and in a reference section; understands the ideas of ownership and the rules governing plagiarism.
4	The student demonstrates the ability to use various resources depending on purpose and intended audience; distinguishes between relevant and irrelevant sources; uses both traditional and on-line resources; summarize information and records direct quotations accurately; understands issues of citation and plagiarism; seldom has errors within text citations.
3	The student demonstrates the ability to use various resources depending on the purpose and intended audience for this information; sometimes distinguishes between relevant and irrelevant sources; uses both traditional and on-line resources; summarize information and records direct quotations accurately but does not develop all in own words; understands issues of citation and plagiarism.
2	The student demonstrates the ability to use various sources but has difficulty distinguishing between purpose and audience; uses both traditional and on-line sources, but has difficulty distinguishing between relevant and irrelevant sources; has minimal understanding of putting ideas into one's own words, quoting directly from sources, and citing sources; does not completely understand the rules governing plagiarism.
1	The student shows limited or no ability in distinguishing between sources, evaluating them, or citing them, and does not adhere to the rules governing plagiarism.

ACADEMIC EXPECTATION #6

Learner Outcome: *The graduate is able to effectively identify, evaluate, and solve problems employing a variety of methods/process(es).*

THE WBHS GRADUATE EMPLOYS MULTIPLE STRATEGIES IN REASONING AND PROBLEM SOLVING:

5	The student identifies the problem and related issues/variables; synthesizes information using a variety of sources/methods including technology; extends and refines knowledge using appropriate thinking skills; describes, distinguishes, and evaluates alternative conclusions/procedures/solutions; presents well-organized evidence in support of the selected conclusions/procedures/solutions.
4	The student identifies the problem and many of the relevant issues/variables; gathers and organizes information from various sources/methods in support of a conclusion/solution; identifies steps to improve the process; evaluates alternate conclusions/solutions.
3	The student identifies the problem and some of the relevant issues/variables; gathers and organizes information from a minimal number of sources/methods in support of a conclusion/solution; evaluates the employed process plus suggests one or two alternate solutions.
2	The student has not clearly identified the problem or related issues/variables; gathers information from an adequate number of sources/methods; information needs to be better organized and presented in support of the conclusion/solution; does not clearly identify the process used to address this problem.
1	The student shows limited or no evidence of identifying the problem, or related issues/variables; gathers information from a limited number of sources/methods.

Core Values

Passion - Respect - Ingenuity - Determination - Empathy

Passion: *The graduate from West Bridgewater honors their passions, pursues their interests, and shares their talent and creativity.*

Respect: *The graduate from West Bridgewater practices citizenship, grace, honor and gratitude.*

Ingenuity: *The graduate from West Bridgewater is empowered by their learning to create, to invent, to problem solve, and to think critically.*

Determination: *The graduate from West Bridgewater has grit and courage enough to persevere in the face of risk, failure, and the unknown.*

Empathy: *The graduate from West Bridgewater is compassionate, tolerant, informed, and embraces their global and civic responsibilities.*

DISTRICT MISSION STATEMENT

The mission of the West Bridgewater Public Schools is to work together with home and community to provide our students' a safe environment in which to acquire the knowledge, skills and values needed for success in a diverse and global society of the 21st Century.

DISCRIMINATION/HARASSMENT (Chapter 76S.5)

The West Bridgewater Public School Department is committed to equal educational opportunity for all students and members of the school community without regard to race, color, religion, sex, national origin, age, sexual orientation, or handicap in all aspects of employment in its programs and activities. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools while they work and study subject to school authorities.

The West Bridgewater School Department is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, sexual orientation, or handicap. The School Department expects all members of the school community to conduct themselves in an appropriate and professional manner with concern for the students.

Harassment on the basis of sex, color, religion, national origin, age, sexual orientation, and handicap in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or handicapped individuals or groups.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Mr. Mark Bodwell, Superintendent of Schools, West Bridgewater Public Schools, 2 Spring Street, West Bridgewater, MA 02379 - Telephone: (508) 894-1230 – E-mail: mbodwell@wbridgewater.com.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office of Civil Rights, U.S. Department of Education, J.W. McCormack Building, Room 222, Boston MA 02109-4557.

II. GRADUATION INFORMATION

ADVANCEMENT AND DIPLOMA CREDIT REQUIREMENTS

Grade placement is based upon the number of previously earned credits. Students should have earned 35 credits at the end of the freshman year to advance to the sophomore class, 70 credits in order to advance to the junior class and 105 credits to enter the senior class.

All Students must enroll in 40 credits per year. Students need 140 credits for graduation.*Passing the MCAS exam(s) in the disciplines established by the state is a (state) graduation requirement.

The required credits must include the successful completion of:

English	4 years - 20 Credits
Social Sciences	4 years (including CGA) - 20 Credits
Mathematics	4 years (Algebra, Algebra II, Geometry) - 20 Credits
Science	4 years (including Biology) - 20 Credits
Health/Physical Education	4 years - 15 Credits (full year in grades 9/10, then half year 11/12)
World Language	2 years * - 10 Credits
Fine Arts and/or Technology	2 ½ years - 12.5 credits

*Notes:

- World Language - All students must successfully complete two years of the same world language while in grades 9-12. One of these two required years must be French II or Spanish II.
- Senior Community Service - In addition to the above academic credit requirements, 20 hours of community service is a graduation requirement as well. It is attained by students in their senior year through the Contemporary Global Issues (Social Studies) course and must be completed between the first day of school and May 1st unless approval is granted by the administration. If students are looking to complete hours in the summer prior to their senior year they must meet with the administration to get this approved prior to starting the hours. Students who have not completed the service within the time allocated will not graduate with their class or participate in the ceremony.

POST SECONDARY EDUCATION:

Students seeking a college education or postsecondary training need to recognize the importance of performing well throughout their academic careers. Competition among two and four year institutions of higher learning continues to accelerate. Successful admission to a two or four year program requires proper selection of courses, academic achievement, college admission test results such as the SAT and the ACT, and participation in activities outside of the classroom. Admission policies and requirements vary depending on the institution.

Massachusetts State Universities and the University of Massachusetts have specific standards for admission. Private colleges and universities may be more or less stringent than these standards. The State requirements

may be used as an example of admissions policy and may be helpful in guiding a student's course selections.
IF YOU PLAN TO ENTER A MASSACHUSETTS STATE UNIVERSITY OR UNIVERSITY OF MASSACHUSETTS, YOU WILL NEED TO MEET THE FOLLOWING MINIMUM ACADEMIC COURSE REQUIREMENTS:

Sixteen College Preparatory courses total

ENGLISH	4 courses
MATHEMATICS	4 courses (Algebra, Advanced Algebra and Geometry or Trigonometry or comparable coursework, and full year of math 12th grade)
SCIENCES	3 courses (including <u>3 labs</u>)
SOCIAL SCIENCES	2 courses (including 1 course of U.S. History)
WORLD LANGUAGE	2 courses (in a single language)
ELECTIVES	2 courses (above subjects or the Arts and Humanities or Computer Sciences)

The grades you earn in college preparatory courses will be averaged by the state university or UMass into a grade point average (GPA). In calculating your GPA, you will receive extra credit for accelerated courses.

Minimum GPA Requirement

State Universities	3.0
University of Massachusetts	3.0

SLIDING SCALE – If an applicant's GPA falls below the required minimum, a sliding scale will apply. This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to state universities or UMass. The SLIDING SCALE is as follows:

SLIDING SCALE FOR FRESHMAN APPLICANTS TO UMASS

Weighted High School GPA	Combined SAT I CR&M Must Equal or Exceed (<i>ACT Equivalent in Italics</i>)
2.51-2.99	1030 (20)
2.41-2.50	1070 (21)
2.31-2.40	1110 (22)
2.21-2.30	1040 (23)
2.11-2.20	1180 (24)
2.00-2.10	1220 (25)

NOTE: NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.0 MAY BE ADMITTED TO A STATE UNIVERSITY OR UMASS CAMPUS

SLIDING SCALE FOR FRESHMAN APPLICANTS TO A STATE UNIVERSITY

Weighted High School GPA	Combined SAT I CR&M Must Equal or Exceed (<i>ACT Equivalent in Italics</i>)
2.51-2.99	990 (19)
2.41-2.50	1030 (20)
2.31-2.40	1070 (21)
2.21-2.30	1110 (22)
2.11-2.20	1140 (23)
2.00-2.10	1180 (24)

SUMMER SCHOOL

According to the policy at the senior high school, a student who fails a course **MUST** receive permission from the principal and the guidance counselor in order to attend an approved summer school program and to receive summer school credit.

In order for a student to make up a failed course in summer school, a student must finish the course with a final course average of at least 60 or have administrative approval. In addition, the student must have passed at least two quarters of the course. If the student's average is less, or did not pass two quarters, the student will not be allowed to take the course in summer school, unless administrative approval is given. The student who does not qualify for or does not attend summer school will be scheduled for the failed course the following school year, if that course is offered. **Upon successful completion of the summer school course(s) all passing grades will be recorded as reported. Grades will not be applied toward GPA.**

***At the discretion of the principal students may have permission to make up credits through an approved night school program or approved online program.**

Note: Students may not be allowed to earn more than thirty (30) credits outside of day school.

III. GENERAL INFORMATION AND POLICIES

ACCREDITATION

West Bridgewater Middle/Senior High School was accredited in November 2020 by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of instructional 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. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college.

SCHEDULE CHANGES

1. When the student receives his/her/their schedule, there will be dates and times listed prior to the start of school that a student may report to the guidance office to request schedule changes. The student will need good reason to make a change. The guidance counselor will make the determination if the change is in the best interest of the student.
2. The change will take place when approved by the Principal.
3. As students will have the opportunity to make changes in their schedules prior to the start of school, changes will only be made during the first two weeks of each semester.
4. If a student is experiencing severe difficulty in one level of a course, and has made attempts to remedy the situation (i.e. after school help), it may be possible to make a change with the permission of parents, teachers, department coordinator, counselor, and the principal.
5. Conversely, if a student finds a course is not challenging, the student should inform the guidance office of this situation, so that a solution can be sought.

ALTERNATE SETTINGS

1. IN DISTRICT: SOUTHEASTERN REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL

An opportunity is available for a limited number of students who may wish to enroll in the Southeastern Regional Vocational Technical High School. Most of those accepted are students who are leaving after grade eight and show an interest and aptitude in vocational studies.

Students may be accepted into technical/occupational training programs which include the following: advertising and design, air conditioning and refrigeration, auto repair technology, cabinetmaking/mill, collision

repair technology, commercial foods, computer aided drafting, computer technology, construction technology, cosmetology, electricity, electronics, graphic communications, health services assistant, machine technology, metal fabrication, plumbing and retail and marketing.

2. OUT OF DISTRICT: AGRICULTURAL, VOCATIONAL, OTHER TECHNICAL HIGH SCHOOLS

Students submitting an application to agricultural, or vocational, technical high schools are required to submit the completed application to the high school guidance office prior to April 1st of the preceding school year. There will be no consideration for approval after the April 1st deadline. Applications (for grades 9-12) must be received by the Superintendent prior to February 1st of the preceding school year.

CREDIT LOAD REQUIREMENT PER YEAR

Grade 9:	40 credits
Grade 10:	40 credits
Grade 11:	40 credits
Grade 12:	40 credits

HOMEWORK

Homework is an essential element of a student's educational progress and preparation. Homework develops mastery of skills and material covered in class and effectively promotes independence, creativity and self-discipline in learning for students. Student achievement rises significantly when teachers consistently assign homework and students conscientiously apply themselves to its completion. Teachers regularly assign well developed homework assignments which are directly related to work that is being done in the classroom. It is essential that parents support the educational progress of their children by providing a suitable atmosphere for doing homework in the home, check each day to see that it is done, and provide assistance and advice as needed.

INDEPENDENT STUDY

The administration and faculty believe that the curriculum offered is of sufficient depth and variety and that independent study by individual students is rarely necessary. However, in the exceptional case where independent study is necessary, the following applies:

1. General Guidelines

- A. A Student must present his/her/their reasons for the need of an independent study course to the guidance counselor in writing.
 - B. After the need has been documented, the student will be referred to the respective coordinator who will determine if the department has curriculum capabilities for that independent study.
 - C. Upon receipt of the coordinator's approval the student will apply to an appropriate staff member to assume the responsibilities of the independent study.
 - D. The principal must authorize final approval, upon the coordinator's recommendation.
- **NO TEACHER IS REQUIRED TO TEACH AN INDEPENDENT STUDY COURSE.**

2. Requirements for Independent Study:

- The independent study must follow the course of study as outlined by the independent study teacher with the approval of the coordinator and Principal.
- It is expected that students will meet with the independent study teacher no less than two hours weekly.
- A course outline proposal must be submitted to the coordinator and teacher.
- Copies of all projects and reports will be kept on file with the coordinator.
- Independent study earned grades will be applied to the G.P.A.
- Independent study contracts must be proposed and approved prior to the close of the previous school year for contractual teacher assignment purposes.

LIBRARY / MEDIA SERVICES

The Learning Commons is open from 7:30 a.m. – 2:35 p.m. daily. Individuals and small groups of students are encouraged to make use of the Learning Commons.. Students may also visit the Learning Commons as a class with their teacher for assigned projects. The Learning Commons teacher is available to students for individual assistance and instruction in research during and after school and Power Block.

Technology

All Middle-Senior High School Students will receive an assigned chromebook upon entering 7th grade. These devices will be used throughout the school day, and must be brought home and charged each evening. Students must adhere to the policies outlined in the Care and Use Guide, found on our website. All devices have CIPA Compliant Filtering and Student Safety Monitoring.

HONOR SOCIETY INFORMATION

NATIONAL HONOR SOCIETY (NHS)

In order for a student to be considered for the West Bridgewater chapter of the National Honor Society, said students must have a cumulative grade point average of 3.60 out of 4.0 and be a member of the sophomore or junior class. The student must be currently enrolled in, and have taken, either Advanced Placement or Honors level courses in their major subject areas of math, science, English, social studies, and World Language. For the entire school year, the student must maintain the honors/AP rigor with which they were inducted. Additionally, character, leadership and service to one's community all play equally important roles in the selection process. Every student who first meets the scholarship criteria must then supply the NHS Faculty Council with evidence of his/her/their service, character and leadership qualifications. Once a member, a student must maintain his/her/their standing in all four areas, as stipulated in the constitution and by-laws. All members are required to donate 5 hours of service to the school and/or community per academic term. Sophomore candidates who are not selected have the opportunity to enhance their qualifications and be eligible again for selection during the third term of their Junior year.

The Faculty Council, a committee of five teachers, serves as the administrative body, which selects and reviews membership, approves Constitution and By-Law changes, and regulates the Society's activities. Two faculty advisors recommended by the principal and appointed by the School Committee, serve as liaison between the

Faculty Council and Chapter members. The advisor's role is that of student advocate. Any concerns regarding the Honor Society or its members should be addressed to them.

All candidates shall have spent at least two semesters at West Bridgewater High School. Membership is open to Sophomores, Juniors, and Seniors. Grades for all subjects for which credit is given, as outlined in the Constitution, are used to compute the scholastic average. Copies of the West Bridgewater Chapter of the National Honor Society Constitution and By-Laws are available from the advisors upon request.

The National French Honor Society, la Société Honoraire de Français

The society was established in 1949 by the American Association of Teachers of French for the purpose of recognizing the achievements of outstanding French students across the U.S. To become a member of the Société Honoraire de Français, a student must be enrolled in Honors level French in grade 10 or higher and maintain an 88 average or better. To remain an active member, students must maintain enrollment in honors level French courses for eight semesters. In addition to scholarship, students must also demonstrate leadership, service and commitment to the study of the French language and cultures.

The **Spanish National Honor Society, La Sociedad Honoraria Hispánica**, is a national society sponsored by the American Association of the Teachers of Spanish and Portuguese. It recognizes excellence in language learning. Induction is open to students once they have completed at least three semesters of honors level Spanish courses and maintain an average of 88 or higher. They must remain in honors level Spanish classes throughout their high school career to maintain active membership in this program. In addition to scholarship, students must also demonstrate leadership, service and commitment to the study of the Spanish language and cultures.

TRI M MUSIC HONOR SOCIETY

Tri-M is an honor society for students who excel in their music classes. These students should be leaders and role models in their music classes. Students are eligible for Tri-M if they take at least one music class each year and maintain at least a 90 average in their music classes. These students must also achieve an 80 or higher average in their other classes. Students who wish to be inducted must present an honors level performance or project at induction night.

Massachusetts State Seal of Biliteracy: In November of 2017 the governor signed into law “An Act Relative to Language Opportunity for Our Kids.” This law allows for the recognition of high school graduates that demonstrate a high level of functional and academic proficiency in English as well as a second language. Students that meet the eligibility requirements receive a state insignia affixed to their diploma and notation on their transcript that they have met the State’s requirements to be deemed bilingual. This State award comes in two levels:

The requirements for the Seal of Biliteracy:

- Student must meet all graduation requirements
- Student must earn a Grade 10 ELA MCAS score of at least 240 (*Students who earn a scaled score between 228 and 238 may satisfy the English Language criteria if they fulfill the requirements of an Educational Proficiency Plan*)
- Student must attain a minimum score of 4 on the applicable AP Language exam or an intermediate high rating in each of the four language domains on the AAPPL exam

The requirements for the Seal of Biliteracy with Distinction:

- Student must meet all graduation requirements
- Student must earn a Grade 10 ELA MCAS score of at least 260
- Student must attain a minimum score of 5 on the applicable AP Language exam or an advanced low rating in each of the four language domains on the AAPPL exam

To attain this prestigious award students are encouraged to continue with their study of the World Language of their choice for their full high school career. See please the World Language Pathways outlined in the World Language section of this document.

IV. GUIDANCE SERVICES

SERVICES/DESCRIPTIONS

A comprehensive developmental school counseling program undertaken by the Guidance Department--implemented by school counselors and a school psychologist --provides students with many opportunities to experience success throughout high school, including but not limited to the following:

- Developing specific academic and personal goals both short term and long term for high school and beyond
- With the aid of the student's individual counselor, planning and choosing by the spring of each year an appropriate academic program for the subsequent school year
- Identifying alternatives and possible solutions to academic difficulties, poor decision making, and personal/social issues
- Career Exploration
- Beginning in the spring of the junior year, assistance in planning, selecting, and implementing a post-graduate program to prepare the student for entering the workforce

The Guidance Department also offers individual, group, and evening programs for students and parents relative to career planning, college admissions testing, financial aid, and special topics. The Department maintains both a library of numerous materials including reference books and other printed information about career searches, job outlooks, personal development and school catalogs.

TESTING PROGRAMS

1. Developmental and Career Testing

Through assessments, students learn about themselves and their individual strengths. Their purpose is to provide students with comparative knowledge of growth and development. Understanding the results of these assessments can help both students and parents make reality-oriented decisions about choosing appropriate high school courses including levels, careers, college exploration, and vocational planning.

SCHOOL SUCCESS SKILLS

- Good study habits
- Responsibilities of a learner
- Strengths in academics
- Setting personal academic goals

CAREER AWARENESS AND EDUCATIONAL PLANS

- Abilities and aptitudes
- Goal Setting
- Career Awareness
- Career Exploration
- Career Planning

TESTING PROGRAMS

- State Assessment Tests
- College Board – Advanced Placement Tests (AP) – Grade 11 & 12 (AP Statistics may be an option for sophomores who qualify)
- Because of its “model school” status, West Bridgewater is occasionally chosen as a site for “field testing” or “norming” future tests
- College Board PSAT & SAT
- American College Testing Program-ACT’s

2. College Testing

Test prep/practice booklets describing the following testing programs are available in the guidance office and online. Students should inquire about SAT Preparation courses being offered.

PSAT/NMSQT—Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test.

SAT-Scholastic Assessment Test

ACT —American College Testing Program.

Colleges will accept the ACT and/or the SAT Test.

AP Exams—The Advanced Placement courses provide an opportunity for students to pursue college-level studies while still in high school. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs. Depending on the AP exam score, students may earn college credit.

JUNIOR/SENIOR YEAR

The PSAT/NMSQT is administered in October. Although it may be taken by sophomores for practice, it is primarily for juniors. The PSAT predicts with some accuracy what score a student is likely to receive later on the SAT; therefore, it is a very useful tool in helping students to prepare for the SAT. Juniors with qualifying scores (very high scores) on the PSAT become Commended Students or Semi-Finalists in the National Merit Scholarship Program (NMSQT).

The SAT is usually taken for the first time in the spring of the junior year (May/June) and again in the fall of senior year (August, October, November, December). It is strongly recommended that students take the SAT at least twice. While this test is required by a majority of four year colleges, there are many schools that are considered test optional. If a student is applying to college under the Early Action or Early Decision program, it is strongly recommended that he/she take these tests as early as possible. Please contact the Guidance Department for more information.

- **College Board Test Dates** - Please check the school website wbridgewaterschools.org or contact the Guidance Office for specific test dates. For further information please check www.collegeboard.org.
- **Advanced Placement Exams** - Exams are held in May of each school year. Please check the school website wbridgewaterschools.org or contact the Guidance Office for specific test dates.
- **ACT Test Dates** - Please check the school website wbridgewaterschools.org or contact the Guidance

Office for specific test dates. Information can also be found at www.act.org

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT measures critical thinking skills that are important for success in college, including critical reading, math solving and writing skills. Taking the PSAT/NMSQT enables students to get feedback about critical academic skills, assess academic strengths/weaknesses, receive important information from colleges, enter scholarship competitions, and practice for the SAT.

SAT-Scholastic Assessment Test

The SAT is a measure of the critical thinking skills students will need for academic success in college. It assesses how well you analyze and solve problems – skills you learned in school over the years.

The SAT Reasoning Test includes:

- Evidence-Based Reading and Writing
- Math

Score Scale:

Evidence-Based Reading and Writing-200 to 800

Math-200 to 800

The test takes 3 hours to complete.

TRANSFER STUDENTS

- Students transferring in from other schools do not have to make up work from the beginning of the current term. Teachers will modify any full year projects with work requirements reflecting the time they are in the class. An exception to this policy will be Advanced Placement students, who will, based on class performance expectations, be required to complete missed assignments.
- Every attempt is made to match courses from the sending school. In this case, transfer grades are averaged in with the student's grades from the sending school.
- Many students transferring in do not have eight classes. Every attempt will be made to enroll these students into courses that are non-sequential or specific to graduation requirements.
- Transfer students who are enrolled in any course they were not taking in their previous school will be given 1.25 credits for each term they successfully complete in the course.
- Transfer students will be subject to the West Bridgewater High School graduation requirements. At the discretion of the principal, certain courses may be waived and/or credit requirements may be adjusted.
- Transfer grades and credits will be included for the purposes of calculating GPA for academic scholarship at West Bridgewater High School. A minimum of two years attendance at West Bridgewater is required to be considered for academic scholarship awards based upon Grade Point Average.

GUIDELINES FOR EXITING STUDENTS

1. The Guidance Office must be notified in advance so that the necessary forms may be prepared.
2. A student under 18 years of age is required to present a letter of consent from his/her/their parent or guardian before being allowed to withdraw from school.
3. Students are accountable for all books and supplies issued and must make returns to each teacher before leaving school. In the event of lost school property, restitution must be made.

4. A checklist, procured at the Guidance Office, must be presented to each teacher and department before a student will be allowed to withdraw from school.

V. ACHIEVEMENT REPORTING

REPORT CARDS/PROGRESS REPORTS

Report cards are posted on Aspen four times during the school year. They are the official school record of students' achievement and attendance.

Progress Reports are a way of communicating with the home concerning a student's status in a course. These reports are issued at mid-term of each marking period by the subject area teacher. They may be issued at other times if the teacher decides that a report is warranted. The dates of mid-term reports are listed in the student handbook, annual calendar, and the school website.

Progress Reports should be regarded as important status information as of the day of issue. Failures may be attributed to a sharp decrease in effort and/or performance after the reports have been issued. Usually this occurs when a student does not complete a major project or fails a major exam at the end of the marking period. Parents are always encouraged to make an appointment with the subject area teacher and/or guidance counselor to discuss ways of assisting the student. Progress Report grades and Report Cards will be posted electronically. Parents and students will be given access codes so they can sign in and monitor the grades and student progress. If parents/students do not have access to a computer they should contact the main office so arrangements to receive progress reports and/or report cards can be made. If parents are not able to access the student's grades online they must contact the main office.

Grades at West Bridgewater Middle/Senior High School are issued in numerical form. These letters might also appear on the report card.

I	Incomplete
WP	Withdrawn/Passing – No Credit
WF	Withdrawn/Failing – No Credit
ME	Medical Excuse from Physical Education- No Credit

(Attendance: A record of absences each term appears on the report card. This includes all excused and unexcused absences. Separate entries appear for tardiness, and dismissals. **Consistent attendance is essential for success in all academic endeavors.** Credit toward the diploma will not be awarded when absence limits are exceeded. (Refer to Student Handbook for school attendance policy). Proper credit attainment must be achieved before a student can advance in any given discipline. Summer school is a possible credit reinstating option.

MARKING SYSTEM

Marks are the fundamental way we communicate students' progress in reaching their educational goals. We need to have a common understanding about our marking system. Marks are a measure of the current level of mastery that a student has achieved in a subject. Within the policies and guidelines of the school system and the school, teachers are charged with the responsibility of grading students. Marks based upon a school – wide set of criteria, include but are not limited to the following:

- A. Classroom participation
- B. Homework
- C. Special Projects and reports
- D. Tests and quizzes
- E. Portfolios, journals, exhibitions
- F. Special requirements in departments such as P.E. Art, and Music

Teachers decide what proportion of the term grade each component of the marking system will have. Marks measure mastery of subject matter in a course, and not just a good faith attempt to achieve that mastery.

SIMPLE GRADES (GPA)

- A simple GPA is calculated at the end of junior year and after semester one senior year. All grades earned are used in calculating GPA. The average is determined by assigning numerical equivalents to the GPA scale below. Students are not ranked at West Bridgewater Middle Senior High School.

<u>GPA SCALE</u>	<u>NUMERICAL</u>
4.00	93-100
3.67	90-92
3.33	87-89
3.00	83-86
2.67	80-82
2.33	77-79
2.00	73-76
1.67	70-72
1.50	67-69
1.33	65-66

WEIGHTED GRADES (GPA) AND LEVELS

- The weighted grade value of the final numerical grade of each course is multiplied by the number of credits per course. The sum of these values is then divided by the credits attempted.
- The overall grade point average is calculated by finding the sum of all weighted grade levels divided by the total credits of all courses. (passed or failed)
- In order to determine weighted grade point average, our course offerings are listed according to three levels:
 - Advanced Placement/Dual Enrollment
 - Honors
 - College Preparation
- The following chart is used to calculate weighted grade point average.

Letter Grade	Grade		CP	Honors	AP/DE
A+	100		4.4	5.2	6.0
A+	99		4.3	5.1	5.9
A+	98		4.2	5.0	5.8
A+	97		4.1	4.9	5.7
A	96		4.0	4.8	5.6
A	95		3.9	4.7	5.5
A	94		3.8	4.6	5.4
A-	93		3.7	4.5	5.3
A-	92		3.6	4.4	5.2
A-	91		3.5	4.3	5.1
A-	90		3.4	4.2	5.0
B+	89		3.3	4.1	4.9
B+	88		3.2	4.0	4.8
B+	87		3.1	3.9	4.7
B	86		3.0	3.8	4.6
B	85		2.9	3.7	4.5
B	84		2.8	3.6	4.4
B	83		2.7	3.5	4.3
B-	82		2.6	3.4	4.2
B-	81		2.5	3.3	4.1
B-	80		2.4	3.2	4.0
C+	79		2.3	3.1	3.9
C+	78		2.2	3.0	3.8
C+	77		2.1	2.9	3.7
C	76		2.0	2.8	3.6
C	75		1.9	2.7	3.5
C	74		1.8	2.6	3.4
C-	73		1.7	2.5	3.3
C-	72		1.6	2.4	3.2
C-	71		1.5	2.3	3.1
C-	70		1.4	2.2	3.0
D+	69		1.3	2.1	2.9
D+	68		1.2	2.0	2.8
D+	67		1.1	1.7	2.5
D	66		1.0	1.5	2.2
D	65		0.05	1.3	1.9
F	0		0	0	0
Below	0		0	0	0

ACADEMIC RECOGNITION

Students are not ranked at West Bridgewater Middle Senior High School. West Bridgewater High School acknowledges and rewards academic achievement for the students in the following ways:

Commencement Academic Leader - is defined as the academic leader of the graduating class and will be selected on the following criteria. These criteria will be weighed as follows (starting with the Class of 2015):

- Weighted GPA of courses taken 50%
- MCAS scores 25%
- SAT scores 25%

Students who have earned a final weighted grade point average will be recognized at graduation the following way:

4.6 +	Highest Honors
4.3 to 4.59	High Honors
4.0 to 4.29	Honors

Honor Roll

The Honor Roll is based on the following criteria and is published four times per year.

1. The Honor Roll is based on the term grades for each quarter.
2. Students will not be considered for Honor Roll with an incomplete grade.
3. Honors – no grade lower than 80.
4. High Honors – no grade below 90.

Honors Breakfast

Once a year, students will be recognized for their academic achievement and along with their parents/guardians will be invited to attend the Honors Breakfast. To be eligible students must make honor roll 2 of the first 3 quarters of the current school year. Students must have either achieved honors or high honors to be invited (See criteria listed in Honor Roll).

VI. COURSE OF STUDY

ADVANCED PLACEMENT PREPARATION AND EXPECTATIONS

The Advanced Placement (AP) program is a program administered by the College Board. It consists of college-level courses and exams for high school students. There will be summer work assigned. It is the student's responsibility to obtain the assignments from the AP teachers prior to leaving school in June of the previous year. Exams are scored on a range from 1 to 5, with a score of 4 or 5 potentially qualifying the student for college credit or advanced courses. Since its inception in 1975, the AP Program has been remarkably successful and many students have earned college credit or placement in advanced courses. The program includes the following courses: AP Biology, AP Environmental Science, AP Chemistry, AP Physics, AP Calculus(both AB and BC), AP Statistics, AP Spanish, AP English 11, AP English 12, AP European History, and AP

U.S. History. Students who elect an Advanced Placement course are obligated to take the AP exam administered in May. The following steps are taken if a student chooses not to take the AP exam: Student must pay the entire cost of the exam; student will be required to take a final exam in the AP class; colleges to which the student has applied/accepted will be notified that the course has been changed to honors credit rather than AP credit. In 2021-2022 the cost of each exam was \$96.00. **Advanced Placement courses will not run without an enrollment of 10, unless approval is given by the administration. Advanced Placement teachers will create and implement an online forum for students which will incorporate AP content, discussion and skills outside of the regularly scheduled class time. If students are taking two (2) AP courses during the year they may also sign up for (1) AP Seminar semester course. Students may sign up for the course for the 1st or 2nd semester. If students are taking two (3) AP courses during the year they may also sign up for (2) AP Seminar semester courses. This will allow them time to work on their AP course and the online component. Students will be assigned a block for AP Seminar but it will not be graded and they will receive no credit.**

GENERAL COURSE SELECTION GUIDELINES:

When choosing courses keep in mind the following:

1. Graduation requirements.
2. Students need to pass specific courses.
3. Students who have received credit for passing a course will not be given additional credit for repeating the same course.
4. Students who fail the first sequence of a course may not take the second level (i.e., Spanish I to Spanish II).
5. A student should understand expectations and prerequisites for a course.

When a decision is reached about the program of study and the course selection is submitted, this is considered to be the FINAL selection. ONLY WHEN SUBSTANTIAL EXTENUATING CIRCUMSTANCES DEVELOP TO ALTER THE APPROPRIATENESS OF A STUDENT'S SELECTION WILL A REQUEST FOR A CHANGE BE HEARD, AS PER THE SCHEDULE CHANGE POLICY.

PLACEMENT DESCRIPTION

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

Requested course levels should be discussed with the students, parents, present teachers, and guidance counselor in order to best facilitate the best chances for success. Students should be challenged without becoming over extended due to the nature of the material and performance tasks.

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

Final year averages are verified after the school year has ended. Students whose averages fall below the required standard will be registered for the next closest level by the guidance department. Counselor, appropriate teacher, and department coordinator permission is necessary in order to depart from the below policy. In cases of dispute, the principal may hear an appeal. The decision of the principal is final.

West Bridgewater Middle Senior High school works diligently to fulfill each student's requests for courses. However placement in the courses requested is not guaranteed.

Advanced Placement (AP):

These courses are formally recognized as Advanced Placement (AP) Courses by the College Board. AP courses are college-level courses with exams which provide an opportunity to earn college credit. Please read the advanced placement preparation expectation on page 21.

Honors (H):

These courses contain highly challenging material, presented at an accelerated and more intense pace than the typical college preparatory courses taken by a majority of four-year college-bound students. They require advanced reading, writing, verbal, conceptual, mathematical, and study abilities, as well as extensive outside preparation.

College Preparatory (CP)

These courses include elective courses and courses designed to prepare students to continue their education. They may require well-developed reading, writing, verbal, conceptual, mathematical, and study abilities, as well as (substantial) outside preparation. They may have a strong emphasis on fundamental communication skills and essential concepts. They may contain much practice and reinforcement.

GRADE 9 COURSE SELECTION CHECKLIST

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

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

Please make careful choices. If you need assistance with the course selection process or if you have any questions about the courses that are listed, please contact the Guidance Department.

GRADE 9

1. Have you selected English, Math, Science, Social Studies, World Language, and Physical Education?
2. Are you taking at least 40 Credits?
3. Do your choices agree with your teachers' and guidance counselor's recommendations?
4. Does your program prepare you for your long-range educational or vocational plans?
5. Have you reviewed your course selection with a parent?
6. Did you read the Schedule Change Policy?

GRADES 10-12 COURSE SELECTION CHECKLIST

Scheduling the proper courses for next year is one of the most important activities in which you will engage this school year. It is very important that you do a careful and thorough job. This Program of Studies is a tool for you and your parents to use in the scheduling process. This booklet describes the courses as they will be offered. It describes the level of difficulty and the number of periods a week that a course is offered. Please read the Program of Studies carefully before completing the course selection sheet.

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

GRADE 10

1. Have you passed all your previous requirements?
2. Have you selected each mandatory course?
3. Will you have 70 credits before entering your junior year?
4. Do your choices agree with your counselor's recommendations?
5. Have you reviewed your course selection with a parent ?
6. Does your program meet Massachusetts Higher Education Admission Standards?

GRADE 11

1. Have you passed all your previous requirements?
2. Have you selected each mandatory course?
3. Will you have 105 credits before beginning your senior year?
4. Do your choices agree with your counselor's recommendations?
5. Have you reviewed your course selection with a parent?
6. Remember, you must pass and receive credits in mandatory courses in order to graduate.
7. Does your program meet Massachusetts Higher Education Admission Standards?

GRADE 12

1. Have you passed all your previous requirements?
2. Have you selected each mandatory course?
3. Will you have 140 credits upon completion of your senior year?
4. Do your choices agree with your counselor's recommendations?
5. Have you reviewed your course selection with a parent?
6. At the end of this year, will you have the necessary credits to graduate?
7. Does your program meet Massachusetts Higher Education Admission Standard

GLOBAL CITIZEN PROGRAM

The Global Citizen Program promotes global competence, a key twenty-first century skill. Global Competence includes an awareness of and appreciation for other perspectives and an understanding that differing values, languages and customs do not equate to differing goals for the world. Global Citizens see themselves as a part of a greater, global community and can collaborate trans-culturally to problem solve issues that transcend any one culture. Through interdisciplinary academic study, community service, international travel and/or collaborations, participants increase their global awareness, heighten their appreciation of diversity and enlarge their capacity to live, work and contribute in an increasingly interconnected world.

Students generally apply for admission during Grades 9 - 10. Once admitted to the program, students work with an advisor throughout their ensuing high school years to compile a portfolio demonstrating their enlarging global understanding and perspectives.

Program requirements are as follows:

- 1.) Global academic courses with no lower than a B- ***
- 2.) Reflection essay on their experience in the program (senior year)
- 3.) Global Resume
- 4.) Travel experience or travel equivalent
- 5.) Global Exploration Project geared to student's interest

6.) Attendance at most Global Citizen Club events

Please visit our website for more information on this program: <http://wbgcp.weebly.com>

***Global courses include 4 years of a World Language as well as a choice of some electives:

AP English 11 and 12	Oceanography (Science Department)
Literature and Gaming (English Department)	Environmental Science
AP European History	Earth Science
Sociology (History Department)	Chorus and Band
20th Century Film (History Department)	Art III and IV
World Literature: Great Reads from Around the World (English Department)	

Other electives are available online through Southeast Collaborative, such as

Religions of the World (semester); Marine Biology (full year), Introductory Latin (full year)

CURRICULUM DESCRIPTION

(School Committee Policy #5370)

The academic curriculum of West Bridgewater Middle/Senior High School focuses on meeting student needs and is offered across 10 discipline areas. This Program of Studies features academic offerings from which students may select in order to meet their personal and career goals. It is the intent of the school to meet the educational needs of students in order for them to develop their academic, social, cultural, and physical potential to the fullest. All listings are consistent with the school mission.

VII. COURSE DESCRIPTIONS

ENGLISH DEPARTMENT

ACADEMIC EXPECTATION #1 **THE WBHS GRADUATE READS ACTIVELY AND CRITICALLY:**

Learner Outcome: The graduate is able to read varied materials with both literal and inferential comprehension for a variety of purposes.

ACADEMIC EXPECTATION #2 **THE WBHS GRADUATE WRITES EFFECTIVELY:**

Learner Outcome: The graduate is able to write using Standard English for a variety of purposes and audiences.

ACADEMIC EXPECTATION #5 **THE WBHS GRADUATE IDENTIFIES AND UTILIZES A VARIETY OF RESOURCES FOR OBTAINING INFORMATION:**

Learner Outcome: The graduate is able to locate, analyze and synthesize appropriate materials for a variety of purpose

ALL STUDENTS ARE REQUIRED TO PASS 4 YEARS OF ENGLISH IN ORDER TO GRADUATE. THE APPROPRIATE COURSE SELECTIONS AND COURSE LEVELS FOR STUDENTS IN GRADES 9-12 SHOULD BE DISCUSSED WITH YOUR CHILD'S GUIDANCE COUNSELOR.

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	English	CP English 9	CP English 10	CP English 11	CP English 12
		H English 9	H English 10	H English 11	H English 12
				AP Language and Composition	AP Literature and Composition
		English electives- see below	English electives- see below	English electives- see below	English electives- see below
		Creative Writing	Communications	Hero's Journey	Hero's Journey
		Communications	Creative Writing	Creative Writing	Creative Writing
		Classic Horror in Literature and Film	Classic Horror in Literature and Film	College Exploration & SAT 11	College Exploration & SAT 12
				Communications	Communications
				Classic Horror in Literature and Film	Classic Horror in Literature and Film

104 - ENGLISH 9, HONORS

5 CREDITS

English 9, Honors is an advanced program for college preparatory students. Through the study of selected authors, critical thinking and vocabulary will be developed. Literary types will focus on fiction, non-fiction, drama, and epic poetry. Writing assignments will be derived from the literature. Proper mechanics and usage will be studied. Analogies, vocabulary, Latin stems, and prefixes in cumulative form will be studied. The parts of speech and grammatical usage will be reviewed.

Prerequisite: English 8 and teacher approval.

Core Value Focus: Determination, Empathy & Passion

105 - ENGLISH 9, COLLEGE PREP**5 CREDITS**

English 9, College Prep is a program for the college bound student. Critical thinking skills and vocabulary will be developed through selected short stories and novels of particular authors. Literary types will focus on fiction, nonfiction, drama, and epic poetry. Vocabulary will be studied in cumulative form each week. Writing assignments will be made in conjunction with the literature. The parts of speech and grammatical usage will be reviewed.

Core Value Focus: Determination, Empathy & Passion

106 - ENGLISH 10, HONORS**5 CREDITS**

Language structure and appropriate grammatical usage are reviewed and extended into specific writing assignments from description and narration to exposition. Vocabulary includes both commonly used words and those studied through structural analysis. Emphasis is made on the chronological development of world literature from short stories and poems through a Shakespearean play and several contemporary novels.

Prerequisite English 9 and teacher approval.

Core Value Focus: Determination, Empathy & Passion

107 - ENGLISH 10, COLLEGE PREP**5 CREDITS**

The course includes a comprehensive study of English grammar in preparation for composition work with various expository models. Vocabulary is studied in a literary context as well as a separate entity. The literature section will present a survey of poetry, the short story, the novel and the Shakespearean drama.

Core Value Focus: Determination, Empathy & Passion

110 - GRADE 11, ADVANCED PLACEMENT LANGUAGE AND COMPOSITION, AP LEVEL**5 CREDITS**

This course is intended for those students who plan to take the AP English Language and Composition Exam in May of their junior year and who plan to continue on to AP English senior year. Practice tests will be administered throughout the course. Students will be expected to read several novels and complete additional work during the summer. Students will examine works of "literary merit" by American and British authors as well as learn to compose works of a narrative, exploratory, expository, and argumentative nature. Coursework is designed to be challenging and rigorous. Students will be assessed using tests, analytical essays, discussion, presentations, and research projects. Additional work is required outside of class time either online, in person or a combination of both. Participation in the online forums are required and will be incorporated into the class grade.

Prerequisite: English 10 and Teacher recommendation.

Core Value Focus: Empathy, Ingenuity & Passion

108 - ENGLISH 11, HONORS**5 CREDITS**

This course is designed as a study of the major literary movements in America from colonial times to the twentieth century through reading, writing, research, and discussion. It also incorporates vocabulary study, review of grammar as it pertains to writing, team projects, and a major research paper related to American Literature. Vacation reading will be required. **Prerequisite: English 10 and teacher approval.**

Core Value Focus: Determination, Empathy & Ingenuity

109 - ENGLISH 11, COLLEGE PREP**5 CREDITS**

In this class, students will study the literature of the United States of America as it reflects the history of our nation. This will include the reading of several short stories and novels, plays, and selected poetry. Students will write reflective and response journals and expository essays to assess their understanding of the literary works and to connect these works to their own lives. A major research paper on a related topic will be assigned. A grammar and vocabulary component will be integral in the course.

Core Value Focus: Determination, Empathy & Ingenuity

113 - GRADE 12, ADVANCED PLACEMENT LITERATURE AND COMPOSITION, AP LEVEL**5 CREDITS**

This course is intended for those who plan to take the AP English Literature and Composition Exam in May of their senior year. Practice tests will be administered throughout the course. Students will be expected to read several novels during the summer. Students will examine works of “literary merit” by American and British authors as well as selected French, Russian, and South African writers. Coursework is designed to be challenging and rigorous. Students will be assessed using tests, analytical essays, discussion, presentations, and research projects. Additional work is required outside of class time either online, in person or a combination of both. Participation in the online forums are required and will be incorporated into the class grade.

Prerequisite: English 11 and teacher recommendation.

Core Value Focus: Determination, Ingenuity & Passion

111- -ENGLISH 12, HONORS**5 CREDITS**

Honors English 12 will allow students to examine the chronological development of English literature. This class will explore the major literary periods using historical background in conjunction with the readings. Compositions and oral presentations will serve as a method of evaluating student knowledge and comprehension. Reinforcement of vocabulary will be stressed throughout the year. A research paper will be required. **Prerequisite: English 11 and teacher approval.**

Core Value Focus: Determination, Passion & Respect

112 - ENGLISH 12, COLLEGE PREP**5 CREDITS**

College English 12 students will study the development of literature in England. Important literature will be examined within the historical and cultural context of each age. Student knowledge will be assessed in a variety of ways. During the second semester, emphasis will be placed on short readings, literary analysis, and student composition comparable to a basic college freshman composition course. A research paper will be required.

Core Value Focus: Determination, Passion & Respect

101 - COMMUNICATIONS, COLLEGE PREP**2.5 CREDITS**

The Exploring Communication course will reflect the communication skills that students need to succeed in our changing world. Oral, written, listening, and visual skills will be developed. Critical and creative thinking as well as problem solving techniques will be utilized in areas of verbal and social media. Students will be involved in activities that appeal to a broad range of learning styles. The communication areas may include the following:

- One-to-one (emphasizing interview techniques)

- Group Discussion (Committee, team work, round table, panel, symposium)

- Public Communication (individual speeches, oral interpretation of literature, and drama)

- Mass Communication (electronic media - radio, television, social media)

Using effective language suitable to the speaking/performing situation will be stressed as well as recognition of nonverbal aspects of communication - i.e. first appearance on stage/camera, eye contact, gestures, body language, and paralanguage - volume, pitch, rate, tone articulation and pronunciation. Expanding media literacy through film study and analysis of advertising appeals in all media will also be included in the program. Students will learn to be aware of their personal communication styles as well as the style appropriate for the occasion.

Core Value Focus: Determination, Passion & Respect

129-WORLD LITERATURE: GREAT READS FROM AROUND THE WORLD (Not Offered 2024-2025)**2.5****CREDITS**

This semester course will take the student around the world and in and out of many fascinating cultures through the reading and discussion of excerpts from a variety of authentic texts. In addition to honing Literary skills, the focus includes helping students to appreciate varying points of view, deepen their understanding of cultural practices and build a knowledge base that enlarges their feel for being part of a greater, global community as they explore timeless and universal themes in such captivating literature as: Celtic and Germanic Legends, comic book style stories from Iran, excerpts from novels and short stories from places such as Korea, Nigeria, Russia, and Turkey.

Core Value Focus: Determination, Passion & Respect

130- A HERO'S JOURNEY**2.5 CREDITS**

This course is intended for students who hold a great love for stories, heroes, and adventure. From *Snow White* to *Star Wars*, the instruction will cover a wide and diverse range of material in order to discover what is common among all heroes, in all stories, and to every walk of life. Students will learn the elements of Joseph Campbell's monomyth and apply that lens to assorted myths, fairy tales, shorts stories, novels, and films. Readings will be short but frequent and a strong emphasis will also be placed on selected film productions from within the past 40 years.

Core Value Focus: Determination, Passion & Respect

102 - JOURNALISM I, COLLEGE PREP (Not Offered 2024-2025)**2.5 CREDITS**

Students will learn to write for a newspaper - a different type of writing than they are used to doing. The class will also learn and experience the interview process, practice communication and listening skills, and improve perception and insight. The class will also publish a school-based newspaper at appropriate times during the semester.

Core Value Focus: Determination, Passion & Respect

103 - JOURNALISM II, COLLEGE PREP (Not Offered 2024-2025)**2.5 CREDITS**

Journalism II is a continuation of Journalism I. Students will build on the knowledge acquired in Journalism I and apply it as they create the school newspaper. Students will be required to devise story ideas, investigate and write articles, including news stories, features, and columns, ed/ops, and sports pieces. The focus of the class will be on writing, editing and design. Students will also crossover in the business aspect of journalism by developing the skills necessary to obtain advertising.

Successful completion of Journalism I and approval of Journalism I instructor.

Core Value Focus: Determination, Passion & Respect

118 - Creative Writing**2.5 CREDITS**

"Write on your heart that every day is the best day in the year" (Ralph Waldo Emerson). This course is designed to help students use writing as a form of self-expression through narrative and reflective essays. Students will focus on elements of the writing stages, peer editing and peer evaluation. Attention will be given to journaling and styles of creative writing. May only be repeated once.

Core Value Focus: Determination, Ingenuity & Passion

134 - CONSPIRACY THEORIES IN LITERATURE, COLLEGE PREP (Not Offered 2024-2025) 2.5 CREDITS

This course is designed to study conspiracy theories in modern day literature. Students will read multiple novels containing such conspiracy theories, and will analyze the common characteristics of a conspiracy novel. The focus will be on the protagonist, the plot, the victims, the motivations, and other various components such as motifs and rituals. Further, connections will be made to modern day conspiracy theories, allowing students to critically analyze both fact and fiction to arrive at an understanding of the “truth”. This course is designed for the student who wishes to analyze and develop an understanding of conspiracy theories as they are portrayed in modern literature.

Core Value Focus: Ingenuity, Passion & Respect

135 - CLASSIC HORROR IN LITERATURE AND FILM College Prep 2.5 CREDITS

“Whoever fights monsters should see to it that in the process he does not become a monster. And if you gaze long enough into an abyss, the abyss will gaze back into you.”- Friedrich Nietzsche

Students will learn the origination of legends in the horror genre, such as vampires, werewolves and zombies, to name a few, and apply that knowledge to novels, documentaries and films. Additionally, students will be called upon to turn the lens toward society and discuss the symbolism of such creatures and their implications on humanity.

Core Value Focus: Determination, Ingenuity & Passion

116 - POETRY, HONORS (Not Offered 2024-2025) 2.5 CREDITS

This course is designed to further students’ study of many forms of poetry, and the role poetry has played in literature throughout the ages. Students will participate in class discussions, oral presentations, and reading and analysis of numerous poems of varied types. By exploring and writing poetry, students will come to a deeper understanding of literature, and ultimately, of humankind past and present. This course is intended for students who wish to broaden their literary experiences from the established curriculum.

Core Value Focus: Determination, Passion & Ingenuity

115 - SHAKESPEARE IN THE CLASSROOM, HONORS (Not Offered 2024-2025) 2.5 CREDITS

This course is designed to further develop students’ comprehension of the world of Shakespeare through class discussion, oral presentations, and readings of various plays and sonnets. Students will explore the historical background of the times and the factors that played a role in Shakespeare’s creation of his writings. By exploring the past importance of Shakespearean themes, students will be able to draw comparisons to present day plays, movies, and literature, thus allowing them to view the impact of the past on the present and future. This course is designed for students who wish to further their knowledge and understanding of Shakespeare in the modern world.

Core Value Focus: Determination, Passion & Ingenuity

114 - LITERATURE’S INFLUENCES IN GAMING, COLLEGE PREP (Not Offered 2024-2025) 2.5 CREDITS

This course will show the connection between literature and technology through a medium that students can grasp first hand, video games.

- Students will study a variety of genres and discuss the connection to popular video games.
- Students will study characterization and various archetypes to develop an understanding of character creation in a video game of merit, making the connections between the written word and the animated counterpart
- Students will discuss and analyze the elements of genres to develop an understanding of plot, conflict, story lore, and history.

There will be NO video games played in class. However, during the production of their own personal games, the teacher may bring in a console to illustrate points concerning imagery and story locale/lore.

Core Value Focus: Determination, Passion & Ingenuity

142 - Diving into Disney, College Prep (Not Offered 2024-2025)**2.5 Credits**

This course will use Disney films and shorts to gain a better understanding of analysis and symbolism. The course will look at gender, historical context, theme, class, ethnicity, and social conflicts, developing their analytical ability through discussions, projects, presentations, and manageable writing assignments. Students will compare original fairy tales to Disney versions--recognizing and analyzing differences.

Core Values: Determination, Ingenuity & Passion

FINE ARTS DEPARTMENT: ART**ACADEMIC EXPECTATION #2 THE WBHS GRADUATE WRITES EFFECTIVELY:**

Learner Outcome: The graduate is able to write using Standard English for a variety of purposes and audiences.

ACADEMIC EXPECTATION #3 THE WBHS GRADUATE LISTENS EFFECTIVELY AND CRITICALLY

Learner Outcome: The graduate is able to listen to presentations gaining both literal and inferential meaning.

ACADEMIC EXPECTATION #4 THE WBHS GRADUATE COMMUNICATES CLEARLY IN SPEECH:

Learner Outcome: The graduate is able to communicate ideas and information coherently for a variety of purposes.

Grade 9	Grade 10	Grade 11	Grade 12
<i>Art I</i>	<i>Art I/II</i>	<i>Art I/II/III</i>	<i>Art I/II/III/IV</i>
	<i>Computer Art & Design</i>	<i>Computer Art & Design</i>	<i>Computer Art & Design</i>
	<i>Illustration</i>	<i>Illustration</i>	<i>Illustration</i>
	<i>Calligraphy</i>	<i>Calligraphy</i>	<i>Calligraphy</i>
	<i>Textiles</i>	<i>Textiles</i>	<i>Textiles</i>
	<i>Puppetry</i>	<i>Puppetry</i>	<i>Puppetry</i>
	<i>Printmaking</i>	<i>Printmaking</i>	<i>Printmaking</i>

STUDENTS WITH A HIGH LEVEL OF INTEREST IN ART SHOULD ENROLL IN ART I, II, III, AND IV. STUDENTS WHO PLAN TO ENROLL IN ART III AND IV, BUT WHO EXPERIENCE SCHEDULING DIFFICULTIES SHOULD SPEAK TO THE DEPARTMENT COORDINATOR AND THE ART TEACHER. NOTE THAT INDEPENDENT ART IS AVAILABLE TO SENIORS AND THAT ART I AND II SATISFY THE FINE ARTS GRADUATION REQUIREMENT.

GRADES 9 - 12

704 - ART I, COLLEGE PREP

5 CREDITS

This is an introductory art course that is designed to acquaint students with the basic skills of artistic design, including drawing, painting, and 3-D art pieces. The course is designed to give students experience with and confidence in their personal creative-thinking abilities as well as knowledge in the study of the Elements of Art (line, shape, space, texture, color, form and value). This course will be valuable in helping students to communicate visually, to make critical judgments about their own work, and to analyze the work of other artists. **Outside work is required.**

Core Value Focus: Determination, Ingenuity & Passion

GRADES 10 - 12

705 - ART II, COLLEGE PREP

5 CREDITS

Art II continues the study of drawing, painting, design and sculpture. Students will continue their active engagement in the solution of artistic problems and in the production of art. This course allows the students to gain further understanding and insights into the dynamics of the creative process with the study of the Principles of Design. **Outside work and written assignments are required.**

Core Value Focus: Determination, Ingenuity & Passion

707 - ART III, COLLEGE PREP

5 CREDITS

This course is intended for students who have a serious interest in pursuing art at the high school level. Classwork and homework will encourage advanced use of the Elements of Art and Principles of Design as seen in Art I and Art II. Students will be expected to do written and verbal critiques, keep a sketchbook, and develop a portfolio of work. Stress is placed on technical proficiency plus the ability to make a powerful personal statement that shows evidence of critical thinking and visual organization. **Successful completion of Art II is required.**

Core Value Focus: Determination, Ingenuity & Passion

706 - ART III, HONORS

5 CREDITS

This course is intended for students who have a serious interest in pursuing art at the high school level. Classwork and homework will encourage advanced use of the Elements of Art and Principles of Design as seen in Art I and Art II. Students will be expected to do written and verbal critiques, keep a sketchbook, and develop a portfolio of work. Project assessment, critique participation, product standards and technical proficiency are brought to the Honors level with closer deadlines and more specific rubrics that stress higher proficiency, verbally and visually, and standards. **Recommendation of an Art II teacher is needed.**

Core Value Focus: Determination, Ingenuity & Passion

709 - ART IV, COLLEGE PREP

5 CREDITS

This course is designed for serious art students and as a continuation to Art III with further studies in the Elements and Principles of Art. Students will explore new materials and will create in a deeper, more intentional manner that shows a process of investigation and personal growth. Students will be expected to produce high quality artwork, do written and verbal critiques and keep a sketchbook. **Successful completion of Art III is required.**

Core Value Focus: Determination, Ingenuity & Passion

708 - ART IV, HONORS

5 CREDITS

This course is designed for serious art students and as a continuation to Art III with further studies in the Elements and Principles of Art. Students will explore new materials and will create in a deeper, more intentional manner that shows a process of investigation and personal growth. Project assessment, critique participation, product standards and technical proficiency are brought to the Honors level with closer deadlines and more specific rubrics that stress higher proficiency, verbally and visually, and standards.

Recommendation of an Art III teacher is required as well as a portfolio interview with the instructors in the Art Department.

Core Value Focus: Determination, Ingenuity & Passion

703 - COMPUTER ART and DESIGN

2.5 CREDITS

Students will explore various computer based art and design programs, including Adobe Software Products such as Photoshop and Illustrator. Other programs may include Animation, 3d Modeling and other graphic software. Students will apply the basic elements of art and principles of design through the use of illustration, digital photography and design software. Students will paint, take photos, manipulate original and found photographs, scan images and create animations. Students will also develop a vocabulary of the basic concepts of visual communication and art criticism as they learn how to design strong, aesthetic compositions.

Prerequisite: Successful completion of Art I.

Core Value Focus: Empathy, Ingenuity & Passion

701 - ILLUSTRATION, COLLEGE PREP

2.5 CREDITS

Students will learn to create believable images used in caricatures, cartoons/comics (sequence imagery), and story illustration. A variety of media and methods will be used with instruction and experience in drawing, painting and design as well as use of montage, clay and paper mache. Combining images with text, this course can cover a wide range of issues and ideas from fantastic stories to commentary on the human condition and current political issues. Through the use of humor invented characters can express challenging ideas. The class will collaborate on producing a "Good Humor Book". **Prerequisite: Art 1**

Core Value Focus: Determination, Ingenuity & Passion

702 - CALLIGRAPHY, COLLEGE PREP

2.5 CREDITS

The fundamentals of the Chancery Cursive and Black Letter styles of calligraphy will be taught. Students will learn a variety of block and free-form layout techniques and experiment with traditional and contemporary embellishments with design and color illustration. Assignments will include a memorable quote, wedding or party invitation, holiday greeting card, choice poem and song. **Prerequisite: Art I.**

Core Value Focus: Determination, Ingenuity & Passion

731 - FABRIC and TEXTILES

2.5 CREDITS

This course is designed for students interested in the Arts, have begun the Art program, and have an interest in creating functional crafts through time honored techniques but with contemporary, sustainable and eco-friendly techniques. This course will touch on the historical production of certain textile crafts and will investigate and execute techniques in contemporary ways. This is a hands-on course focusing on production of but not limited to yarning, weaving, dying, spinning and sewing. This is a research course focusing on but not limited to natural dyes, solar power dying, salt bleaching and fabric history. **PREREQUISITE: ART I**

Core Value Focus: Determination, Ingenuity & Passion

732 - PUPPETRY

2.5 CREDITS

This class is an introductory class to the Art of Puppetry. The class is designed to induct students to the general appreciation, construction, acting, and entertainment values applied to the art of creating and performing within the world of puppetry. The focus of the class will put emphasis on generating a variety of puppets (ex. Finger, Shadow, Hand, and Rod) while referencing both literary and original puppet designs. In addition to creating puppets, students will be required to collaborate with each other in script writing, voice characterizations, and puppetry theater performances. **PREREQUISITE: ART I**

Core Value Focus: Determination, Ingenuity & Passion

736 - PRINTMAKING & MIXED MEDIA**2.5 CREDITS**

Students will use a variety of printmaking media to develop technical proficiency and personal style, organize and develop artistic ideas and works. Students will generate and conceptualize artistic ideas and works. Class projects will challenge students creatively using a variety of different printmaking materials including, Gelli, Monoprinting, Hardline Printing, Relief Printing, and Bleach stencil Printing. Observational skills will be developed, along with exposure to past and present artists. Students will demonstrate an increasing art vocabulary through reflective and critical analysis of their own work and the work of others. Students will synthesize and relate knowledge and personal experience to make art. Students will be expected to maintain a sketchbook and present artistic works. Outside work and written assignments are required. Students will participate in a gallery and/or public display of work. **PREREQUISITE: ART I**

Core Value Focus: Determination, Ingenuity & Passion

FINE ARTS DEPARTMENT: MUSIC

Grade 9	Grade 10	Grade 11	Grade 12
<i>CP Chorus</i>	<i>CP/Honors Chorus</i>	<i>CP/Honors Chorus</i>	<i>CP/Honors Chorus</i>
<i>CP Band</i>	<i>CP/Honors Band</i>	<i>CP/Honors Band</i>	<i>CP/Honors Band</i>
<i>Music Technology</i>	<i>Music Technology</i>	<i>Music Technology</i>	<i>Music Technology</i>
<i>Piano I/II (after the completion of Piano I)</i>	<i>Piano I/II (after the completion of Piano I)</i>	<i>Piano I/II (after the completion of Piano I)</i>	<i>Piano I/II (after the completion of Piano I)</i>
<i>Guitar I/II (after completion of Guitar I)</i>	<i>Guitar I/II (after completion of Guitar I)</i>	<i>Guitar I/II (after completion of Guitar I)</i>	<i>Guitar I/II (after completion of Guitar I)</i>
<i>History of Jazz, Rock & Roll and Hip-Hop</i>	<i>History of Jazz, and Rock & Roll and Hip-Hop</i>	<i>History of Jazz, and Rock & Roll and Hip-Hop</i>	<i>History of Jazz, and Rock & Roll and Hip-Hop</i>
<i>Musical Theater</i>	<i>Musical Theater</i>	<i>Musical Theater</i>	<i>Musical Theater</i>

GRADES 9-12**717 - CHORUS, COLLEGE PREP****5 CREDITS**

This course is designed for the student who desires to perform vocal music. Through the development of basic skills, members of the chorus will discover many opportunities for personalized expression in the areas of poise, control, and good personal rapport both in formal concert performances as well as performing for informal groups and occasions. Students will also have the option to audition for area music festivals. Attendance during school rehearsals and at all school performances is mandatory to receive credit.

Core Value Focus: Determination, Empathy & Passion

720 - CHORUS, HONORS (GRADES 10-12)**5 CREDITS**

This course is for students who wish to further their study in vocal performance. Students will further develop vocal performance skills, and will discover many opportunities for personalized expression in the areas of poise, control, and good personal rapport both in formal concert performances as well as performing for informal groups and occasions. Students are required to audition for both District and SEMSBA Festivals and if accepted, participate in order to receive credit. Students will also research and prepare program notes for concerts and performances. After school sessions and performances may be required. This course will run simultaneously with college prep chorus and may be repeated for credit. **Prerequisite: Students enrolled in this course will have to receive teacher approval to be enrolled.**

Core Value Focus: Determination, Empathy & Passion

718 - CONCERT BAND, COLLEGE PREP**5 CREDITS**

This course is designed for students who wish to perform music on a wind or percussion instrument in a large ensemble setting. Various styles range from Baroque to 20th Century, and Rock and Pop selections. Students will develop basic ensemble skills, technical skills, and rehearsal techniques. Attendance at all rehearsals and performances is required. **Prerequisite: Participation in Band during the previous school year or permission of Instructor.**

Core Value Focus: Determination, Empathy & Passion

719 - CONCERT BAND, HONORS (GRADES 10-12)**5 CREDITS**

This course is for students who wish to further their study in instrumental performance. Various styles range from Baroque to 20th Century, and Rock and Pop selections. Students will further develop ensemble skills, technical skills, and rehearsal techniques, with the student being required to prepare a solo recital in order to receive credit. After school sessions and performances may be required. This course will run simultaneously with the college prep Band class and may be repeated for credit. **Prerequisite: Students enrolled in this course will have to audition in order to be enrolled.**

Core Value Focus: Determination, Empathy & Passion

714 - MUSIC TECHNOLOGY, FILM & VIDEO GAMES, COLLEGE PREP**2.5 CREDITS**

This course is designed for students to study and experience various aspects of music composition using music technology. No previous musical study is required as the course starts from a beginner's standpoint. Using digital audio workstations (DAW) and notation programs, students will compose and arrange several short compositions. The course will start with basic music theory, as it applies to composition of themes and sound effects for video games. Following the video games unit, students will compose themes, motifs, and sound effects for various length commercials and movie clips, using skills developed in class.

Core Value Focus: Determination, Empathy & Ingenuity

715 - THEATER I, COLLEGE PREP**(Not Offered 2024-2025)****2.5 CREDITS**

This half-year course is designed to acquaint students with the complexities of the theater and introduce behind-the-scenes elements of theater production through theory and stage crew experiences. Subjects covered will include: the layout of the theater, scenery design, construction and painting, drafting, costume, sound, digital electronics, stage management, and production organization.

Core Value Focus: Determination, Ingenuity & Passion

722 - PIANO I, COLLEGE PREP**2.5 CREDITS**

This half-year course is designed to teach Electronic Keyboard basics, using melodies from contemporary music and today's artists. Whether beginner or advanced, students can expect to play songs that are familiar to most, while learning how to read music. Students will also learn practical keyboard theory and "tricks" to enhance their enjoyment of playing the instrument.

Core Value Focus: Determination, Ingenuity & Passion

724 - PIANO II, COLLEGE PREP**2.5 CREDITS**

This half-year course is designed to teach Keyboard basics, using melodies from contemporary music and today's artists. Whether beginner or advanced, students can expect to play songs that are familiar to most, while learning how to read music. Students will also learn practical keyboard theory and "tricks" to enhance their enjoyment of playing the instrument. The Advance course is for students who have satisfactorily completed Basic Keyboards, or for those who can demonstrate proficiency at an intermediate or advanced level, and wish to further advance their existing music skills. **Prerequisite: Piano I or formal permission of instructor.**

Core Value Focus: Determination, Ingenuity & Passion

723 - GUITAR I - COLLEGE PREP**2.5 CREDITS**

Channel Your Inner Rock Star! These classes are for students who are interested in playing the Guitar, both those without experience and those who have played for some time. Proper guitar playing techniques will be addressed, as well as basic music reading and "tab" reading. We will be concentrating on acoustic guitar, but have a few pre-vacation "Electric Guitar Days"! Students are encouraged to bring in other stringed instruments on those days that they own, such as violin or ukulele!

Core Value Focus: Determination, Ingenuity & Passion

725 - GUITAR CLASS II - COLLEGE PREP**2.5 CREDITS**

This class is for students who have successfully completed Guitar I or, who currently play guitar, and wish to further advance their existing music skills. Students taking this course will be expected to demonstrate their proficiency at an intermediate or advanced level prior to enrollment in the class. Students can expect to: improve their ability to read music; play in both first and fifth position; improve sight-reading skills; learn and improve performance techniques; and receive individual attention, encouragement, and advice.

Prerequisite: Guitar I or other formal training

Core Value Focus: Determination, Ingenuity & Passion

728 - HISTORY OF JAZZ, ROCK & ROLL and HIP HOP, COLLEGE PREP**2.5 CREDITS**

This course, designed for students with no previous musical training, explores music from the 1940's through present day. After a teacher provides an overview of each decade, the course work will be project-based by collaborative groups. We will also explore the mechanics of music and engage in active music listening, develop a strong music vocabulary, and discuss influential artists from each decade.

729 - MUSICAL THEATER, COLLEGE PREP**2.5 CREDITS**

This course is designed for students who have an interest in learning about Broadway and musical theater. A retrospective of musicals and musical theater techniques and styles spanning the past century will be explored. Early beginnings with shows like *Porgy & Bess*, to contemporary Broadway hits such as *Hamilton* & *Wicked* will be topics covered in this class. Students will also be able to learn musical theater skills through the practice and performance of short scenes or musical numbers. No prior music experience is necessary for this course. Field trips to see a Broadway show in Providence, Boston or at a local theater will be explored during the course.

Core Value Focus: Determination, Ingenuity & Passion

730 - MUSIC IN YOUR LIFE, COLLEGE PREP (Not Offered 2024-2025)**2.5 CREDITS**

This course is designed for students who love to listen to “their own” music. Students will provide music for analysis that they listen to, to determine what makes a song “good” or “bad”. Class discussions and projects will center on the cultural significance of contemporary music, comparison to other genres, musical elements, poetic elements, the influence of technology, as well as personal appeal. By the end of the course, students will be able to understand and explain their personal choices for enjoyable listening, as well as make informed listening decisions in the future.

GUIDANCE DEPARTMENT**Grades 11 & 12****V033 - Online Learning****2.5 CREDITS**

We offer a catalog of full year and semester online courses in arts, world language, language arts, life skills, math, science, social studies and technology. **Students interested in online courses must meet with their counselor prior to enrolling to discuss expectations and course options.** Seating is very limited and students must commit to the courses selected. There will be no drops once the semester has begun. Students who register for an online course are not guaranteed a course and must have alternative courses selected in the regular school program. Students who sign up for an online course must be motivated and able to take on the responsibility of self directed learning. If issues or concerns arise during the course the student must speak with their counselor and should contact the teacher. Online courses are open to grades 11/12 only.

Core Value Focus: Determination, Ingenuity & Passion

027 - Life 101 (Not Offered 2024-2025)

Students who take this course will never be able to say “I wish they would have taught us this in high school.” The class will help develop life savviness and domestic skills necessary for the adult world. The goal of this course is to help students become knowledgeable in practical “real world” skills to supplement their academic knowledge. Young adults need to be exposed to the basic skills to be confident, successful and independent learners. The course will help students develop accountability, manage stress and build a strong community network. Students will learn to develop important strengths such as goal setting, overcoming setbacks, applying for and keeping a job, basic home/self care, etiquette, financial management, growth mindset, mindfulness and time management.

Core Value Focus: Determination, Empathy & Passion

Grade 12**013 - SCHOOL-TO-CAREER INTERNSHIP GUIDANCE, COLLEGE PREP****2.5 CREDITS**

REQUIREMENTS: Prior approval from the Guidance Counselor and the Principal is required.

PLEASE NOTE: This course is an elective and will not meet Graduation Requirements

Provide work based learning situations to support student’s academics and serve as a model for connecting school-to-career experiences. Students will learn transferable skills that will expand their career and educational options and opportunities. Students will be required to keep a work log that is signed off by their cooperating liaison. Students will need to be able to document and summarize how their experiences are a meaningful career experience. Students will be required to submit a bi-weekly journal detailing their work experience. Students will also have to submit goals for their work experience and must meet with the administration at the end of the year to review their experiences.

PURPOSES/GOALS OF AN INTERNSHIP:

- To expose students to the work-site.
- To understand the importance of attitude, reliability, and appearance in work settings.
- To reveal to the student those areas of skill and knowledge in which further education is necessary and those courses that are required to attain particular career goals.
- To acquire practical and relevant experience in communication (writing, speaking and interacting with others).
- To improve critical thinking skills by making observations and drawing conclusions about a particular job experience.
- To learn to successfully interact with co-workers and supervisors in various work settings.

014 - SCHOOL INTERNSHIP

1.25 Credits

REQUIREMENTS: Prior approval from the Guidance Counselor and the Principal is required.

PLEASE NOTE: This course is an elective and will not meet Graduation Requirements

PURPOSES/GOALS:

Students will be working in a setting where they will be providing service to staff members in one of the local schools. Students will be required to write a one page paper reporting on their service activities at the end of each quarter.

022 - Jr-Sr Seminar Fall

023- Jr-Sr Seminar Spring

Students who are taking two (2) Advanced Placement courses during the year may sign up for a semester of AP Seminar. Students who are taking three (3) or more Advanced Placement courses during the year may sign up for two semesters of AP Seminar. This course will allow students time to work on their AP course work as well as the additional online component. Seniors will be allowed to sign up for AP Seminar and School to Career in the same semester. Seniors will not be able to sign up for AP Seminar and School Internship in the same semester. Students will not be graded and they will receive no credit for this course.

SAT PREPARATION

119 - COLLEGE EXPLORATION & SAT PREP 11, COLLEGE PREP

2.5 CREDITS

This course is designed for juniors who want to improve their SAT Critical Reading and Math scores. Students will learn effective test taking strategies, test direction interpretation, exploration and mastery of key concepts in the SAT as well as expectations for test day. Practice tests will be administered throughout the semester. The ACT test will also be included as part of test preparation showing the different test strategies between the two. Realistic practice tests in both SAT and ACT will be completed. In addition, college searches and college essay writing will be part of the course.

Core Value Focus: Determination, Empathy & Ingenuity

120 - COLLEGE EXPLORATION & SAT PREP 12, COLLEGE PREP

2.5 CREDITS

This course is designed for seniors to assist in the college preparation process. Key concepts relative to test taking strategies for SAT and ACT will be emphasized. Exposure to the SAT II Subject Tests will also be included. In addition, students will be guided through the college search procedure. The class will be designed to assist students through the college application progression including completion of the common (and any school specific) applications, CSS Profile, FAFSA and scholarship opportunities. Emphasis will be placed on deadlines for both early action and regular admission. Interview skills as well as resume preparation will complete the course.

Core Value Focus: Determination, Empathy & Ingenuity

HEALTH & PHYSICAL EDUCATION DEPARTMENT

ACADEMIC EXPECTATION #2 **THE WBHS GRADUATE WRITES EFFECTIVELY:**

Learner Outcome: The graduate is able to write using Standard English for a variety of purposes and audiences.

ACADEMIC EXPECTATION #3 **THE WBHS GRADUATE LISTENS EFFECTIVELY AND CRITICALLY**

Learner Outcome: The graduate is able to listen to presentations gaining both literal and inferential meaning.

ACADEMIC EXPECTATION #6 **THE WBHS GRADUATE EMPLOYS MULTIPLE STRATEGIES IN REASONING AND PROBLEM SOLVING:**

Learner Outcome: The graduate is able to effectively identify, evaluate, and solve problems employing a variety of methods/process (es).

Beginning with the class of 2011 all students must take physical education for 4 years. The traditional approach to obtain this graduation requirement is listed below.

Students must earn 15 credits in Physical Education for graduation.

- Grade 9: 5 credits
- Grade 10: 5 credits
- Grade 11: 2.5 credits
- Grade 12: 2.5 credits

Grade	9	10	11	12
PE/Health Requirements	Wellness 9/10- Full year	Wellness 9/10- Full year	(choose at least 1) Weight Training Team Sports Group Fitness Individual Fitness	(choose at least 1) Weight Training Team Sports Group Fitness Individual Fitness
PE/Health Elective			Nutrition	Nutrition

If an 11th or 12th grade student cannot take physical education through the half year courses offered at school because of a full schedule of academic courses, they may elect to achieve physical education credits in an alternative way. Students may work with a trainer at a health facility, or participate in structured activities such as fencing, karate or equestrian. **Students who choose this option must apply for such through the guidance office and receive administrative approval prior to registering for the course.** The student's guidance counselor will discuss the alternative and notify the student of the procedure and how to fulfill the requirement of 40 hours. At West Bridgewater High students may choose to work with a physical education teacher as an independent study working on personal fitness to fulfill this requirement. **Teachers are not required to teach independent studies and may only do so in extenuating circumstances and with administrative approval.** Students who take the non-traditional course will be issued a pass/fail grade which is not counted toward academic leader or GPA.

GRADES 9 & 10 REQUIREMENTS

916- WELLNESS I 9/10

5 CREDITS

In this lifetime fitness course students will gain knowledge and skills necessary to live a long and healthy life. The students will learn all of the components of physical fitness and how to assess, improve and maintain that component. The course will be activity based featuring fitness activities relating to the department of education frameworks. Each term students will be exposed to a variety of lifetime wellness activities and concepts; weight training, group fitness, team sports, individual fitness and comprehensive health. Comprehensive health education provides each student with ongoing learning opportunities designed to maximize the prospect that each student will make positive decisions throughout life. The course of study will enable students to examine the options available to today's youth and identify components that are high risk and to be avoided. Our focus is clearly on prevention and promotion of wellness, not merely to prevent disease and disability.

Core Value Focus: Determination, Passion & Respect

917 II - WELLNESS II Team Sports 9/10 (Not Offered 2024-2025)

2.5 CREDITS

In this lifetime fitness course students will gain knowledge and skills necessary to live a long and healthy life. The students will learn all of the components of physical fitness and how to assess, improve and maintain that component. The course will be activity based featuring fitness activities relating to the department of education frameworks. Students will be exposed to a variety of team sports and fitness activities.

Core Value Focus: Determination, Passion & Respect

WELLNESS II Individual Fitness 9/10 (Not Offered 2024-2025)

2.5 CREDITS

In this lifetime fitness course students will gain knowledge and skills necessary to live a long and healthy life. The students will learn all of the components of physical fitness and how to assess, improve and maintain that component. The course will be activity based featuring fitness activities relating to the department of education frameworks. Each term students will be exposed to a variety of lifetime wellness activities and concepts; weight training and individual fitness and comprehensive health.

Core Value Focus: Determination, Passion & Respect

GRADES 11 & 12

903 - NUTRITION

2.5 CREDITS

This course provides an overview of the basic nutrients required by the body as well as their functions in the body for health and life. Focus will be on individual food choices, health behaviors and public health. Topics may include obesity, sports nutrition, eating disorders and prevention of chronic disease. Classes may also utilize the fitness room for application of fitness and nutrition. This course is open to students who have completed two years of high school health.

Core Value Focus: Determination, Passion & Respect

All 11th & 12th Grade Students must sign up for at least one of the following four courses.

915 - WEIGHT TRAINING

2.5 CREDITS

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. This course will introduce the fundamental skills of weight training and fitness planning for personal fitness. Emphasis will be placed on proper techniques, training programs and the overall benefit of weight training.

Core Value Focus: Determination, Passion & Respect

912- TEAM SPORTS

2.5 CREDITS

This course is designed for students who would like to learn and participate in a variety of team sports. Students will learn skill techniques, terminology of games and basic rules to be able to participate in game situations for a variety of sports. Curriculum will include but is not limited to soccer, lacrosse, softball, flag football and flag rugby.

Core Value Focus: Determination, Passion & Respect

913- GROUP FITNESS

2.5 CREDITS

Students will participate in a variety of activities that promote fitness in a group setting. Group fitness will expose students to a variety of different group fitness programs that can be continued beyond high school. Activities will include but are not limited to Pilates, Yoga, Zumba, P90X and Step Aerobics.

Core Value Focus: Determination, Passion & Respect

914- INDIVIDUAL FITNESS

2.5 CREDITS

Students will participate in a variety of activities that promote individual fitness. Individual fitness is a life skill students can take with them beyond the school walls as well as throughout a lifespan. Activities will include but are not limited to walking, jogging and resistance training.

Core Value Focus: Determination, Passion & Respect

MATHEMATICS DEPARTMENT

ACADEMIC EXPECTATION #2 THE WBHS GRADUATE WRITES EFFECTIVELY:

Learner Outcome: The graduate is able to write using Standard English for a variety of purposes and audiences.

ACADEMIC EXPECTATION #6 THE WBHS GRADUATE EMPLOYS MULTIPLE STRATEGIES IN REASONING AND PROBLEM SOLVING:

Learner Outcome: The graduate is able to effectively identify, evaluate, and solve problems employing a variety of methods/process(es).

ACADEMIC EXPECTATION #4 THE WBHS GRADUATE COMMUNICATES CLEARLY IN SPEECH:

Learner Outcome: The graduate is able to communicate ideas and information coherently for a variety of purposes.

THE MATHEMATICS DEPARTMENT HAS A FOUR-YEAR GRADUATION REQUIREMENT (ALGEBRA, ALGEBRA II, GEOMETRY AND ONE FULL YEAR MATH ELECTIVE OR TWO SEMESTER MATH ELECTIVES). THE APPROPRIATE COURSE SEQUENCE SHOULD BE DISCUSSED WITH THE STUDENT'S CURRENT MATHEMATICS TEACHER AND THE GUIDANCE DEPARTMENT.

In coordination with the Massachusetts Department of Higher Education, WBHS offers multiple pathways for students to take as they progress through their high school math career. The chart below displays the five most common High School Pathways for West Bridgewater students. Students can certainly change paths (for example: Changing from the green-marked College Prep Statistics pathway to the blue-marked Honors Statistics pathway) throughout their high school career.

WBMSHS Math Pathways					
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Quantitative Reasoning	Grade 8 Math	CP Algebra	CP Geometry	CP Algebra 2	Financial Math & Trigonometry
Statistics - CP	Grade 8 Math	CP Algebra	CP Geometry	CP Algebra 2	Intro to Statistics & Data Science
Statistics - H/AP	Grade 8 Math	H Algebra	H Geometry & H Algebra 2	H Precalculus & Data Science	AP Statistics
STEM - H/AP	Grade 8 Math	H Algebra	H Geometry & H Algebra 2	H Precalculus & AP Statistics	AP Calculus (AB)
STEM - Accelerated	Grade 8 Math & H Algebra	H Geometry & H Algebra 2	H Precalculus & AP Statistics	AP Calculus (AB)	AP Calculus (BC)

GRADE 9

201 - ALGEBRA, COLLEGE PREP

5 CREDITS

This course is based on the new 2011 Massachusetts Frameworks. The course's fundamental purpose is to formalize and extend the mathematics which students learned in the middle grades. The course will focus on four critical areas: 1) to deepen and extend students understanding of linear and exponential relationships; 2) to contrast linear and exponential relationships with each other and to engage in methods for analyzing, solving, and using quadratic functions; 3) to extend the laws of exponents to square and cube roots; and 4) to apply linear models to data that exhibit a linear trend.

Core Value Focus: Determination, Ingenuity & Passion

225 - ALGEBRA, HONORS

5 CREDITS

Like the College Prep Algebra course, this course too is based on the 2011 Massachusetts Frameworks. Students will study the real number system, the structure of mathematical expressions, polynomial operations, and systems of equations. Creating and solving equations and inequalities in one variable both analytically and graphically is a major part of the course. In addition, students will discover function notation and then build and analyze functions which are linear, quadratic and exponential. The course will finish with students interpreting a given data set through means of central tendency.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 9 – 10

202 - GEOMETRY, HONORS

5 CREDITS

This course blends each student's Algebra skills with geometric concepts. Students will study and discuss basic geometry such as points, lines, angles and planes before expanding into triangles, quadrilaterals and other polygons. Properties of both two-dimensional and three dimensional figures will be emphasized. Students will be introduced to higher-level topics such as right triangle trigonometry.

Core Value Focus: Determination, Empathy & Ingenuity

GRADE 10

203 - GEOMETRY, COLLEGE PREP

5 CREDITS

This course blends each student's Algebra skills with geometric concepts. Students will study and discuss basic geometry such as points, lines, angles and planes before expanding into triangles, quadrilaterals and other polygons. Properties of both two-dimensional and three-dimensional figures will be emphasized.

Core Value Focus: Determination, Empathy & Ingenuity

221 - MCAS 10, COLLEGE PREP

(NOT OFFERED 2024-2025)

2.5 CREDITS

Some sophomores will be enrolled in this course based upon past MCAS performance and the school's assessment of providing assistance to those students demonstrating the greatest need for support.

Sophomores who would like extra practice to prepare for the MCAS exam can select this course as well.

Core Value Focus: Determination, Ingenuity & Respect

GRADES 9 – 11

205 - ALGEBRA II, HONORS

5 CREDITS

This course builds onto each student's Algebraic knowledge base. Multi-step equations and inequalities from Algebra I will be revisited and systems of equations will be stressed particularly with the graphing calculators. Students will learn to factor quadratics through multiple methods and will be introduced to real, imaginary, and complex solutions. Writing and graphing linear equations will be emphasized both on paper and electronically. Students will further their study of functions to prepare for Precalculus. **Prerequisite: Successful completion of Algebra I.**

Core Value Focus: Determination, Ingenuity & Respect

GRADE 11

206 - ALGEBRA II, COLLEGE PREP

5 CREDITS

This course builds onto each student's Algebraic knowledge base. Multi-step equations and inequalities from Algebra I will be revisited and systems of equations will be stressed particularly with graphing calculators. Students will learn to factor quadratics through multiple methods and will be introduced to real, imaginary, and complex solutions. Writing and graphing linear equations will be emphasized both on paper and electronically.

Core Value Focus: Determination, Ingenuity & Respect

GRADES 10 – 12

207 - PRE-CALCULUS, HONORS

5 CREDITS

This course includes an in-depth study of the complex number system, rectangular and polar coordinate systems, conic sections and vectors. The course covers a wide range of functions including trigonometric, logarithmic, exponential, parametric, polar and piecewise. Trigonometry topics also include simple and extended identities, the law of sines and cosines and equation parameters. **Prerequisite: Successful completion of Algebra II.**

Core Value Focus: Determination, Ingenuity & Respect

213 - ADVANCED PLACEMENT STATISTICS**5 CREDITS**

This full-year course equates to a one-semester introductory college statistics course. Students will use multiple graphical and numerical techniques to study patterns and departures from patterns as they explore and analyze data. Students will conduct studies by gathering valid information through well-developed plans. Using tools (such as probability) to anticipate the distribution of data is stressed throughout the course. Finally, the course pushes students to draw conclusions from the data by making inferences. It is recommended, but not required, that students successfully complete the Introductory Statistics course before enrolling in this AP course. Additional work is required outside of class time either online, in person, or a combination of both. Participation in the online forums are required and will be incorporated into the class grade. **Prerequisite: Successful completion of Algebra II.**

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11 – 12**208 - PRE-CALCULUS, COLLEGE PREP****(Not Offered 2024-2025)****5 CREDITS**

This course includes an in-depth study of a wide range of functions including trigonometric, logarithmic, exponential and piecewise – as well as the parameters of these functions. The course also includes an extended study of trigonometry, complex numbers, unit conversion and summation formulas.

Prerequisite: Successful completion of Algebra II.

Core Value Focus: Determination, Ingenuity & Respect

232 - DATA SCIENCE, HONORS**5 CREDITS**

This course is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing and mathematics. The course will show students how data is used in all facets of modern life by professionals to address real-world problems. Students will analyze statistical graphics to identify patterns in data, and then connect these patterns back to the real world. Students will use collected data to generate hypotheses and then think critically about arguments based on the data. Topics will be covered in depth and the workload, pace and difficulty is more rigorous than that of CP Data Science. Any rising junior who selects this course must be aware there would only be College Prep or Advanced Placement courses available to select during senior year.

Core Value Focus: Determination, Ingenuity & Passion

233 - DATA SCIENCE, COLLEGE PREP**5 CREDITS**

This course is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing and mathematics. The course will show students how data is used in all facets of modern life by professionals to address real-world problems. Students will analyze statistical graphics to identify patterns in data, and then connect these patterns back to the real world.

Core Value Focus: Determination, Ingenuity & Passion

210 - ADVANCED PLACEMENT CALCULUS (AB)**5 CREDITS**

The course begins with a study of limits and expands to the definition of the derivative. Properties of a function's derivative are studied through graphs, tables, and equations. Problems illustrating applications of differentiation are then developed including related rates and optimization. The course then switches to integration and applications of the integral; while tying the derivative and integral together through the Fundamental Theorem of Calculus. Additional work is required outside of class time either online, in person, or a combination of both. Additional work is required outside of class time either online, in person or a combination of both. Participation in the online forums are required and will be incorporated into the class

grade. **Prerequisite: Successful completion of Pre-Calculus.**

Core Value Focus: Determination, Ingenuity & Passion

GRADE 12

214 - TRIGONOMETRY, COLLEGE PREP

2.5 CREDITS

This half-year course is designed to allow students to explore the six trigonometric relations. Students will draw and modify the graphs of these relations on both rectangular and polar coordinate systems then compare and contrast the graphs. Problem solving, with both right and oblique triangles, is emphasized throughout the course. **Prerequisite: Successful completion of Algebra II.**

Core Value Focus: Determination, Ingenuity & Respect

209 - INTRODUCTION TO STATISTICS, COLLEGE PREP

2.5 CREDITS

The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data (describing patterns and departures from patterns), Sampling and Experimentation (planning and conducting a study), Anticipating Patterns (exploring random phenomena), and Statistical Inference (estimating population parameters and testing hypotheses). **Prerequisite: Successful completion of Algebra II.**

Core Value Focus: Determination, Empathy & Ingenuity

204 - FINANCIAL MANAGEMENT, COLLEGE PREP

2.5 CREDITS

This math course is designed to prepare students for the mathematical problems and situations they will be facing as they begin to break away financially from their parents/guardians. The students will use their number sense skills from Algebra to create a personal budget and modify it throughout the course, will build upon their exponential function base from Algebra II to study different types of loans and calculate their interest, will research and geometrically compare common investment strategies, will learn about how stocks and bonds work, and will calculate taxes for all types of situations.

Core Value Focus: Determination, Empathy & Ingenuity

211 - CALCULUS, HONORS

(Not Offered 2024-2025)

5 CREDITS

This course begins with a review of the major types of functions before expanding to limits. The definition of the derivative is discussed and then expanded to include the rules of differentiation. Integration is approached through the antiderivative before the course is tied together through the Fundamental Theorem of Calculus.

Prerequisite: Successful completion of Pre-Calculus.

Core Value Focus: Determination, Ingenuity & Passion

222 - ADVANCED PLACEMENT CALCULUS (BC)

5 CREDITS

This full-year course is designed to allow students who have successfully completed the AP Calculus (AB) course prior to their senior year the opportunity to continue their mathematical studies of Calculus. The course will begin by reviewing the material from the AB course, then turn to a discussion on parametric, polar and vector functions and their derivatives. L'Hospital's Rule and Euler's Method will be covered before the course finishes with polynomial approximations and series—including Taylor and Maclaurin series. Additional work is required outside of class time either online, in person or a combination of both. Participation in the online forums are required and will be incorporated into the class grade.

Prerequisite: Successful completion of AP Calculus (AB).

Core Value Focus: Determination, Ingenuity & Passion

SCIENCE DEPARTMENT

ACADEMIC EXPECTATION #6 **THE WBHS GRADUATE EMPLOYS MULTIPLE STRATEGIES IN REASONING AND PROBLEM SOLVING:**

Learner Outcome: The graduate is able to effectively identify, evaluate, and solve problems employing a variety of methods/process (es).

ACADEMIC EXPECTATION #2 **THE WBHS GRADUATE WRITES EFFECTIVELY:**

Learner Outcome: The graduate is able to write using Standard English for a variety of purposes and audiences.

ACADEMIC EXPECTATION #5 **THE WBHS GRADUATE IDENTIFIES AND UTILIZES A VARIETY OF RESOURCES FOR OBTAINING INFORMATION:**

Learner Outcome: The graduate is able to locate, analyze and synthesize appropriate materials for a variety of purposes.

THE SCIENCE DEPARTMENT HAS A FOUR-YEAR GRADUATION REQUIREMENT. ALL GRADE 9 STUDENTS ARE REQUIRED TO TAKE BIOLOGY. THE APPROPRIATE COURSE SEQUENCE FOR STUDENTS IN GRADES 10-12 SHOULD BE DISCUSSED WITH THE GUIDANCE DEPARTMENT.

ALL SCIENCE OFFERINGS ARE CONSIDERED LABORATORY COURSES. STUDENTS WILL BE EVALUATED ON LAB TECHNIQUE AND SAFETY. IN ADDITION, LAB REPORTS ARE REQUIRED IN ALL CLASSES.

The Science Department offers multiple avenues for students to take as they progress through their high school science career. Students can certainly change paths and should talk to their science teacher or guidance counselor if they have any questions.

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 8 Science	Biology	Physical Science	Chemistry, Anatomy and Physiology, Elective: Robotics, Environmental, Forensics, Introduction to Engineering	Elective: Robotics, Environmental, Forensics, Introduction to Engineering
Grade 8 Science	Biology	Chemistry	Earth Science, Engineering and Design, or Anatomy and Physiology	Physics, Engineering and Design, AP Environmental Science, Elective: Robotics, Environmental, Forensics, Introduction to Engineering
Grade 8 Science	Biology	Chemistry	Physics, AP Physics, or AP Chemistry	Engineering, AP Chemistry, Engineering and Design, Elective: Robotics, Environmental, Forensics, Introduction to Engineering Elective: Robotics, Environmental, Forensics, Introduction to Engineering
Grade 8 Science	Biology	Chemistry	AP Biology or Anatomy and Physiology	AP Biology or Honors Anatomy and Physiology, CP Elective: Robotics, Environmental, Forensics, Introduction to Engineering

GRADE 9 REQUIREMENTS

330 - BIOLOGY, HONORS

5 CREDITS

This course will be offered as a first year science course upon entering high school. The central theme will be the study of relationships between living organisms and their environment. Major topics include: life in the biosphere, structure and organization of cells, inheritance factors, diversity and adaptation, organisms and classification. Lab work is an essential component of this course. Lab techniques will be evaluated and a variety of projects will be assigned. **Prerequisite: Grade 8 Science and teacher approval.**

Core Value Focus: Determination, Passion & Respect

338 - BIOLOGY, COLLEGE PREP

5 CREDITS

This course will cover the same topics as Biology Honors, however, in less depth and with less individual work. Lab work is an essential component of this class and lab reports will be assigned, and evaluated.

Core Value Focus: Determination, Passion & Respect

GRADES 11 & 12

302 - EARTH SCIENCE, HONORS

5 CREDITS

In Earth Science we explore the ways in which the Earth functions, and mankind's impact on the planet. Earth Science studies the land (geology), the ocean (oceanography), the atmosphere (meteorology), and space (astronomy). Some topics studied will range across several units: examples include climate change, use of Earth's natural resources, and the interactions between the Earth and other bodies in the solar system. Students will be more involved in problem solving and required to use math to a greater extent as they investigate global issues such as groundwater depletion, atmospheric carbon levels, and Kepler's Laws. Honors students will be expected to work more independently as they choose projects related to concepts taught in class and apply the skills they have learned to their work products. Lab reports at the honors level will involve extensions that go beyond the initial experiment to connect to broader concepts. Through their investigations and course work, honors students will be prepared to study geology, astronomy, or other earth sciences at the college level. **Prerequisites: Teacher approval required. Recommend a "B" or better in previous science course.**

Core Value Focus: Empathy, Ingenuity & Passion

303 - EARTH SCIENCE, COLLEGE PREP

5 CREDITS

In Earth Science we explore the ways in which the Earth functions, and mankind's impact on the planet. Earth Science studies the land (geology), the ocean (oceanography), the atmosphere (meteorology), and space (astronomy). Some topics studied will range across several units: examples include climate change, use of Earth's natural resources, and the interactions between the Earth and other bodies in the solar system. Basic algebra will be utilized to further understand various Earth processes.

Core Value Focus: Empathy, Ingenuity & Passion

GRADES 10 - 12

308 - PHYSICAL SCIENCE, COLLEGE PREP

5 CREDITS

This is a hands-on exploration in science, designed to familiarize the student with the basic concepts of physics and chemistry. Utilizing the scientific method students will be able to prepare lab reports and draw conclusions from experimental data.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 10 - 12

309 - CHEMISTRY, HONORS

5 CREDITS

Chemistry is a math-based science - students will use algebra skills extensively. We strongly recommend an 87 or better in Algebra I. To be successful in this course a student will need a strong math background in Algebra

I. Chemistry is the study of matter: its composition and interactions. Knowledge of chemistry will help students better understand the world around them, as well as give an excellent foundation to further their studies in science. Some of the topics studied include atomic structure, the periodic table, chemical bonding, chemical reactions, gas laws, solutions, and acids and bases. Students will be evaluated through testing, lab work, homework, and collaborative group work. Topics will be covered in depth and the workload, pace and difficulty is more rigorous than that of CP Chemistry.

Prerequisite: Biology and teacher approval.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 10 – 12

312 - CHEMISTRY, COLLEGE PREP

5 CREDITS

Chemistry is a math-based science - students will use algebra skills extensively. We strongly recommend a 77 or better in Algebra I. Chemistry is the study of matter: its composition and interactions. Knowledge of chemistry will help students better understand the world around them, as well as give an excellent foundation to further their studies in science. Some of the topics studied include atomic structure, the periodic table, chemical bonding, chemical reactions, gas laws, solutions, and acids and bases. Students will be evaluated through testing, lab work, homework, and collaborative group work.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11 & 12

315 - PHYSICS, HONORS

5 CREDITS

This course is designed as a college preparatory course and consists primarily of the theory and quantitative solutions of problems relative to the study of mechanics, energy, sound, magnetism, and electricity.

Prerequisite: Have been enrolled or currently enrolled in Trigonometry or Pre-Calculus.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11 & 12

316 - PHYSICS, COLLEGE PREP (Not Offered 2024-2025)

5 CREDITS

This course is designed as a college preparatory course similar to Honors Physics with less emphasis on mathematics. Topics and ideas consist primarily of the theory, laboratory investigations, and quantitative solutions of problems relative to the study of mechanics, light, sound, magnetism, electricity, electronics.

Prerequisite: Have been enrolled or currently enrolled in Trigonometry or Pre-Calculus.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11 & 12

318 - ENGINEERING AND DESIGN, Honors

5 CREDITS

This course integrates principles of Science, Technology, Engineering, and Mathematics (STEM) to evaluate and solve engineering problems both theoretically and 3 dimensionally using different materials and electronics to accomplish goals. This course will focus on the design process as a model. Students will produce a number of projects culminating in the building of an electric guitar. Topics will include but are not limited to: strength of materials and design, energy, and electronics. The honors class has a greater emphasis on mathematics and the writing expectations are more involved than the college prep course.

Core Value Focus: Ingenuity, Passion & Respect

323 - ENGINEERING AND DESIGN, College Prep**5 CREDITS**

This course integrates principles of Science, Technology, Engineering, and Mathematics (STEM) to evaluate and solve engineering problems both theoretically and 3 dimensionally using different materials and electronics to accomplish goals. This course will focus on the design process as a model. Students will produce a number of projects culminating in the building of an electric guitar. Topics will include but are not limited to: strength of materials and design, energy, and electronics.

Core Value Focus: Ingenuity, Passion & Respect

GRADES 11 & 12**341 - ROBOTICS-College Prep****2.5CREDITS**

Vex Robotics-Students will learn to construct working robots to accomplish predetermined tasks. Students will do simple programming to direct robots through sequence patterns. Robots will also be controlled manually by student builders through wireless hand-held control units. Students will work in teams in which they assume roles in the design process. Students will begin with simple goals using single motors and limited materials then gradually build skills to create functioning robots that have broader goals. Student teams will compete to solve predetermined problems and then rework designs and prototypes to improve their success for directed goals.

Core Value Focus: Ingenuity, Passion & Respect

343 - Forensic Science, College Prep**2.5 CREDITS**

This course integrates the principles of Science, Technology, Engineering and Mathematics (STEM) to evaluate and solve forensic problems. This is a hands-on, lab-based course that will focus on the analysis of death using the principles of biotechnology. Students will be introduced to the scientific concepts and modern laboratory techniques currently used in the field. Students will be responsible for collection and analysis of physical evidence using various methods and techniques to analyze a simulated crime scene and solve a case. Through the collection of their own data, students will gain a deeper understanding of the processes used, resulting in data and conclusions that support forensic evidence in court cases. **Prerequisite: Completion of either Chemistry or Physical Science to be enrolled.**

Core Value Focus: Empathy, Ingenuity & Respect

GRADES 11 & 12**314 - HUMAN ANATOMY AND PHYSIOLOGY, HONORS****5 CREDITS**

This course will cover the same topics as college preparatory Human Anatomy and Physiology, but in greater depth. Student assessments, expectations, and projects will vary from college preparatory Human Anatomy and Physiology. **Small mammal dissection will be a requirement. Prerequisite: Biology and teacher approval.**

Core Value Focus: Empathy, Ingenuity & Passion

GRADES 11 & 12**313 - HUMAN ANATOMY AND PHYSIOLOGY, COLLEGE PREP****5 CREDITS**

A college preparatory course dealing with the study of the human body, this program will involve a detailed investigation into the structure and function of each of the human systems: digestive, circulatory, respiratory, excretory, nervous, muscular, endocrine, reproductive, skeletal, and integumentary. The study of these systems will be augmented by laboratory experiments and demonstrations. This course is designed to meet the individual needs of students to prepare for higher education, to study in an area of biological interest, or to

enter a health-related profession. **Prerequisite: Satisfactory completion of one year of College Biology.**

Small mammal dissection will be a requirement.

Core Value Focus: Empathy, Ingenuity & Passion

GRADES 11 & 12

329 - ADVANCED PLACEMENT BIOLOGY, AP LEVEL

5 CREDITS

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course offered to first year college students. This course is designed to be taken after the successful completion of first year biology and chemistry. The course is divided into three general areas: molecules and cells, genetics and evolution, and organisms and populations. These areas have been further subdivided into several major categories. At the completion of this course, students may elect to take the Advanced Placement Exam. After showing success in this exam, qualified students can receive college credits and will be able to undertake upper level courses in biology. Students taking AP Biology will be required to do a summer project and be tested on their work in September. It is the student's responsibility to obtain this summer work prior to leaving in June. Additional work is required outside of class time either online , in person or a combination of both.

Participation in the online forums are required and will be incorporated into the class grade. **Prerequisite: Successful completion of Biology and Chemistry with a teacher recommendation.**

Core Value Focus: Determination, Ingenuity & Passion

GRADES 10 – 12

337 - ADVANCED PLACEMENT CHEMISTRY, AP LEVEL

5 CREDITS

This course is designed to develop the student's comprehension of the science of chemistry at the college level, as well as prepare them to take and pass the Advanced Placement Exam. This will be achieved through class discussion, laboratory experiments, group projects, lectures, and individual study. Topics are drawn directly from the AP frameworks and the laboratory experiments are done in accordance with the AP requirements. Students are required to research, develop answers to complex problems, understand and explain complex physical phenomena, and to manipulate laboratory equipment to prove chemical theories. Students taking AP Chemistry will be required to do a summer project and will be tested on their work in September. It is the student's responsibility to obtain this summer work prior to leaving school in June. Additional work is required outside of class time either online , in person or a combination of both. Participation in the online forums are required and will be incorporated into the class grade.

Prerequisite: Chemistry and teacher approval.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 10-12

339 - ENVIRONMENTAL SCIENCE COLLEGE PREP (Not Offered 2024-2025)

2.5 CREDITS

Environmental science, or ecology, is the study of life and its interaction with the Earth's environment. It is accurately described as a blend of Earth Science and Biology. Topics from Earth science, including mainly geology and meteorology, are studied not from a purely physical standpoint, but rather from a biological one. How does soil composition affect plant growth, and thus an entire ecosystem? How might a drier climate affect not only humans, but the natural environment in which we live? Questions such as these will be dealt with in class. Likewise, biology is studied with a broad scope in mind, focusing more on entire ecosystems rather than individual organisms. Units studied include: principles of ecology, the New England Forest ecosystem, soil dynamics, biomes of the world, energy, and pollution. Overarching themes include human disruption of ecosystems and global climate change. The class incorporates a large lab component, including both classroom and field work

Core Value Focus: Empathy, Ingenuity & Passion

GRADES 10-12

334 - OCEANOGRAPHY COLLEGE PREP (Not Offered 2024-2025) 2.5 CREDITS

In this half year course both the physical and biological aspects of the Earth's oceans will be studied. Heavy emphasis will be placed on ocean processes, such as tides, wave formation, currents, and storm systems. Students should expect to use algebra in the solving of equations dealing with wave speed and size, among other topics such as the gravitational effect of the moon on our oceans. The second half of the course focuses on the biological aspects of oceanography. Tidal vs. benthic ecosystems, feeding patterns, evolution of sea life and defensive adaptations will comprise some of the topics to be studied.

Core Value Focus: Empathy, Ingenuity & Passion

GRADES 10-12

340 - EXPLORING SCIENCE THROUGH LITERATURE (Not Offered 2024-2025) 2.5 CREDITS

Science fiction is a genre of literature often overlooked by the academic world. Passed over as "less worthy or significant" than many other pieces of literature often taught at the high school or college level, some of the greatest works of the 20th century are thus left untouched. This course will attempt to remedy that error. Through the attempt to address real world issues (environmental change, the role of technology, man's interaction with machines, etc.) in a fictional, scientific setting, science fiction has dramatically changed our outlook on the reality of the world in which we live, and our expectation of what the future may bring. The course is a half year endeavor in which we will study some of the great works in science fiction. Additionally, the science dealt with in these works will be analyzed and critiqued from a proper scientific standpoint, so that we can separate the "science" from the "fiction". The major work studied is Frank Herbert's classic "Dune", although other, shorter works will be considered. Various films (including "Star Wars") and even music will play their part in the course as well.

Core Value Focus: Empathy, Ingenuity & Passion

GRADES 11 & 12

336 -INTRODUCTION TO ENGINEERING, COLLEGE PREP 2.5 CREDITS

This course integrates principles of Science, Technology, Engineering, and Mathematics (STEM) to evaluate and solve engineering problems. Topics include strength of design, thermodynamics, stored mechanical energy, transfer between potential and kinetic energy, and technological innovations. This course is both hands-on and student centered. Basic hand tools will be used to complete student centered projects and project work is a required part of this course.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11 & 12

305 - AVIATION SCIENCE, COLLEGE PREP (Not Offered 2024-2025) 2.5 CREDITS

Introductory course in Aviation Science focusing on basic knowledge in a broad spectrum of subject areas associated with aviation. Topics will include: Principles of Flight, Aerodynamics, Aircraft Structure, Flight Controls, Flight instruments and systems, Aircraft performance, weight and balance, weather, navigation and Flight physiology. This class may be going on field trips including but not limited to a local airport where students will take an actual flying lesson with a certified instructor. There may be a cost associated with the field trips and for the flying lesson.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11 & 12

324 - DIRECTED RESEARCH PROJECT, HONORS (Not Offered 2024-2025)

2.5 CREDITS

This course is designed to further develop the student's comprehension of the scientific process and to enhance student's abilities in the laboratory. This will be achieved through class discussion, laboratory experiments, group projects, research, and individual study. Topics are drawn from a source of laboratory experiments covering a range of subjects from biology, chemistry and physics. Students are required to research, develop answers to complex problems, understand and explain complex phenomena, and manipulate laboratory equipment to prove scientific theories. All students enrolled will prepare and submit a research science project in either the South Shore Science Fair, or a contest of equal magnitude. **Prerequisites: Recommendation of science teacher and approval by department head.**

Core Value Focus: Determination, Ingenuity & Passion

345 - ADVANCED PLACEMENT PHYSICS 1, AP LEVEL

5 CREDITS

This course is designed to be equivalent to a semester of algebra based physics at the university level, as well as prepare students for the Advanced Placement exam in May. Advanced Placement Physics requires rigorous mathematical skills and extensive laboratory work in traditional and inquiry formats. Topics include: Kinematics, Newton's Laws, Circular Motion and Universal Gravitation, Simple Harmonic Motion, Momentum, Work and Energy, Rotational Motion, and Mechanical Waves and Sound. Students are expected to have superior skills in mathematics as well as the ability to learn independently with instructional support. Additional work is required outside of class time either online, in person or a combination of both. Participation in the online forums are required and will be incorporated into the class grade. **Prerequisite: Have been enrolled or currently enrolled in Trigonometry or Pre-Calculus as well as teacher recommendation.**

Core Value Focus: Determination, Ingenuity & Passion

HONORS PHYSICS 2 (Not Offered 2024-2025)

5 CREDITS

This course is designed to follow the curriculum of a semester of algebra based physics at the university level, as well as potentially prepare students for the Advanced Placement exam in May. Topics include: fluids, thermodynamics, modern physics, optics, electromagnetic induction, magnetic fields and forces, complex DC circuits, electrostatics. Students are expected to have superior skills in mathematics as well as the ability to learn independently with instructional support. Additional work is required outside of class time either online, in person or a combination of both.. **Prerequisite: Completion of Honors or AP Physics 1 as well as teacher recommendation.**

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11 & 12

304 - ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE, AP LEVEL

5 CREDITS

Environmental Science is among the broadest of science fields: drawing from biology, geology, chemistry, physics, ecology, and many others – it is truly an interdisciplinary subject! Students will study topics including ecosystems and population ecology, earth systems, land and water use, energy and fuels, pollution, and global change. In addition, the course includes the study of environmental policy (both in America and internationally), economics as they relate to environmentalism, and investigates the interplay between environmentalism and politics. This course is designed to be the equivalent of a one-semester college level

course in Environmental Science, and the student can expect the workload to be both rigorous and challenging. Students of this course may work in conjunction with the West Bridgewater Conservation Commission and Bridgewater State University in projects involving outdoor field work and trail and Greenway maintenance. Additional work is required outside of class time either online , in person or a combination of both. Participation in the online forums are required and will be incorporated into the class grade.

Prerequisite: Chemistry and teacher approval.

Core Value Focus: Empathy, Ingenuity & Passion

351 - SPORTS MEDICINE AND KINESIOLOGY

2.5 CREDITS

This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the scope of practice: injury prevention, treatment, rehabilitation, and emergency injury management. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community of West Bridgewater.

Core Value Focus: Determination, Ingenuity & Passion

SOCIAL STUDIES DEPARTMENT

ACADEMIC EXPECTATION #1 THE WBHS GRADUATE READS ACTIVELY AND CRITICALLY:

Learner Outcome: The graduate is able to read varied materials with both literal and inferential comprehension for a variety of purposes.

ACADEMIC EXPECTATION #2 THE WBHS GRADUATE WRITES EFFECTIVELY:

Learner Outcome: The graduate is able to write using Standard English for a variety of purposes and audiences.

ACADEMIC EXPECTATION #4 THE WBHS GRADUATE COMMUNICATES CLEARLY IN SPEECH:

Learner Outcome: The graduate is able to communicate ideas and information coherently for a variety of purposes.

All students are required to pass 4 years of social studies in order to graduate. Students grades 9-11 will take their respective course on the level college preparatory or honors based on the recommendation of their teacher. Grade 9 students are required to take modern world history; grade 10 students take U.S. History I; grade 11 students take U.S. History II. Students qualifying for advanced placement may take Advanced Placement US History during their junior year in place of honors USII or during their senior year but will still have to take Contemporary Global Affairs as well. All seniors must take Contemporary Global Affairs during their senior year. Appropriate course selections and course levels should be discussed with your child's guidance counselor and teacher.

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Ancient Civilizations and Geography	Civics	CP World History	CP USI	CP USII	CP CGA
		H World History	H USI	H USII	H CGA
				Or AP US	AP US
			<u>Electives:</u> -American Legal - American Government and Civics -20th Century Film -Psychology -Sociology - Boston: A City Upon A Hill	<u>Electives:</u> -American Legal - American Government and Civics -20th Century Film -Psychology -Sociology - Boston: A City Upon A Hill	<u>Electives:</u> -American Legal - American Government and Civics -20th Century Film -Psychology -Sociology - Boston: A City Upon A Hill

GRADE 9 REQUIREMENTS

402 - WORLD HISTORY, HONORS

5 CREDITS

A history which includes a global perspective with a concentration on European history. Major themes include: the Age of Exploration, Age of Absolute rule, Scientific Revolution & Enlightenment, the French Revolution and the Napoleonic era, National Independence movements, industrialization, the emergence of the modern nation state, the development of political philosophies, Imperialism, the World Wars, the Cold War, and current trends towards globalization. This honors course is an in-depth treatment of major events and trends in the development of European and global civilizations. It is recommended for honors students in their freshman year. **Prerequisite: Grade 8 Social Studies and teacher recommendation.**

Core Value Focus: Empathy, Ingenuity & Respect

403 - WORLD HISTORY, COLLEGE PREP

5 CREDITS

A history which includes a global perspective with a concentration on European history. Major themes include: the Age of Exploration, Age of Absolute rule, Scientific Revolution & Enlightenment, the French Revolution and the Napoleonic era, National Independence movements, industrialization, the emergence of the modern nation state, the development of political philosophies, Imperialism, the World Wars, the Cold War, and current trends towards globalization. This honors course is an in-depth treatment of major events and trends in the development of European and global civilizations. It is recommended for honors students in their freshman year. **Prerequisite: Grade 8 Social Studies and teacher recommendation.**

Core Value Focus: Empathy, Ingenuity & Respect

GRADE 10 REQUIREMENTS

408 - US HISTORY I, HONORS

5 CREDITS

Students will study the background and development of our country from its origins during the Colonization period through World War I, with an emphasis on the following: the American Revolution, the development of our nation's government, social & democratic reforms, industrialization, immigration & westward expansion, the Civil War & Reconstruction, the Gilded Age, the Progressive era, Imperialism and World War I. This honors course will provide students with an in-depth understanding of American History which includes student research assignments, book reports, primary source analysis, and projects. It is recommended for honors students in their sophomore year. **Prerequisite: World History and teacher approval.**

Core Value Focus: Determination, Empathy, & Respect

409 - US HISTORY I, COLLEGE PREP

5 CREDITS

Students will study the background and development of our country from its origins during the Colonization period to World War I, with an emphasis on the following: the Revolutionary War, the development of our nation's government, cultural and democratic reforms, industrialization, westward expansion, the Civil War, and Reconstruction, the Gilded Age, the Progressive era, Imperialism and World War I. Students will also engage in research, writing, book reports, and primary source analysis. It is recommended for college preparatory students in their sophomore year.

Core Value Focus: Determination, Empathy, & Respect

GRADE 11

406 - ADVANCED PLACEMENT UNITED STATES HISTORY, AP LEVEL

5 CREDITS

An in depth study of the background and development of the United States from the late colonial period to the present will be undertaken. Analysis through student research, critical readings, discussions, and writing will occur of the major historical themes including; social, political, economic, identity, and world connections. Our theme exploration centers on developing critical thinking skills including historical argumentation,

chronological reasoning, comparison & contextualization, historical interpretation and synthesis.. Students will study the Constitution for example and examine its application by successive Presidents, Congresses, and Courts. Emphasis will be on change over time making connections and showing the evolution of the U.S. Republic. Many supplemental readings and primary source documents will be examined to identify and to evaluate varying viewpoints. Additional work is required outside of class time either online, in person or a combination of both. Participation in the online forums are required and will be incorporated into the class grade. **Students will be required to see the teacher for summer assignments before leaving school in June.**
Prerequisite: Teacher approval.

Core Value Focus: Determination, Empathy & Respect

421 - UNITED STATES HISTORY II, HONORS

5 CREDITS

Students will engage in the study of our country from the Progressive Era to the present with an emphasis on the following: changes and growth due to technology, the Great Depression, political and financial reforms, social advances, engagement in the World Wars, our global superpower status, the Cold War, the Civil Rights movement, and our international role and foreign policies through President Reagan. Primary source documents, graphs, charts, cartoons, maps, and special projects will relate history to the art, music, social history, and literature of the period as well as to the political, economic, and diplomatic events. In addition, students will be engaging in book reports, research papers, and primary source analysis to enhance their understanding of United States history. **Prerequisite: Completion of World History and teacher approval.**

Core Value Focus: Empathy, Ingenuity & Passion

407 - UNITED STATES HISTORY II, COLLEGE PREP

5 CREDITS

Students will study the background and development of our country from the Progressive Era to the present with a focus on the following: changes and growth due to technology, The Roaring 20s, The Great Depression, U.S. entry, participation, & effects in both World Wars, the Cold War & U.S. emergence as a global superpower, the civil rights movement, U.S. Social events & developments, and our international role and foreign policies through President Reagan. Current events will be integrated into the curriculum whenever possible making the subject of history relevant. In addition, students will be engaging in book reports, research papers, and primary source analysis to enhance their understanding of United States history.

Core Value Focus: Empathy, Ingenuity & Passion

GRADE 12 REQUIREMENT

410 - CONTEMPORARY GLOBAL AFFAIRS, COLLEGE PREP

5 CREDITS

Students will analyze political issues in contemporary global society and appraise the current condition of democracy and human and civil rights in selected nations including the United States. Contemporary topics and issues drawn from news reports, news magazines, videos, the internet, and podcasts provide students with the opportunity to practice the skills needed to make reasoned decisions about matters of public concern. Through class discussions, debates, and case studies of controversial issues, students will understand the relationship between rights and responsibilities, create an atmosphere of mutual respect, and examine what it means to be a responsible citizen with a voice in a democratic society. **A successfully completed SENIOR PROJECT is a required component of the Contemporary American Issues worth 20% of the course grade.**

Core Value Focus: Ingenuity, Passion & Respect

423 - CONTEMPORARY GLOBAL AFFAIRS, HONORS

5 CREDITS

Students will analyze political issues in contemporary global society and appraise the current condition of democracy and human and civil rights in selected nations including the United States. Contemporary topics and issues drawn from news reports, news magazines, videos, the internet, and podcasts provide students with the opportunity to practice the skills needed to make reasoned decisions about matters of public concern. Through class discussions, debates, and case studies of controversial issues, students will understand the

relationship between rights and responsibilities, create an atmosphere of mutual respect, and examine what it means to be a responsible citizen with a voice in a democratic society. The Honors level will require additional assignments and assessments and more in-depth research, and analysis. **A successfully completed SENIOR PROJECT is a required component of the Contemporary American Issues worth 20% of the course grade.**
Core Value Focus: Ingenuity, Passion & Respect

GRADE 10-12

419 - ADVANCED PLACEMENT EUROPEAN HISTORY, AP LEVEL (Not Offered 2024-2025) 5 CREDITS

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing the basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the key themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) ability to express historical understanding in writing. Additional work is required outside of class time either online, in person or a combination of both. Participation in the online forums are required and will be incorporated into the class grade.

Students will be required to see the teacher for a summer reading list before leaving school in June.
Prerequisite: Teacher recommendation.

Core Value Focus: Determination, Empathy & Passion

SOCIAL STUDIES ELECTIVES GRADES 11, 12

411 - AMERICAN LEGAL 2.5 CREDITS

Students will be introduced to the form and to the function of the American Justice system. This survey course will include relevant current law-related public issues such as gangs, guns, right to privacy, capital punishment, family law, housing law, consumer and business law. This practical study will serve to inform, empower, and aid students in decision solving opportunities and skills necessary for survival in society. Further, a focus of individual rights and responsibilities will provide students with the opportunity to analyze and evaluate legal disputes through the legal process. The curriculum includes case studies, mock trials, role-plays, videos, and group activities. Guest speakers, court and prison tours will enhance the course content.

Core Value Focus: Ingenuity, Passion & Respect

413 - PSYCHOLOGY TODAY, COLLEGE PREP 2.5 CREDITS

This course is designed to introduce students to the many aspects of psychology beginning with an overview of methods in psychology. Students will explore the biological roots of behavior, which will include a description of the nervous system and the brain. The course will survey major areas of psychological science. Core topics include the brains and its development, personality, disorders and treatments, learning, memory, biological influences, and research methods. Related topics may include sensation, perception, states of consciousness, interpretation of dreams, thinking, intelligence, language, motivation, emotion, stress, and health. The student of Psychology focuses on people and how they perceive the world, how they think, and why they behave the way they do.

Core Value Focus: Empathy, Passion & Respect

414 - SOCIOLOGY, COLLEGE PREP 2.5 CREDITS

This course will focus on human behavior in terms of how people act, react, and interact. Students will investigate and analyze major social institutions, social problems, social conflicts, and stages in the life cycle. The course surveys major areas of social forces within societies. Topics will include socialization, gender roles, status, dating, lifespan development, values, norms, prejudice, poverty, homelessness with a focus on developing a sociological imagination. Related topics may include social perception, interpersonal relations,

conformity, and altruism. This student centered curriculum will include narratives, case studies, hands on projects, and guest speakers as students learn to apply sociological concepts to everyday activities.

Core Value Focus: Empathy, Ingenuity & Respect

415 - 20TH CENTURY IN FILM, COLLEGE PREP

2.5 CREDITS

This course will expose students to the powerful medium of film. Students will view, research, and discuss American and World cultures and themes throughout the decades. Cinematography and historical context analysis will be a part of the curriculum serving to enhance the experience while promoting learning. Topics will include racism, immigration, women's rights, and major shifts in social values. Related movies may include *Power of One*, *Man Who Would Be King*, *Four Feathers*, *Gandhi*, *Mississippi Burning*, *Iron Jawed Angels*, *Forrest Gump*, and many others.

Core Value Focus: Determination, Empathy & Ingenuity

404 - AMERICAN GOVERNMENT AND CIVICS IN ACTION

2.5 CREDITS

This course explores the purpose, workings, and concepts associated with our Federal Republic. The emphasis is to provide each student with opportunities to explore the realm of personal liberties, empowering them to make responsible decisions for themselves and their communities using the process and framework for change within the *Constitution*. The idea of civic virtue will be compared to competing interests and viewpoints on prevalent social issues in the arenas for change: Congress, state legislatures, local governments, town meetings, political grassroots, political action committees, etc. Further, students will be immersed into the political process by participating in mock elections, campaigning, engaging in mock legislative committee sessions, bill writing, debating social legislation and so forth. Additionally, Massachusetts state and local government will provide the backdrop for our nation's most powerful civic gift, discourse (argument and debate) through the direct democracy model involving local initiatives, grassroots movements, and public services to meet the needs and challenges of the people in the 21st century.

Core Value Focus: Determination, Ingenuity & Respect

416 - WOMEN'S STUDIES (Not Offered 2024-2025)

2.5 CREDITS

The purpose of this course is to explore, from a historical and literary context, nature, accomplishments, and the promise of women as they are seen and as they see themselves. Individual topics may be some or all of the following: the historical and cultural perspectives, language, women's roles, cultural conditioning, role models, gender bias, stereotyping, exploitation, discrimination, feminism, women and work, managerial women, and women in the media. Further, students will explore Women in Politics, Sports, the Performing Arts, and Women in Science. Core Values: Determination, Empathy, Respect.

422 - BOSTON - A CITY UPON A HILL, COLLEGE PREP

2.5 CREDITS

This course is designed to delve into the history of Boston. Including, but not limited to, its connection to local and national events, its people, their struggles, and their gifts. Students will engage in learning through interactive lectures, cooperative activities, debates, discussions, essays, oral presentations, music & clip analysis, creative writing, and field trips to name a few. Students will work both independently and cooperatively as they discuss and research a variety of themes associated with the city of Boston. In the process they will gain a sense of identity, appreciating the history and accomplishments of the people who made Boston, a city that continues its original ethos to be an example of a shining city upon a hill.

Core Value Focus: Empathy, Passion & Respect

SPECIAL EDUCATION

GRADES 9 - 12

***SUPPORTIVE SERVICES/STUDY LAB, COLLEGE PREP
COURSE NUMBERS WILL BE ASSIGNED BY GUIDANCE**

5 CREDITS

This small group study class is offered to students based on a need determined through the TEAM process. These special education students will receive support on class assignments and projects under the supervision of the special education staff. Areas to be covered will include organizational skills, study skills, learning strategies, prioritizing, note-taking and other individualized skills as needed for the successful integration of the student. Students will learn sequential skills.

Grades will be determined on an evaluation of the students' class participation, effort and preparation, consistent with the school expectation policy.

TECHNOLOGY DEPARTMENT

ACADEMIC EXPECTATION #2 THE WBHS GRADUATE WRITES EFFECTIVELY:

Learner Outcome: The graduate is able to write using Standard English for a variety of purposes and audiences.

ACADEMIC EXPECTATION #5 THE WBHS GRADUATE IDENTIFIES AND UTILIZES A VARIETY OF RESOURCES FOR OBTAINING INFORMATION:

Learner Outcome: The graduate is able to locate, analyze and synthesize appropriate materials for a variety of purposes.

ACADEMIC EXPECTATION #6 THE WBHS GRADUATE EMPLOYS MULTIPLE STRATEGIES IN REASONING AND PROBLEM SOLVING:

Learner Outcome: The graduate is able to effectively identify, evaluate, and solve problems employing a variety of methods/process(es).

Grade 9	Grade 10	Grade 11	Grade 12
Video Production I	Video Production I/II	Video Production I/II/III	Video Production I/II/III/Honors IV
Computer Science Discoveries	Computer Science Discoveries	Computer Science Discoveries	Computer Science Discoveries
Video Game Design	Video Game Design	Video Game Design	Video Game Design
	Computer Science Principles	Computer Science Principles	Computer Science Principles
	AP Computer Science Principles	AP Computer Science Principles	AP Computer Science Principles
	CP/H Computer Science I	CP/H Computer Science I/II	CP/H Computer Science I/II

GRADES 9-12

517 - VIDEO PRODUCTION I, COLLEGE PREP

2.5 CREDITS

This beginning course will introduce students to the creativity and technology behind the production of television for broadcast. Through lectures and various skill-building exercises, students will learn techniques in videography, scriptwriting, digital editing, on-air performance, directing, audio and lighting. This is a hands-on, project-based learning course with activities centered on performance and participation. Technical proficiency in each content area is strongly emphasized. Topics such as advertising, marketing and the history of television will also be included. Students will be required to develop, produce and present their work to the school and community via WBTV-9. Out-of-class time project work is required for successful completion of this course. Students will not be allowed to take Video Production and Video Production II in the same academic year without approval of the Administration.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 10-12

516 - VIDEO PRODUCTION II - Broadcast Journalism, COLLEGE PREP

2.5 CREDITS

This course offers students an opportunity to work together as a news team and produce segments for WBTV News which is broadcast within the school and over the airways of WBTV-9. Students will receive news assignments that will require investigative research, scriptwriting, organization, and interviewing skills. Assignments will include newsworthy events throughout the WB school system and the town of WB as well as current National and International events. Students will be expected to engage in using advanced video production techniques. Students will also be required to videotape and edit a local program for WBTV-9. Like TV Production I, this is a hands-on, project-based learning course with activities centered on performance and participation. Out-of-class time project work is required for successful completion of this course. Course may be repeated once for credit. Students will not be allowed to take Television Production and Television Production II in the same academic year without approval of the Administration. **Prerequisite: Video Production I**

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11-12

518 - VIDEO PRODUCTION III - Advanced Video Production, COLLEGE PREP

5 CREDITS

This advanced television production course focuses on short-form videos. Students will get a better understanding of how to effectively produce commercial, PSA, and instructional videos as well as music videos and other short-form productions. Students will learn advanced camera, audio, and lighting techniques. Students enrolling in this course should have a genuine interest in advanced video production. In this year-long course, students will be expected to conceive, pitch, research, produce, write, direct, edit, and present a commercial for a local business or a PSA for a local community or town organization. Out-of-class time project work is required for successful completion of this course.

Prerequisites: Recommendation of the Video Production II instructor is required as well as a review with the TV III instructor.

Core Value Focus: Determination, Ingenuity & Passion

GRADE 12

525 - VIDEO PRODUCTION IV - Documentary Filmmaking, HONORS

5 CREDITS

This advanced television production course focuses on the documentary. Students will learn the various styles and approaches of digital storytelling through analysis of documentaries. Students will learn advanced camera, audio, and lighting techniques, as well as the engineering behind this technology. Good interview and writing skills are a must. In this year-long course, students will be expected to conceive, pitch, research, produce, write, direct, edit, and present an original documentary short-film. Out-of-class time project work is required for successful completion of this course.

Prerequisites: Recommendation of the Video Production III instructor is required as well as an essay and review with the TV IV instructor.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 9-12

533 - COMPUTER SCIENCE DISCOVERIES, COLLEGE PREP

2.5 CREDITS

This course is designed to provide all high school students with a foundation in computer science concepts and coding. Computer Science Discoveries is an introductory, classroom-based course that aims to empower students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. CS Discoveries (CSD) takes a wide lens on computer science by covering topics such as programming, physical computing, app design, and data analysis. The course inspires students as they build their own data driven apps, 2 dimensional games, and physical computing devices using the javascript language.

Core Value Focus: Determination, Ingenuity & Passion

524 - VIDEO GAME DESIGN, COLLEGE PREP

2.5 CREDITS

This course is for students who love gaming and who are interested in learning how to design and code original computer games. Learning activities will combine creativity with problem solving and logic skills to master game development using popular coding software. After learning about and researching game genres and classic games, students learn about all aspects of the game-design process. Students will create engaging, interactive games in a variety of styles. Utilizing a variety of tools designed to introduce computer programming concepts, this course provides a solid introduction to coding.

Prerequisite: either 523 Website Development or 519 Computer Science I.

Core Value Focus: Determination, Ingenuity & Passion

GRADES 10-12

532 - COMPUTER SCIENCE PRINCIPLES, COLLEGE PREP

5 CREDITS

This full year course introduces students to the foundations of modern computing and challenges them to explore how computing and technology can impact the world. The course covers a broad range of foundational topics such as: the Internet, big data, digital privacy and security, and the global societal impacts of computing along with some programming. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends.

Prerequisite: Another high school level computer science course such as Computer Science Discoveries

Core Value Focus: Determination, Ingenuity & Passion

529 - ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

5 CREDITS

This full year course prepares students for the College Board Advanced Placement exam in Computer Science Principles. The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. Students taking AP Computer Science Principles will be required to do a summer project to review and prepare for the course material. Additional work is required

outside of class time either online, in person, or a combination of both. Participation in the online forums are required and will be incorporated into the class grade.

Prerequisite: Another high school level computer science course such as Computer Science Discoveries

Core Value Focus: Determination, Ingenuity & Passion

519 - COMPUTER SCIENCE I, COLLEGE PREP

2.5 CREDITS

This course is designed to develop the student's comprehension of computers and computer programming through class discussion, written programs and hands-on learning. Students will study, discuss and solve problems involving the use of variables, scanners, conditional statements, random number generators, and looping. Students will be required to write and type programs in Scratch and Java programming languages. This course is intended for students who possess a working knowledge of computers, computer software and problem solving. **Prerequisite: Computer Science Principles**

Core Value Focus: Determination, Ingenuity & Passion

520 - COMPUTER SCIENCE II, COLLEGE PREP

2.5 CREDITS

This course is a continuation of the Computer Science I course. The course will require students to design, implement, and analyze programs. Students will take an in-depth look at data structures and standard computing algorithms. Students will study, discuss and solve problems involving the use of string methods, complex conditional statements, loops and functions.

Prerequisite: Computer Science Principles

Core Value Focus: Determination, Ingenuity & Passion

530 - COMPUTER SCIENCE I, HONORS

2.5 CREDITS

This course is designed to develop the student's comprehension of computers and computer programming through class discussion, written programs and hands-on learning. Students will study, discuss and solve problems involving the use of variables, scanners, conditional statements, random number generators, and looping. Students will be required to write and type programs in Scratch and Java programming languages. This course is intended for students who possess a working knowledge of computers, computer software and problem solving. Project assessment, product standards and technical proficiency are brought to the Honors level with closer deadlines, advanced problem solving challenges and more specific rubrics that stress higher proficiency in creative thinking, coding, debugging and syntax. **Recommendation of Computer Science I teacher is required.**

Core Value Focus: Determination, Ingenuity & Passion

GRADES 11-12

531 - COMPUTER SCIENCE II, HONORS

2.5 CREDITS

This course is a continuation of the Computer Science I course. The course will require students to design, implement, and analyze programs. Students will take an in-depth look at data structures and standard computing algorithms. Students will study, discuss and solve problems involving the use of string methods, complex conditional statements, loops, functions and arrays. Project assessment, product standards and technical proficiency are brought to the Honors level with closer deadlines, advanced problem solving challenges and more specific rubrics that stress higher proficiency in creative thinking, coding, debugging and syntax. **Recommendation of Computer Science I teacher is required along with a "B" or better in Computer Science I. Prerequisite: Successful completion of Computer Science I.**

Core Value Focus: Determination, Ingenuity & Passion

513 - COMPUTER-AIDED DESIGN

(Not Offered 2024-2025)

2.5 CREDITS

This course will introduce students to computer-aided design software. PTC ProDesktop and Sketchup programs will be explored and used. Students will be designing 3-dimensional objects, assembly manuals,

buildings, vehicles, and others using this software. Students taking this course should be proficient in basic computer skills (file management skills, typing, and Internet usage skills).

Core Value Focus: Determination, Empathy & Respect

526 - TECHNOLOGY SUPPORT & INTEGRATION, COLLEGE PREP (Not Offered 2024-2025) 2.5 CREDITS

This course is designed for students who have any interest in computers and solving computer-related issues. Students in this course will gain an understanding of various parts and components that make up a chromebook and a windows PC, as well as how to resolve common issues with these devices. Students will also research and document emerging technologies relative to educational technology integration & share their knowledge with others. Digital portfolios will serve to showcase student work and reflective practice. Students in this course will be expected to act as a resource for students and teachers to assist with the technology they use every day. Students will be engaged in repairing chrome and windows devices throughout the school. Qualified students will have the opportunity to visit other schools to help support technology. Course may be repeated for credit.

Core Value Focus: Determination, Ingenuity & Passion

527 - ADVANCED PLACEMENT COMPUTER SCIENCE A (Not Offered 2024-2025) 5 CREDITS

This full year course prepares students for the College Board Advanced Placement exam in Computer Science A. This course is intended for students who already have had a solid introduction to programming in the Java language. Students will learn the fundamentals of the Java language and gain an understanding of Object Oriented Programming. Topics covered will include the Java programming language, variables and types, methods and wrapper classes, Object-Oriented Programming (OOP), classes and objects, loops and conditionals, inheritance and polymorphism, as well as recursion and sorting/searching algorithms. Students taking AP Computer Science A will be required to do a summer project to review and prepare for the course material. Additional work is required outside of class time either online, in person, or a combination of both. Participation in the online forums are required and will be incorporated into the class grade. **Prerequisite: Successful completion of Computer Science II and recommendation of teacher.**

Core Value Focus: Determination, Ingenuity & Passion

528 - HELP DESK INTERNSHIP, COLLEGE PREP (Not Offered 2024-2025)

This unique Internship is available to both Juniors and Seniors. Students who participate in this internship will assist the Technology Director with support and maintenance of both student and staff technology resources. Duties may include entering/closing support tickets, fixing student chromebooks, fixing/maintaining school projectors, assisting with content on the school website, and more. Juniors are only eligible if they have successfully completed Course 526, "Technology Support & Integration". Seniors may take this as their senior internship course, with no prerequisite required. An application process is required for acceptance into the internship program.

Core Value Focus: Determination, Ingenuity & Passion

523 - WEBSITE DEVELOPMENT, COLLEGE PREP (Not Offered 2024-2025) 2.5 CREDITS

This is an introductory course for students who are interested in exploring the vast resources available on the Internet. Students will be expected to complete complex research assignments as well as gain expertise relative to Internet search tools and network operations relative to Local Area Networks (LANS) and Wide Area Networks (WANS). Students will use HTML editors (Adobe Dreamweaver, Microsoft Expression, and others) to

develop Internet pages in class for projects, as well as pages for the Intranet (local school network) websites. Assignments will be used to enhance projects from regular classroom work whenever possible.

WORLD LANGUAGE DEPARTMENT

ACADEMIC EXPECTATION #2 **THE WBHS GRADUATE WRITES EFFECTIVELY:**

Learner Outcome: The graduate is able to write using Standard English for a variety of purposes and audiences.

ACADEMIC EXPECTATION #3 **THE WBHS GRADUATE LISTENS EFFECTIVELY AND CRITICALLY**

Learner Outcome: The graduate is able to listen to presentations gaining both literal and inferential meaning.

ACADEMIC EXPECTATION #4 **THE WBHS GRADUATE COMMUNICATES CLEARLY IN SPEECH:**

Learner Outcome: the graduate is able to communicate ideas and information coherently for a variety of purposes.

Grade 9	Grade 10	Grade 11	Grade 12
French 2 CP French 2 Honors	French 3 CP French 3 Honors	French 4 Honors	French 5 Honors AP French (online) * French Through Film *Speaking French
French 2 CP French 2 Honors	French 3 CP French 3 Honors	* French Through Film *Speaking French	* French Through Film *Speaking French (if not previously taken)
French 1 CP	French 2 CP French 2 Honors	French 3 CP French 3 Honors	French 4 Honors * French Through Film *Speaking French

Grade 9	Grade 10	Grade 11	Grade 12
Spanish 2 CP Spanish 2 Honors	Spanish 3 CP Spanish 3 Honors	Spanish 4 Honors	Spanish 5 Honors AP Spanish Language & Culture (online) *Spanish Through Film *Speaking Spanish Cultural Explorations
Spanish 2 CP Spanish 2 Honors	Spanish 3 CP Spanish 3 Honors	*Spanish Through Film *Speaking Spanish Cultural Explorations	*Spanish Through Film *Speaking Spanish Cultural Explorations (if not previously taken)
Spanish 1 CP	Spanish 2 CP Spanish 2 Honors	Spanish 3 CP Spanish 3 Honors	Spanish 4 Honors *Spanish Through Film *Speaking Spanish Cultural Explorations

**Half year courses*

Two year Language Pathway for Spanish Heritage Speakers:

Spanish for Heritage Speakers (full year hybrid course)	Spanish 5 AP Spanish (online)
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NOTES:

- In considering language courses, students who pursue learning a second language through high school may be eligible to be awarded the Massachusetts State Seal of Biliteracy on their diploma and high school transcripts. Please see page 25 of this Program of Study and any World Language Teacher for more information on the requirements for this recognition.
- All students must successfully complete at least two years of the same world language in grades 9 – 12.
- * Students must successfully complete (year average of 75 or higher) and have teacher recommendation to advance to the next level of a language class.
- In order to move up from College Prep to Honors Level the following year, students must have a year average of 85 or higher in their College Prep class.
- It is recommended that a student enroll in the same language in consecutive years.
- Students should consult the Guidance Department and college catalogs about World Language entrance requirements. These requirements often vary from college to college and sometimes they vary from program to program in one college.
- * Grade 8 students will proceed to year 2 of the World Language based upon their final year average and teacher recommendation.

GRADES 9 – 12

601 - FRENCH I, COLLEGE PREP

5 CREDITS

In French I, students learn to speak in French to discuss things they like to do and how they are. They can describe themselves and others and ask and answer simple questions. Topics of conversation include basic greetings, school, families and pastimes. Students engage in listening, speaking, reading and writing in the French language. Cultural aspects of French speaking countries are also explored. Grading is based on oral and written tests and quizzes, projects, homework and class participation. Proficiency target for students is Novice High.

Core Value Focus: Determination, Empathy, Respect & Passion

603 - FRENCH II, HONORS *

5 CREDITS

This course is for students who have **successfully** completed French 1. Students learn to discuss favorite pastimes, celebrations, weather, clothing, vacation plans and more. Students work on improving fluency in speaking, listening, reading and writing through oral presentations, group skits and role-playing, videos, computer software, and selected readings. Rich cultural practices, products and perspectives of the francophone world are explored. This Honors level class is ideal for the student who has a solid foundation in French 1. Proficiency target for students is Intermediate low to mid.

Core Value Focus: Determination, Passion, Empathy & Respect

604 - FRENCH II, COLLEGE PREP *

5 CREDITS

This course is for students who have **successfully completed French 1** but would like to continue at a slower pace. It includes all of the descriptions explained above for the Honors level. However, the depth of the material, the pacing and the assessments are adjusted to the level of the class. Proficiency target for students is Intermediate low.

Core Value Focus: Determination, Passion, Empathy & Respect

605 - FRENCH III, HONORS *

5 CREDITS

This course is for any student who has **successfully completed French I and II**. This course pursues the study of the language to a deeper degree. We begin to discuss the above everyday topics in more depth with more details. Students also acquire the language necessary to order in restaurants, talk about their health and make travel plans. Students are expected to read longer passages, do more writing, and of course, to speak in French as much as possible. We do projects, listen to authentic recordings and see French movies. Students

continue to explore the rich cultures of the numerous francophone countries. This course is important for the college bound student or anyone else who wants to continue their study of French. Proficiency target for students is Intermediate Mid.

Core Value Focus: Determination, Passion, Empathy & Respect

606 - FRENCH III, COLLEGE PREP*

5 CREDITS

This course includes the same content as French III, Honors. Depth of material, student assessment and the pace of the class are geared appropriately for this level. This class is designed for the student wishing to move more slowly in the French language. Proficiency target for students is Intermediate Mid Low

Core Value Focus: Determination, Passion, Empathy & Respect

602 - SPEAKING FRENCH, COLLEGE PREP (Not Offered 2024-2025)

2.5 CREDITS

This course is for students who would like to improve their speaking ability in French. Students must have **successfully completed French III** and have a strong background in the language fundamentals. Students will be expected to speak in French individually during class discussions about everyday themes, to participate in role-plays, debates and skits, and to give presentations. Perfect for the student who really wants to take off in their speaking skills! Proficiency target for students is Intermediate Mid.

Core Value Focus: Determination, Ingenuity, Empathy & Respect

625- FRENCH THROUGH FILM, COLLEGE PREP (Not Offered 2024-2025)

2.5 CREDITS

This course is for students who have **successfully completed French III** and wish to improve their fluency in listening, speaking, reading and writing. It is a different approach because it gives you the language as a whole, in a relevant and realistic format. Through a wide variety of French movies you will hear daily conversations and learn new expressions and vocabulary. The discussions will revolve around common themes, characters, their relationships, situations, complications and resolution or lack of resolutions. You will enhance your understanding of francophone cultures and your ability to communicate in French. Proficiency target for students is Intermediate Mid.

Core Value Focus: Determination, Empathy, Passion & Respect

607 - FRENCH IV, HONORS

5 CREDITS

This course is available to students who have **completed French III with an average of 85 or higher.**

It is an advanced course designed to increase oral and written proficiency through the use of traditional and modern literature, music, film, and cultural selections. Themes for discussion may include personal identity, daily life, shopping, environment/ecology, vacations and travel, and Impressionism. Students will read authentic materials including magazine articles, short stories, poems, and songs. Students are required and challenged to speak only in French. Students engage in class discussions, creative writing, listening activities, presentations, and essay writing in the target language. A variety of research projects are included to enhance the study of francophone history, economy and culture. Proficiency target for students is Intermediate Mid - High.

Core Value Focus: Ingenuity, Empathy, Respect & Passion

616 - FRENCH V HONORS

5 CREDITS

French V Honors is an advanced course designed to elaborate and continue a student's progress with their oral and written proficiency in the target language, as well as to prepare the student for intensive French study in college. Students will study a variety of short stories, traditional and modern literature, cultural studies, poetry, art, and music in French. Students will have an introduction to rich French history. As in French IV, students will engage in discussions, produce essays, research, and creative writing, and give presentations in the target language. Students of French V will enhance their speech and written word by using more complex language. Proficiency target for students is Intermediate High.

Core Value Focus: Determination, Empathy, Ingenuity & Passion

626 - ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE (online) 5 CREDITS

AP French Language is intended for students who wish to develop proficiency in communicating in and understanding the French language and francophone cultures and is comparable in difficulty and content to third year (5th or 6th semester) college or university level courses such as Spanish Conversation and Composition and Introduction to French Literature. This course will focus on an in-depth fine-tuning of all four aspects of effective communication as well as delve into the history, social structures, politics, art and the varying cultural perspectives, products and practices of the numerous French speaking countries around the world. Students in this course must plan to speak in French at all times and are expected to take the advanced placement exam. Additional work is required outside of class time either online, in person or a combination of both. Proficiency target for students is Advanced low.

Core Value Focus: Determination, Empathy, Ingenuity, Respect & Passion

608 - SPANISH I, COLLEGE PREP 5 CREDITS

In Spanish I, students learn to speak about things they like to do and how they are. They can describe self and others and ask and answer simple questions about their daily life. Topics of conversation include basic greetings, school, home and pastimes. Students will engage in all four language skills: listening, speaking, reading and writing in the Spanish language. Cultural aspects of Spanish speaking countries are explored. Grading is based on oral and written tests and quizzes, projects, homework and class participation. Proficiency target for students is Novice High.

Core Value Focus: Determination, Empathy, Respect & Passion

610 - SPANISH II, HONORS * 5 CREDITS

This course is for students who have **successfully completed Spanish I**. Students learn to discuss favorite pastimes, celebrations, weather, clothing, vacation plans, ordering food and more. Students work on improving fluency in speaking, listening, reading and writing through oral presentations, group skits and role-playing, videos, computer software, and selected readings. Rich cultural practices, products and perspectives of the Spanish speaking world are explored. This Honors level class is ideal for the student who has a solid foundation in Spanish I. Proficiency target for students is Intermediate Low - Mid.

Core Value Focus: Determination, Passion, Empathy & Respect

611 - SPANISH II, COLLEGE PREP * 5 CREDITS

This course is for students who have **successfully completed Spanish I** but would like to continue at a slower pace. It includes all of the descriptions explained above for the Honors level. However, the depth of the material, the pacing and the assessments are adjusted to the level of the class. Proficiency target for students is Intermediate Low.

Core Value Focus: Determination, Passion, Empathy & Respect

613 - SPANISH III, HONORS * 5 CREDITS

This course is for students who have **successfully completed Spanish II Honors**. This course pursues the study of the language to a deeper level. We begin to discuss the above topics in more depth with more details. Students additionally acquire the language necessary to talk about personal relationships, hobbies, daily routines, health and wellness. Students are expected to read longer passages, do more writing, and of course, to speak in Spanish as much as possible. We do projects, listen to authentic recordings and see Spanish short films. Students will continue to compare and contrast cultural products, practices and perspectives of the Spanish speaking world with the United States. This course is important for the college bound student or anyone else who wants to continue their study of Spanish. Proficiency target for students is Intermediate Mid.

Core Value Focus: Determination, Passion, Empathy & Respect

614 - SPANISH III, COLLEGE PREP ***5 CREDITS**

This course is for students who have **successfully completed Spanish II**. This course includes most of the same content as Spanish III, Honors. Student assessments and the pace of the class are geared appropriately for this level. This class is designed for the student wishing to move more slowly in the Spanish language. Proficiency target for students is Intermediate Mid Low

Core Value Focus: Determination, Passion & RespectSpanish

612 - SPANISH THROUGH FILM, COLLEGE PREP (Not Offered 2024-2025)**2.5 CREDITS**

This course is for students who have **successfully completed Spanish III** and wish to improve their fluency in listening, speaking, reading and writing. It is a different approach because it gives you the language as a whole, in a relevant and realistic format. Through a wide variety of Spanish movies, you see daily conversations and learn new expressions and vocabulary. The discussions will revolve around characters, their relationships, situations, complications and resolution or lack of resolutions. You will enhance your understanding of Hispanic culture and your ability to communicate in Spanish. Proficiency target for students is Intermediate Mid.

Core Value Focus: Determination, Empathy, Passion & Respect

621 - CULTURAL EXPLORATIONS IN SPANISH - College Prep**5 CREDITS**

This course is for students who have successfully completed three years of Spanish and would like to continue with their language study via cultural exploration. In this course, students will explore cultural variances and similarities through art, music, dance, food, short stories, film, and more. It is designed to help students appreciate different points of view, while becoming more tolerant, open, and curious about the world around them. Language skills will be developed and honed while students explore, compare and contrast varying cultural practices, products and perspectives, as well as make connections with other disciplines at school, such as Art, History, Music.

Core Values Focus: Determination, Passion, Empathy, Respect

609 - SPEAKING SPANISH, COLLEGE PREP (Not Offered 2024-2025)**2.5 CREDITS**

This course is for students who have **successfully completed Spanish III** and would like to improve their speaking ability in Spanish. Students should have a strong background in the fundamentals of the Spanish language. Students will be expected to speak in Spanish, participating in role-plays and skits, and to give presentations. Perfect for the student who really wants to take off in their speaking skills! Proficiency target for students is Intermediate Mid.

Core Value Focus: Determination, Ingenuity, Passion & Respect

617 - SPANISH IV, HONORS**5 CREDITS**

This course may be selected by students who have **successfully completed Spanish III honors with an average of 85 or higher**. Students continue to develop their communicative ability, acquiring more sophisticated language skills necessary to have conversations in and about the workplace, health issues and immigration. The rich history of Spain will be explored as well as the stories of people from the diverse Spanish speaking world. Cultural products, perspectives and practices will be explored using various forms of media, films, selections of literature, short stories, and poems. Students increase their communicative competence in speaking, listening, reading and writing. Proficiency target for students is Intermediate Mid - High.

Core Value Focus: Empathy, Ingenuity, Determination & Passion

618 - SPANISH V HONORS**5 CREDITS**

Spanish V honors is an advanced course designed to elaborate and continue a student's progress with their communicative ability in the target language and understanding of Spanish speaking cultures. This course is for students who have **successfully completed Spanish IV**. Daily discussions will center around current events

and interesting topics explored together through authentic media, stories, articles and videos. These topics would include the environment, astronomy, technology and its benefits and challenges, democracies and dictatorships in Latin America, short story samples and independent study units on either Art or Don Quijote de la Mancha. Emphasis is on developing the student's communicative proficiency in speaking and listening, as well as reading and writing at a more sophisticated level. Proficiency target for students is Intermediate High/Advanced low

Core Value Focus: Determination, Empathy, Ingenuity & Passion

615 - ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE (online)

5 CREDITS

AP Spanish Language is intended for students who wish to develop proficiency in communicating in and understanding the Spanish language and Hispanic cultures and is comparable in difficulty and content to third year (5th or 6th semester) college or university level courses such as Spanish Conversation and Composition and Introduction to Latin American or Spanish Literature. This course will focus on an in-depth fine-tuning of all four aspects of effective communication as well as delve into the history, social structures, politics, art and the varying cultural perspectives, products and practices of the numerous Spanish speaking countries of Central and South America and Spain. Students in this course must plan to speak in Spanish at all times and are expected to take the advanced placement exam. Additional work is required outside of class time either online, in person or a combination of both. Proficiency target for students is Advanced low.

Core Value Focus: Determination, Empathy, Respect, Ingenuity & Pasion

631 - SPANISH FOR HERITAGE SPEAKERS (hybrid: guided online course)

5 CREDITS

This course is for students whose first language is Spanish and who have developed an advanced proficiency in reading and writing Spanish. It is taken as an alternative to the traditional Spanish courses designed to teach Spanish as a second language to non-native speakers. This full year course guides students through some of the most notable literary masterpieces of the Spanish speaking world; since the Middle Ages (Cervantes) through authors of the 21st century. Students will also explore the rich world of Art and Culture. The student will gain new cultural perspectives and historical views of a number of Spanish speaking countries. Native speakers will develop advanced language skills and higher order thinking skills as they read and discuss works and excerpts of works of world renowned authors. Students explore and analyze literary genres and rich, universal and timeless themes. Activities range from reading and analysis of literature of the authors and their periods, listening to podcasts about their works or with the authors themselves, videos of dramatic representations of some of the works, discussing and debating ideas with others.

Core Value Focus: Determination, Empathy, Respect & Passion